

**U. S. Department of Education**  
**Office of Vocational and Adult Education**

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**The Carl D. Perkins  
Career and Technical Education Act of 2006**

**STATE PLAN COVER PAGE**

**State Name:** Alabama

**Eligible Agency Submitting Plan on Behalf of State:**

Alabama Department of Education – Career and Technical Education

**Person at, or representing, the eligible agency responsible for answering questions on this plan:**

Signature: \_\_\_\_\_

Name: Sherry A. Key

Position: Director, Career and Technical Education

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**Type of State Plan Submission (check one):**

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

**Special Features of State Plan Submission (check all that apply):**

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

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# **PART A: STATE PLAN NARRATIVE**

**I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION**

**A. Statutory Requirements**

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

- “Face-to-face” meetings were held in each state board district on the following dates:

LOCATION	DATE
Faulkner Community College Bay Minette	Thurs., Jan 15
Covington County BOE Office Andalusia	Thurs., Jan. 10
Southern Union Community College Opelika	Tues., Jan. 15
Central Alabama Community College Childersburg	Thurs., Jan. 10
Jefferson State Community College Shelby Campus, Birmingham	Tues., Jan. 15
Alabama Southern Community College Demopolis Campus, Demopolis	Tues., Jan. 8
Trenholm State Technical College Patterson Campus, Montgomery	Thurs., Jan. 17
Wallace Community College Hanceville	Tues., Jan. 8
Shelton State Community College Tuscaloosa	Mon., Jan. 14
Drake State Technical College Huntsville	Thurs., Jan. 10

**Announcements included the contact information below:**

Comments could also be sent to any of the following persons:

- Sherry A. Key, State Director, Career and Technical Education, 334-242-9111 or [skey@alsde.edu](mailto:skey@alsde.edu)
- Bethany Clem, Postsecondary Director of Career and Technical Education, 334-242-2900 or [bclem@acs.cc.al.us](mailto:bclem@acs.cc.al.us)
- Sarah Ray, Education Administrator, 334-242-9111 or [sray@alsde.edu](mailto:sray@alsde.edu)

- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**
  - Comments were documented by the facilitator and have been addressed in this five-year plan. See Attachment 1: Summary of Recommendations
  
- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**
  - See Attachment 2: Stakeholder Representation
  
- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**
  - Initial input began with meetings which were held with the Alabama State Career and Technical Education Business Advisory Council and the State Director's Advisory Council. A copy of the draft State Plan was developed and reviewed by the Career and Technical Education Accountability Taskforce and placed on the Alabama State Department of Education (SDE) Web site, for 30 days of public review and comment ([www.alsde.edu](http://www.alsde.edu)). This site and the purpose of the public review and comments were advertised in the major newspapers of the state as outlined in procedures used for public dissemination by the SDE. Persons desiring to speak at the hearing(s) were asked to complete a simple form giving their name and area of interest such as teacher, administrator, counselor, parent, student, community organizations, special populations, business and industry, etc.
  - All comments received were documented and have been addressed in the final State Plan.
  - A SharePoint blog was established with URL access (login and password) information disseminated to all local CTE administrators for continued dialogue and comment during the public review.
  
- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a**

**State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]**

- The Alabama State Board of Education (SBE) is, by state statute, the authorized entity to approve the Carl D. Perkins Career and Technical Education Act of 2006 State Plan and distribution of funds.
- The Alabama state Department of Education (SDE) and the Department of Postsecondary Education (DPE) function under the direction of the SBE.
- The Governor of the State of Alabama serves as Chairman of the SBE.
- No objections were received to the State Plan.

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period; or You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]**

The Alabama State Board of Education approved and submitted a transition plan on April 1, 2007, for the first year of operation under the Carl D. Perkins Career and Technical Education Act of 2006. That transition plan represented both the Alabama State Department of Education and the Alabama Department of Postsecondary Education. This five-year plan was approved by the SBE at its regular monthly meeting in March 2008 for submission to the U. S. Department of Education, Office of Vocational and Adult Education (OVAE), on April 1, 2008.

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**

- i. Incorporate secondary education and postsecondary education elements;**

- Career and Technical Education (CTE) programs of study (herein identified as career clusters and defined as industry sectors) are designed for students who receive the 4x4 academic core. Alabama's high school graduates earn 4 credits in English Language Arts, Mathematics, Science, and Social Studies. Geometry I is the minimum math requirement, and Biology is the minimum science requirement for graduation. In addition to these core requirements, students are required to earn 1 credit of physical education and ½ credit each in health education, arts education, and computer applications, plus 5 ½ elective credits for a total of 24 credits. Career and Technical Education is an elective option for all students.
- Alabama's high school graduates must pass the Alabama High School Graduation Exam (AHSGE).
- Students who meet the requirements to receive the Alabama High School Diploma may earn one or more of the following diploma endorsements: Advanced Academic, Advanced Career and Technical Education, or Career and Technical Education.
- Special Education students may earn the Alabama Occupational Diploma (AOD) which requires successful completion of a minimum of 4 CTE courses, including participation in cooperative education.
- During 2007, Alabama completed a revision and re-write of the 2002 *Alabama Courses of Study: Career and Technical Education* (<http://www.alcareertech.org/>). The Courses of Study were received by the

SBE at the January 2008 work session. Presentation and comments by writers will occur at the February 2008 work session. The vote for adoption occurred at the March 2008 regular SBE monthly meeting. Local Education Agencies (LEAs) are mandated to implement the COS beginning in 2009. The 2002 COS included 222 courses that supported five program areas. The 2008 COS are based upon the 16 national career clusters (industry sectors) and support 59 pathways with 300 courses. The Career and Technical Education Courses of Study provide the framework for Career and Technical Education in Alabama's public schools. Content standards in the document define the minimum content requirements as stated in the Code of Alabama (1975), §16-35-4. (<http://www.alabamaadministrativecode.state.al.us/docs/ed/index.html>)

- Courses of study are fundamental and specific but not exhaustive. School systems may include additional content to reflect local philosophies and may add implementation guidelines, resources, and/or activities.
- An Early College Enrollment Program (ECEP) based on articulated credit and dual enrollment has been established between secondary and postsecondary education for technical and health science courses.
- A state professional development plan will be developed annually and disseminated prior to the close of school to address the re-tooling of existing programs and address new and emerging career opportunities that lead to high-skill, high-wage, and high-demand careers for students.
- As defined in the *Alabama Administrative Code*, the Courses of Study Committee and Task Force consisted of representatives from business and industry; local teachers; career and technical administrators; superintendents; and secondary, postsecondary, and higher education staff. The Committee and Task Force members made extensive use of national and industry standards, other state's curricula, business/industry certification requirements, and federal requirements. Business and industry requirements for certification were used in the development of courses where applicable. In addition, members researched articles in professional journals and other publications. They attended state and national conferences, listened to and read statements from interested individuals and groups throughout Alabama, used each member's expertise in the profession, and discussed each issue and standard among themselves. In October 2007, the courses of study were submitted for public review and comment for a period of 30 days. At the end of the comment period, written and oral comments were received from business and industry representatives, teachers, and postsecondary and higher education subject-matter experts (SME). In accordance with the law, every comment received was addressed. In December, members reached a consensus and completed what they believed to be a sound and rigorous CTE curriculum that incorporates secondary and postsecondary education elements.
- SDE and DPE have cross-referenced many courses leading to statewide articulation. (Plans of Instruction [POI] represent minimum coursework requirements of the postsecondary community and are used to ensure that the articulation effort remains intact.)

- The 2008 *Alabama Courses of Study: Career and Technical Education* revision/re-write is based on the 16 national clusters format and will support 59 of the 81 pathways that support careers that meet the definition of high-skill, high-wage, and high-demand. (Attachment 3: Curriculum Wheel).
- Plans of Instruction (POI) will be developed based on the courses of study during the 2008 school year to provide the teacher with the information needed for articulation, credentialing, and certification.
- The high-skill, high-wage, and high-demand list of pathways that will be supported with state and federal funding and the technical assistance that will be provided are based on research between the Alabama Department of Industrial Relations (Alabama's Labor Market Information agency: <http://www.dir.org>. ) and the Alabama State Department of Education. A Labor Market Information (LMI) tutorial is located on the Department of Industrial Relations' Web site for public use. The Department of Industrial Relations (DIR) provided multiple face-to-face workshops for business, industry, and education representatives. High-skill jobs are defined as needing nationally recognized business and industry credentials, certificates at the secondary level, and/or degrees and education beyond the high school experience (apprenticeship, postsecondary, and higher education). High-wage and high-demand (as opposed to high demand, high turn-over) descriptors were combined when identifying the remainder of the pathways.
- Each sub-recipient of Carl D. Perkins Career and Technical Education (Perkins IV) funds will be required to implement a minimum of one of the national 16 clusters during the first year (2008-2009) of implementation. The components of each cluster will include a foundation course and other pathway courses identified in the *Alabama Courses of Study: Career and Technical Education* that end with a credential, certificate, or degree ([www.alsde.edu](http://www.alsde.edu)). Courses in the appropriate postsecondary pathway will complete the required components of each cluster. Local education systems will be encouraged to add additional pathways to support additional clusters in subsequent years through a pilot process with a goal of all programs being included by year five.
- Faculty from secondary and postsecondary education ensures incorporation of secondary and postsecondary elements by:
  1. Participating in business and industry advisory committee/council meetings.
  2. Working together to develop and revise curriculum to identify courses that can be approved for articulation between secondary and postsecondary education.
  3. Reviewing and incorporating secondary courses of study and postsecondary curriculum content to develop plans of instruction and to determine continuity between levels of content as appropriate.
- The DPE, Curriculum and Instruction Unit, develops and upgrades competency-based POI for all CTE courses. High-skill, high-wage, and high-demand occupations identified by the Classification of Instructional Programs

(CIP) codes within the 16 national clusters receive priority for POI development.

- A team of secondary and postsecondary career and technical education SME review the content of postsecondary and secondary courses of study and POI to develop statewide articulation agreements based on content review and identification of corresponding secondary and postsecondary competencies. Perkins IV funds will be used to support POI development and subsequent statewide articulation agreements.
- Secondary CTE programs receive guidance from local business and industry advisory councils and committees. These committees function at the state, cluster, local and program levels and consist of representatives from business and industry, parents, students, labor, and postsecondary education.
- The cluster-specific business and industry advisory councils serve at the state level to provide guidance for implementation of programs of study.
- Postsecondary CTE programs of study (career clusters/industry sectors), along with instructional practices, are guided by input from Program Industry Advisory Committees at each college. Advisory committees include representatives from secondary CTE programs. Perkins IV funds are used to support Program Industry Advisory Committee meetings.
- The state CTE Business and Industry Advisory Council consists of stakeholder representatives to advise and provide guidance to the State Superintendent of Education and the Chancellor of the Alabama College System.

**ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

- Secondary CTE courses are cross-referenced with academic courses to verify the math and science content of the course. Embedded academic credit is awarded for the identified CTE course if the career and technical education teacher is highly qualified (HQ) in the academic subject area; e.g., Agriscience teachers who are certified to teach science.
- Secondary CTE teachers are encouraged to obtain National Board Certification where applicable.
- Secondary CTE teachers are encouraged to obtain “add on” certification (HQ status in the core academic areas) by taking the Praxis.
- Select CTE courses provide substitute credit for art, health, and technology courses required for graduation.
- Secondary CTE programs are required by the *Alabama Administrative Code* to become business/industry-certified.

- Secondary CTE students have the opportunity to earn postsecondary credit through articulation, dual enrollment, and participation in the Early College Enrollment Program (ECEP) opportunities.
- Secondary CTE students participate in “Career Themed” academies and high school apprenticeship programs that include opportunities for students to earn industry-recognized credentials, certificates, and dual and early college enrollment credits.
- Alabama is a member of the Southern Regional Education Board (SREB) consortium, and secondary CTE supports the High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Technology Centers That Work (TCTW) reform initiatives.
- Postsecondary CTE programs of study include required courses in the following general education (academic) areas: written composition; humanities, fine arts, and speech; natural science and mathematics; and history, social, and behavioral sciences. Programs of study (career clusters) also include technical courses, the contents of which are non-duplicative and include competencies that build upon previous course content.
- Industry and education stakeholders serve as SMEs during the postsecondary POI development process. SMEs identify and validate course outcomes and associated enabling competencies (e.g., academic concepts). Postsecondary Perkins IV funds are used to support development of POIs.
- Colleges monitor program performance data, including placement in related occupations, employer satisfaction, and continuing education/training.
- Postsecondary performance data depict programmatic and instructional improvement practices. Program planning and evaluation activities are supported with Postsecondary Perkins IV funds.
- Postsecondary CTE course content aligns with that of secondary coursework when applicable eliminating duplication of coursework. Alignment is promoted through the POI development process and statewide articulation agreement process, both of which are supported with Postsecondary Perkins IV funds.

**iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

- Statewide and local articulation agreements have been developed between secondary and postsecondary education.
- In addition to statewide CTE course articulation, policies approved by the SBE allow qualifying CTE students to earn college credits while in high school by participating in dual enrollment and in the Early College Enrollment Program (ECEP). (Attachment 4: ECEP Guidelines). ECEP participants earn health and technical education credits applicable toward high school graduation and college degree or certificate requirements in pathways that support local, regional, and state high-demand occupations. All postsecondary CTE

programs of study (career clusters/industry sectors) accommodate dual enrollment credit where applicable. (Attachment 5: Dual Enrollment Policy)

**iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

- Secondary CTE teachers in applicable clusters must meet industry standards as part of the teacher certification process (e.g., ASE, NOCTI, etc.).
- Secondary CTE programs are required to meet Business and Industry Certification (BIC). As a part of BIC, specific programs require third-party certification; e.g., NATEF (Attachment 6: BIC Program Review Documents). Teachers in technical programs must meet industry standards as a part of the certification process (e.g., AWS certification for welding instructors).
- During 2007-2008, members of the Alabama CTE Business Advisory Council and other representatives from stakeholder groups began a review of available business and industry certification options to validate technical skill attainment. (Attachment 7: Business and Industry Credentials and Certifications) The process will be continued for the 2009-2010 school year using the new courses of study and plans of instruction as guides and will be reviewed for revision annually.
- Secondary CTE programs must obtain business and industry certification/credentialing for articulated credit recognition at the postsecondary level.
- Postsecondary education involves qualified representatives from business, industry, and professions in the planning, development, and review of program content.
- Qualified representatives from higher education institutions are involved in postsecondary planning, development, and review processes of program content.
- The Alabama College System has identified industry-recognized credentials specific to its CTE programs of study (career clusters). Where applicable, curricula lead to either the awarding of, or preparation for, an industry credential (e.g., RN license, FAA Certified Airframe and Powerplant Mechanic). Relevant curricula development and delivery are supported with Postsecondary Perkins IV funds.
- In addition to industry-recognized credentials, the following skills certificates and degrees are available for completers of CTE programs of study at the postsecondary level: Skills Training Certificate, Short-term Certificate, Certificate, and Associate Degree.
- Postsecondary Perkins IV funds are used to support technology upgrades and professional development, both of which are essential to obtaining industry-recognized credentials.
- Where applicable, colleges establish associate degree to baccalaureate CTE course articulation agreements with universities under the Statewide Transfer and Articulation Reporting Service (STARS) program.

**(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

- Both state and federal funds were used to develop new programs of study in the 16 cluster areas and the 59 pathways supported in Alabama. Federal funds will target those pathways leading to high-skill, high-wage, and high-demand occupations.
- The *Alabama Administrative Code* requires that a COS, approved by the SBE, be taught in all Career and Technical Education program offerings. A Course of Study Committee and Course of Study Task Force, consisting of representatives from business and industry; local teachers; career and technical administrators; superintendents; and other secondary, postsecondary, and higher education staff, are appointed by the State Superintendent of Education and the Governor to write the CTE Courses of Study. At the secondary level, adherence to the courses of study is validated through the business and industry certification process.
- The Department of Postsecondary Education (DPE) conducts curriculum development meetings for specific programs prioritized by high-skill, high-wage, and high-demand professions. These program outcomes lead to statewide articulation agreements and course content alignment between secondary and postsecondary education. Participation includes two-year colleges, secondary institutions, and industry.
- Postsecondary Perkins IV funds are used to support faculty professional development, including that pertaining to program implementation and improvement practices conducted at the state and local levels.
- A statewide articulation agreement exists between secondary and postsecondary education and between secondary and higher education to support credit transfer to aid the student to progress to the next level seamlessly without duplicating courses or losing credit.
- The Alabama CTE Futures Framework identifies four skill sets that CTE programs offer: academics (diploma endorsements), occupational competencies, technological fluency, and work readiness skills. ( Attachment 8: Career and Technical Education Futures Framework)

**(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

- Policies and procedures for local and statewide articulation have been established and approved by the SBE. Annually, all courses approved for articulation are reviewed and approved for continuation by the State Superintendent of Education and the Chancellor of Postsecondary Education. (Attachment 9: Articulation Agreement)
- Technical assistance is provided to assist postsecondary instructors with statewide articulation implementation on site and through interactive media methods that are designed to assist colleges with implementing actions in the State Plan. Information is provided for students, parents, and other stakeholders on the Alabama Career and Technical Education Web site (<http://www.alcareertech.org/>).

- Postsecondary Perkins IV funds are used to develop statewide CTE course articulation agreements between secondary and postsecondary education. The articulation agreements apply to all public two-year colleges and school districts.
- Postsecondary Perkins IV funds are used to conduct technical assistance activities at the state and local levels designed to implement the articulation agreements.
- Secondary and postsecondary education is committed to sustaining the alignment of secondary CTE courses with postsecondary to help ensure quality instruction and a seamless transition.
- The five-year plan includes research and commitment toward the alignment of secondary and postsecondary teacher certification requirements.
- Tech Prep is the vehicle to support articulation.

**(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

- The *Alabama Administrative Code* requires that all eighth-grade students complete a four-year plan of study.
- Career and technical education programs of study (career cluster) information will be provided to recipients during the four year planning process. (Attachment 10: Guidance and Counseling Section – Comprehensive Monitoring)
- Implementation of statewide career guidance initiatives to include on-going, sustained professional development for counselors, teachers, and administrators that address CTE opportunities for all students will be facilitated by the state CTE staff.
- Career Development is one of three components in the Alabama Comprehensive Counseling and Guidance Model. The systemic delivery of career awareness and development skills is outlined for all students. The delivery of career awareness, research, self analysis through inventory and assessment, career development through educational systems, and the development of an educational plan that bring together all of these elements is the focus of this K-12 delivery model.

**(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;**

- The SDE utilized Labor Market Information (LMI) provided by the Alabama Department of Industrial Relations (DIR) to identify programs eligible for funding based on high-skill, high-wage, and high-demand careers in Alabama and for the development of courses to support those careers.
- Secondary students master competencies leading to an Alabama High School Diploma. All students, including career and technical, meet the same rigorous requirements for graduation that include a minimum of one technology course. (Attachment 11: Alabama High School Diploma Requirements)
- The Alabama Career and Technical Education Future’s Framework includes a requirement for a technological fluency credential for all CTE students.

- To receive the Alabama High School diploma, each student must earn at least one-half credit in computer applications. Career and technical education programs provide the opportunity for students to become technologically fluent. Business Technology Essentials is a career and technical education course that provides substitute credit for that course and allows students to earn this computer applications credit needed for graduation.
- Beginning with the 2008 school year, through partnership with the Alabama Education Technology Conference (AETC), local CTE teachers will present best practices in the use of technology in the classroom.
- CTE state staff and local administrators participate in the SDE administered technology assessment, CAT1 and/or IC3 assessment to determine level of technology fluency.
- Secondary career and technical education students meet the minimum requirements as indicated in the COS for each program area. Each course of study is based on the national skill standards that were developed and available at the time of publication. Courses of Study are revised every six years and are posted on the Alabama Department of Education Web site ([www.alsde.edu](http://www.alsde.edu)) and the Alabama Career and Technical Education Web site ([www.alcareer.org](http://www.alcareer.org)). Courses of Study include the integrated academics, career and technical skills, employability skills, and related technology skills necessary for success in the cluster area. Content standards may be added to a course of study at the discretion of the local education agency (LEA) and program advisory councils/committees.
- Career and Technical Student Organizations (CTSO) are an integral part of CTE, and student leadership standards are included in the content standards.
- Alabama CTE teachers are participating in the online HSTW math in CTE initiative.
- Technological fluency credentialing is offered at state CTSSO conferences.
- A “reading across the content area” initiative was initiated in 2007 and is supported with teaching strategies and professional development opportunities online.
- Equipment lists that include technology options are developed and validated by business and industry for each career cluster. In order to obtain business/industry certification of a program, all required equipment must be provided or articulated by the LEA.
- The ten key practices of the High Schools That Work (HSTW) education reform initiative are being implemented in selected Alabama high schools. This reform initiative sponsored by the SREB, places emphasis on high standards for career-bound youth. In many cases, these key practices are being used to assist those schools to overcome deficiencies related to accelerated student learning.
- The National Center for Research in Vocational Education (NCRVE) serves as a resource by providing assistance through reports of ongoing and emerging projects of support to career and technical education. Information is provided by NCRVE for assessing student achievement, providing updated information about ongoing research and how to use research findings, emerging technology and its impact on career and technical education, delivering technical assistance, and delivering professional development opportunities.

- The SDE is a partner in the SEDL consortium states that ensure evidenced-based research is the basis for CTE. The focus of SEDL is to advance research to improve education.
- Secondary competitive grant(s) for non-traditional education are funded to serve students who have career objectives that are not traditionally associated with their gender (e.g., Women in Construction). Through the local application process and the request for proposal contained therein, systems submit a proposal in response to a request for proposals (RFP) to be used for non-traditional education and training. All RFPs are competitive. Recipients of the grant(s) are required to demonstrate how the funds will be used to develop, improve, and expand access to appropriate technology in the career and technical education non-traditional coursework. Non-traditional data did not improve over the period of Perkins III. During the five-year period of this plan, proposals for non-traditional funding will target recipients of Tech Prep consortia.
- The Department of Youth Services (DYS) serves adjudicated youth. The SDE recognizes the DHS within the formula grant for state funds. Beginning with the 2008 school year, they will be required to submit a local application demonstrating how Perkins IV funds will be used to develop, improve, and expand access to appropriate technology in the CTE course offerings and programs.
- Professional development and credentialing opportunities that reinforce the use of technology as a tool in the classroom are provided to local education agencies through workshops, seminars, conferences, and in-service programs. Technology credentialing will be conducted and/or facilitated by state staff and may be in cooperation with such entities as teacher education institutions and the Alabama Association for Career and Technical Education (AACTE).
- Planning grants are available for school systems to begin the process for implementing career clusters including, but not limited to, academies, technical, and magnet schools. These grants are for the purpose of staff development and may include professional development for the use of technology. Substitute salaries may be paid from this grant if teachers are away from the classroom for the purpose of planning for implementation. If planning occurs during the summer months or at a time when teachers are not on contract, funds from this grant may be used to pay stipends, salaries, travel, and registration.
- A grant to benefit high school adjudicated students is funded annually in coordination with the DHS. While the DHS receives funding through a Basic Grant as a LEA, this additional funding will be available to:
  1. Assist with the implementation of the Alabama COS and career clusters implementation.
  2. Design a short-term program of study to develop technical skills and the associated academic skills leading to high-skill, high-wage, and high-demand careers, employability skills, and character traits in pathways that support career clusters.
  3. Provide research opportunities to identify appropriate credentials and certificates for adjudicated youth.

- Beginning with the 2008 school year, a CTE strand will be offered through a partnership with the Alabama Education Technology Conference (AETC).
- Alabama Connecting Classrooms Educators and Students Statewide (ACCESS) is the secondary Alabama online coursework initiative. CTE courses became available for students to obtain distance learning credit beginning with the 2008 school year.
- Postsecondary Basic Grant funds are provided for developing, improving, and expanding access to quality, state-of-the-art technology in CTE courses and programs.
- Secondary funds may be used to pay substitute salaries for days when teachers are engaged in professional development activities related to enhancement of technology skills.
- Secondary and postsecondary funds may be used for the “re-tooling” of teachers to ensure that skills taught meet current industry standards and provide additional opportunities for technological fluency.
- Secondary funds may be used for activities such as payment of registration fees to technology-related conferences (e.g., Alabama Association for Career and Technical Education (AACTE) summer conference and the Alabama Education Technology Conference (AETC)).
- Secondary school systems may form consortia for the purpose of collecting grant awards and providing professional development.
- High School Apprenticeships and other work-based learning (e.g., shadowing, clinical, and lab) experiences are promoted through partnerships with business and industry to develop work-site experiences that include use of state-of-the-art technology.
- Postsecondary Perkins IV funds will be used to support postsecondary CTE program activities based on needs prioritized by college Strategic Analysis Teams (SATs), which include community stakeholders. Among the areas assessed by SATs are appropriateness of technology and access to technology. SAT activities are supported with postsecondary Perkins IV funds. Postsecondary Perkins IV funds are also be used to purchase equipment and other technology needed to ensure that program concentrators have opportunities to obtain industry-current skills.
- Business and Industry Advisory committees help programs stay current regarding equipment, competencies taught, and access to technology.
- Funds from both state and federal sources can be used at the local level to purchase equipment for school laboratories and classrooms to ensure students have access to appropriate technology needs for training and education (professional development), updating existing programs and developing new curricular areas.

**(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**

- Each eligible secondary recipient will submit a five-year plan by April 1, 2008.
- The local application includes a process for closure of existing programs and for the inclusion of new programs designed to ensure that the program/course meets

the requirements of new and challenging curricula and to ensure that the LEA has information, resources, technical assistance (TA), and support systems to develop and implement a quality program.

- Each year eligible recipients must complete an online electronic grant application process (eGAP) to receive approval for proposed expenditures.
  - Eligible recipients submit revisions to the five-year plan annually, as necessary. Federal funds will be released upon submitting an approvable application. This application, which is due by April 1, will be reviewed and approved based on the following criteria:
    1. Planned uses of funds identified in the system/school improvement plan.
    2. Enrollments, including special populations.
    3. Submission of requested data.
    4. Career cluster implementation and identification of other programs of study including those to be added, modified, or terminated with justification/rationale for each.
    5. Performance on core indicators.
- i. Promote continuous improvement in academic achievement;**
- Alabama’s CTE programs are an integral part of the total education offerings.
  - Secondary and postsecondary recipients offer a minimum of one program of study that incorporates and aligns secondary and postsecondary education; includes academic and CTE content in a coordinated, non-duplicating progression of courses including the opportunity for secondary students to acquire postsecondary credits, and leading to an industry-recognized credential or certificate at the secondary and postsecondary level and degrees at the postsecondary and higher education level.
  - Recipients are required to implement the *Alabama Courses of Study: Career and Technical Education*. These COS include content standards representative of all aspects of the industry as determined by the career objective of the student.
  - The Business/Industry Certification Process (BIC) requires that lesson plans show integration of academics and work readiness skills.
  - The ten key practices from the *High Schools That Work*, *Middle Schools That Work*, and *Technology Centers That Work* education reform initiatives are being used in selected secondary high schools and technology centers. The focus of these initiatives is articulation of career and technical studies. Through these initiatives, academic and career and technical teachers work together to validate and deliver relative content.
  - Academic competencies have been documented in the career and technical education programs through the validation process for embedded credit. When the CTE teacher is certified as HQ in the core area, students receive core credit for the CTE courses, upon LEA board approval.
  - Career and technical education academies, apprenticeship programs, and magnet schools are promoted as a delivery system for integrated academic and career and technical education competencies and skills.

- Career and technical and advanced career and technical diploma endorsements are approved based on successful completion of the core academic courses for the regular or advanced academic core courses, and the completion of a sequence of three or more CTE courses. Career and technical education endorsements are available options for all diplomas.
- All sub recipients will document participation in statewide articulation activities in the local plan annually.
- The DPE, in collaboration with the SDE, will develop and annually review statewide articulation agreements for approval.
- The DPE will collect data from postsecondary institutions and report the degree to which colleges implement plans of instruction that contain academic and technical competencies identified through a systematic curriculum development process utilizing faculty and industry representatives as subject-matter experts.
- A postsecondary performance measure indicating the degree to which colleges implement POIs containing both academic and technical competencies will be included in the College Plan for Career and Technical Education, which also serves as the application for Perkins IV Basic Grant funds. Current and targeted levels of performance pertaining to the measure will be addressed in the College Plan. The measure, current and targeted performance levels, and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation in CTE at colleges will be supported with Perkins IV funds.
- A postsecondary performance measure indicating the percentage of CTE students who maintain a grade point average of 2.0 or higher in general education (academic) coursework will be included in the College Plan. Current and targeted levels of performance pertaining to the measure will be addressed in the College Plan. The measure, current and targeted levels of performance, and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation will be supported with Perkins IV funds.
- A postsecondary performance measure indicating ECEP and dual enrollment participation and grade point averages in CTE courses will be included in the College Plan and provided to the SDE and LEAs for the purpose of program review and evaluation.
- Colleges must describe in their College Plans for Career and Technical Education intervention strategies used with CTE students experiencing difficulties in academic and technical coursework.
- Instructional strategies have been revised to place greater emphasis on the integration and reinforcement of academic skills for secondary CTE students. If CTE teachers meet the requirements of HQ in the core academic content area, students may earn embedded credit in mathematics and/or science after completion of the identified career and technical education programs based on approval from the SDE.
- CTE student performance measures have been collected using *No Child Left Behind* (NCLB) disaggregated data for three years. Students have consistently

performed well on the Alabama High School Graduation Exam and have outperformed non-CTE students in some areas.

**ii. Promote continuous improvement of technical skill attainment; and**

- During the 2008 school year, technical skill attainment will be measured using the silver, bronze, and gold standard recognition approved by the United States Department of Education (USDE). Non-binding regulatory letters issued as guidance may be utilized for technical skill attainment evaluations. Other options for 2008 implementation will include third-party credentialing.
- Each recipient will report the level of academic and technical skill attainment of secondary CTE concentrators annually. Alabama Perkins IV performance indicators data is based on the same academic indicators as used by NCLB for performance indicators.
- Reading and math scores on the Alabama High School Graduation Exam will be used to measure academic success.
- Data from plans of instruction will be used to help identify areas of focus when designing academic integration professional development experiences (e.g., Math in CTE) for CTE instructors.
- Perkins IV funds will be used to purchase equipment and other technology needed to assess technical skills attainments. College Plans for Career and Technical Education must address equipment and technology needs identified by the colleges' Strategic Analysis Teams (SAT), and must provide measurable documentation as to how the equipment and technology will be used to support the five year plan.
- A postsecondary performance measure indicating the degree to which CTE faculty participate in technical skills upgrade activities will be included in the College Plan for career and technical education. The measure, and subsequent improvement practices, will be evaluated during the approval process. Postsecondary Perkins IV funds will support technical skills upgrades through professional development activities.

**iii. Identify and address current or emerging occupational opportunities;**

- Local, state, and national research is used to identify and address current and/or emerging occupational opportunities in Alabama. A partnership exists between the SDE and the DIR. The DIR provides labor market information (LMI) for Alabama ([www.dir.alabama.gov/lmi](http://www.dir.alabama.gov/lmi)).
- The DIR has developed several resources that will help economic developers, workforce professionals, educators, students, and others to make well-informed choices that enhance the advancement of the state of Alabama.
- High-demand occupations through 2014 have been identified, and posters have been developed and provided to all school systems. The list of high-demand occupations is not only based on projected job openings, but also on projected growth.

- The DIR provided the Alabama Department of Education with Occupational Projections 2004-2014 for the state and all workforce investment areas. Complete statewide industry projections are available on the Web site ([www.dir.alabama.gov/lmi](http://www.dir.alabama.gov/lmi)). The Web site also provides access to a table of industry projections by major industry groups for all the local workforce investment areas and workforce investment advisory areas.
- The DIR released the *Skills for Tomorrow in Alabama 2002-2012* report in the spring of 2006. In December, they provided skills projection reports for the ten workforce investment advisory areas and two local workforce investment areas. These reports provide information related to the knowledge requirements and work activities that will be in demand over the period.
- Colleges and their SAT identify programs to be implemented, expanded, or disinvested based on analyses of occupational demand and program performance data. The SAT recommendations are evaluated during the plan approval process.

**(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

Secondary career and technical education programs prepare students to graduate with a diploma and support academic achievement in the following manner:

- All categories of special populations will receive the level of instruction required by their individual exceptionalities to ensure graduation from high school with a diploma or equivalent as recognized by the state's NCLB definition.
- 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.
- Use of the ten key practices from the HSTW education reform initiative is being used in high schools. Through this initiative, academic and career and technical teachers work together to deliver an educational program which targets totally integrated education.
- Academic competencies have been documented in many career and technical programs through the validation process for embedded credit.
- 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.
- Those students who meet the requirements for the advanced academic endorsement on the high school diploma and who complete a career major of three or more sequenced courses are eligible for the advanced career and technical endorsement. Some students will earn the advanced academic and advanced career and technical endorsement for the high school diploma concurrently.

- Career and Technical Student (Leadership) Organizations are supported by the Career and Technical Education Section of the Alabama Department of Education as an integral part of the total curriculum offerings as follows:
  1. Local career and technical administrators are encouraged to support teacher/advisor attendance at Chapter Management Institutes to increase the effectiveness of integration of activities into the instructional programs.
  2. Career and Technical Student (Leadership) Organization managers work closely with all national organizations to develop a meaningful program of work for each organization at the local, state, regional, and national levels.
  3. State and national conference attendance is supported and encouraged for all students.
  4. Annually, a Joint Leadership Development Conference (JLDC) is held that collectively supports all career and technical student organizations.
  5. Annually, a leadership conference is held (“Blast-Off”) for the state leadership team in each of the individual student organizations supported by career and technical education.

**(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

- Secondary career and technical education programs must obtain and maintain business/industry certification each year including standards for rigor and relevant 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.
- Career cluster implementation will provide a smooth transition between secondary and postsecondary education and eliminate duplication of coursework.
- Secondary students are required, by the *Alabama Administrative Code*, to have a four-year plan upon entrance into high school. Interest inventories (Career Scope, Kuder, et. al.) at the eighth-grade level are used 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.
- When applicable, colleges will establish articulation agreements with universities allowing CTE students to transfer technical education credits into baccalaureate degree programs.

- Postsecondary CTE program curricula are based on industry-identified competencies through the POI development process. POI are to ensure students have the opportunity to attain skills needed in current or emerging occupations reviewed for revision annually.
- College and DPE personnel will monitor participation and completion rates of special populations in CTE programs. Improvement practices will be implemented as warranted. Postsecondary Perkins IV funds will support program evaluation and planning.
- Postsecondary CTE programs have an active Industry Advisory Committee that includes secondary representation that advises colleges regarding technical and academic content of programs. Perkins IV funds may be used to support industry advisory committee activities.

**(i) How funds will be used to improve or develop new career and technical education courses—**

**i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**

- The *Alabama Administrative Code* requires that career and technical education courses be developed as a part of the COS. A course of study is defined as “a curriculum document containing career and technical content standards that specify what students should know and be able to do by the end of the course.” Local education agencies may request approval of pilot implementation for courses not contained in the courses of study. Approval will be based on emerging need for newly recognized pathways that represent high-skill, high-wage, and high-demand criteria.
- The program application process requires employment surveys, needs analysis, and student surveys be conducted in order to implement new career and technical education programs. The rationale for development of the programs must be submitted to the Career and Technical Education Director, and be approved before new programs are implemented and funding is obligated.
- A qualified secondary teacher must be available who meets teacher certification requirements set forth through the *Alabama Administrative Code*, and who has credentials to become industry-certified where applicable.
- CTE teachers adapt and adopt approved industry-recognized teaching assessments for students based on local programs of study.
- Research and curriculum development will focus on identifying and enhancing advanced placement credit for appropriate career and technical education programs.
- The SDE professional development plan includes: activities that enhance skill attainment, promote academic integration, and strengthen instructional strategies.

**ii. At the postsecondary level that are relevant and challenging; and**

- College's SATs will analyze demographic data, labor market data, program performance, and situations unique to the college's service areas to inform program implementation, expansion, or disinvestment decisions. Assessment and planning activities will be supported with Perkins IV funds. Perkins IV funds will support developing and upgrading competency-based POI. Competencies will be identified and validated by SME.

**iii. That lead to employment in high skill, high wage, or high demand occupations;**

- Perkins IV funds will support developing and upgrading postsecondary competency-based POI for the purpose of statewide articulation. Competencies will be identified and validated by SME.
- The BIC process is used to develop secondary standards and keep them current and aligned to business and industry requirements.
- Articulation, ECEP, and dual enrollment opportunities for secondary career and technical education students will be reviewed annually for revision.
- Career guidance activities will be developed and implemented that lead to a heightened understanding of CTE programs and the value of strategic career guidance.
- LEAs will be encouraged to fully implement the Alabama Guidance Plan based upon the American School Counselors Association Model including the three counseling domains: career awareness, exploration, and guidance.

**(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);**

- Alabama will consolidate approximately 75 percent of the Tech Prep funds received under Title II into the Basic Grant. Each recipient, both secondary and postsecondary, will be required to document expenditures of not less than 10 percent of their allocation on the elements of Tech Prep identified in the legislation.
- A competitive request for proposals will be offered for the remainder of the funds received for the continuation of Tech Prep consortia activities:
  1. Tech Prep meetings at least quarterly to share best practices.
  2. Best practices with documentation in minutes of meetings and shared with state staff and national networks.
- The decision to keep Tech Prep separate or to consolidate all funds in the five-year plan will be based on the ability of the Tech Prep recipients to provide the required documentation for the additional indicators.

**(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and**

- The Alabama Career and Technical Education Futures Framework identifies the skill sets that CTE students need to validate academic and technical proficiency for work and lifelong learning and document that Alabama students are both academically and technically prepared for work and lifelong learning.
  - Four primary skill sets in the areas of academics, occupations, technological fluency, and work readiness are required in today's workplace. All of these necessary skills can be obtained through the educational opportunities available within the CTE Futures Framework. Funds will be used to further develop POI that result in attainment of those skill sets and that may result in the issuing of credentials, which can be achieved at the secondary and postsecondary (advanced credentials) levels.
  - Secondary career and technical education state staff serve as members of both the oversight committee and the Accountability Systems Round Table for school improvement.  
(<http://www.alsde.edu/Accountability/2006Reports/2006InterpretiveGuide-ChapterFormat.pdf?1stSchoolYear=4&1stReport=2006Reports%2F2006InterpretiveGuide-ChapterFormat.pdf>)
  - Professional development activities will be provided that will improve academic instruction in CTE programs, and will increase attainment of performance measures.
  - Secondary career and technical education state staff participate in a professional learning community that includes research.
  - One Tech Prep strategy during the five-year period of the plan will include advanced placement, articulation, ECEP, and dual enrollment.
  - Integration of academic standards in CTE programs will be another focus of funding within this five-year plan.
- (I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**
- The Alabama Department of Postsecondary Education will include in its Annual Performance Report on Career and Technical Education the degree to which colleges implement POI containing both academic and technical competencies. Additionally, the Department will report on continuing CTE curriculum development activities, which include rigorous and relevant academic content.
  - Secondary documentation will consist of disaggregated data supporting adjusted levels of performance using the NCLB indicators as baselines.
- 3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities**

**for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

- The Alabama State Board of Education has adopted 12 Standards for Professional Development for all professional personnel:  
[http://www.alsde.edu/html/doc\\_download.asp?id=1301&section=75](http://www.alsde.edu/html/doc_download.asp?id=1301&section=75) (See item (c) below.)
- Funds will be used for planning, coordination, and delivery of professional development experiences to help ensure that teachers, counselors, and administrators have access to current business and industry practices, program development, and instructional strategies.
- Sustained professional development will be provided in the state professional development plans for school counselors on the implementation of the career development domain of the *Alabama Comprehensive Counseling and Guidance Model*. This professional development would provide the opportunity to enhance the importance of the broad-based career, opportunities available to students when the career cluster concept is incorporated into career awareness and academic planning.
- Secondary CTE state staff will enhance and promote online and other non-traditional methods of professional development that provides professional development opportunities for all CTE personnel, including pre-service teachers, new teachers, practicing teachers, CTSO advisors, guidance counselors, and administrators.
- Secondary CTE state staff will promote opportunities for academic and CTE teachers to collaborate on the integration of academic standards with CTE standards.
- A focus on professional development will be to promote two research-based reform initiatives that accelerate CTE student learning: High Schools That Work (HSTW) and Technology Centers That Work (TCTW).
- Collaboration with business and industry advisory committees to provide professional development is based on BIC standards.
- Professional development is provided to guidance counselors that focus on careers so that they can stay current with CTE course offerings, career clusters, articulation, ECEP, and dual enrollment opportunities.

**(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**

- Professional development is provided to pending career and technical education baccalaureate degree teacher education recipients during their senior year by state career and technical education staff members.
- A “New Teacher Institute” is conducted twice a year and is mandated for teachers entering the teaching field through an alternate route.
- Expand Alternative Baccalaureate Certification (ABC) professional development opportunities including professional development and technical assistance opportunities that are designed to provide pedagogy and curriculum support.

**(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**

- Under the leadership of the Governor of Alabama and the State Superintendent of Education, two initiatives have been implemented that will result in professional development that is high-quality, sustained, intensive, and focused on instruction:
  1. Governor's Congress on School Leadership to reform Alabama's certification requirements for instructional leadership at the classroom, school, and district level. (<http://www.ti.state.al.us/gc/>)
  2. Governor's Commission on Quality Teaching to address quality professional development that results in student learning. ([http://www.aplusala.org/pdfs/gcqt\\_vision.pdf](http://www.aplusala.org/pdfs/gcqt_vision.pdf) )

**(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**

- Alabama CTE teachers have an opportunity to participate in a literacy initiative to be conducted by SREB: Math in CTE. This initiative is designed to partner the CTE teacher and the Academic Core teacher.
- Professional development opportunities will focus on applied academics and work-based learning strategies such as job shadowing, internships, cooperative education, school-based enterprises, clinical experiences, and apprenticeships.
- CTE teachers are encouraged to stay current and interface with business and industry.
- Alabama will promote and support AACTE summer conference consisting of professional development sessions focused on program development, enhanced technical skills, integration of academic standards, CTSO leadership training, and program evaluation.
- Perkins IV funding will be utilized to support CTE distance learning opportunities through Alabama's online delivery system (ACCESS) that offers guidance counselors specific topic workshops and training opportunities.
- Tech Prep Consortia will utilize the state CTE newsletter to share information regarding professional development opportunities.
- CTSO leadership training will be enhanced and offered for CTE teacher advisors.

**(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**

- The Alabama Career and Technical Education teaching certificates (Professional, Level, and Alternative) require completion of a course designed to provide services to special populations.
- The professional development plan will include activities that focus on the development and implementation of specific differentiated instructional strategies for English language learners in each program area.
- The professional development plan will include modification and accommodation training for CTE teachers including professional development focused on methods and strategies for working with special populations.

**(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

- See (c) above.
- CTE is an integral part of the total education system and will execute professional development activities to support increased academic and technical achievement of CTE students.

**4. You must describe efforts that your agency and eligible recipients will make to improve—**

**(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

- The following efforts will be made to recruit and retain career and technical education teachers, faculty, career development, and career guidance/academic counselors.
  1. Support and maintain Guidance Education Administrator position at state CTE level to provide leadership and professional development for guidance counselors.
  2. Program Improvement RFPs made available to eligible recipients will address the need to include activities that recruit individuals in groups underrepresented in the teaching profession.
  3. In the local strategic plan, eligible recipients will address efforts to recruit and retain career and technical education personnel.
  4. Establish Education Specialist position in CTE Section at the SDE to provide leadership and support for new teacher professional development and continuity for teacher certification.
  5. Develop and make available a statewide counselor's mentoring system for career development counselors.
  6. Partner with Alabama Education Association (AEA) to provide leadership for student organizations supporting future teachers (FCCLA: TEACH Alabama and AEA: Future Teachers of Alabama).
  7. Each CTSO shall promote teaching Career and Technical Education as a career during state conferences.
  8. 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](http://www.alsde.edu/html/sections/section_detail.asp))
  9. Make presentations on the TEACH Alabama program and distribute brochures to all stakeholders so that the number of programs will increase throughout the State.
  10. Establish a web page within the CTE Web site for TEACH Alabama.

11. Partner with AEA to implement a “Grow Our Own” marketing campaign to recruit high school students and college students to the education profession.
12. Partner with Teacher Education programs at state universities to recruit college students not majoring in education and persons who are working in non-educational careers to enter the teaching and guidance fields.
13. 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.
14. Support and provide input to the Governor’s Congress on Quality Teaching.
15. Conduct a “New Teacher Institute” and a “New Administrator Academy” to provide technical assistance to new teachers and administrators.
16. Partner with and support other SDE unit initiatives that impact the education profession to promote teaching, counseling, and other professions in Alabama.
17. 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.
18. 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.
19. Provide funding for a model 21<sup>st</sup> Century Classroom in a Local Education Agency (LEA) offering the Education and Training Cluster.
20. Support sub-recipient plans to address recruitment and retention as part of five-year plan.
21. Utilize the CTE communication plan to increase public awareness of CTE teachers and career development counselors.
22. Encourage interested persons to pursue Alternative Certification routes to meet the supply and demand needs for teachers. (Attachment 12 : Teacher Certification Requirements)
23. 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.
24. Utilize research data from the survey being conducted by the Governor’s Congress on Quality Teaching to determine factors that may be addressed to retain teachers in the teaching profession.
25. Encourage career and technical education teachers to become National Board Certified Teachers. (Currently, almost 100 CTE teachers have obtained National Board Certification)
26. Expand the CTE strategic plan to provide additional technical assistance to teachers who are making the transition from business and industry to the classroom.
27. 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.

**(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

The following efforts are being or will be made to address issues facing persons transitioning to teaching from business and industry, including small business:

- Provide funding and technical assistance support for the New Teacher Institute and New Administrator Academy.
- Provide sustained professional development activities that address issues and concerns of teachers who are making the transition from business and industry to the classroom.
- Support the State Department of Education's mentoring program for new teachers and any mentoring programs provided by units within Career and Technical Education Section.
- Review requirements for alternative certification routes, including ABC and level, to determine if additional content knowledge and skills are needed by persons not holding education certificates to be successful in the classroom.
- Collaborate with postsecondary education to identify appropriate business/industry credential, certificates and to create professional development for joint credentialing of teachers, programs and students.

**5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

- DPE will foster ties with institutions of higher education by involving representatives of those institutions in the review and development of curricula. This involvement will result in greater opportunities for articulation and help ensure the inclusion of the latest academic and technical research in the delivery of course content. DPE will also continue to work jointly with institutions of higher learning to ensure that the STARS enables smooth statewide transfer of course credit.
- Secondary students will participate in ECEP, dual enrollment, and articulated credit.
- A copy of the Cluster Wheel representing the 16 National Clusters and 50 pathways supported by Alabama will be published as a poster for dissemination.
- The SDE and DPE will expand the CTE framework to include an emphasis on higher education and multiple entrance and exit points leading to a baccalaureate degree and beyond.
- Establish partnership participation with initiatives that support transition into teaching such as "Troops to Teachers."
- Support and assist local efforts to involve parents, teachers, counselors, local businesses, and labor in planning, development, implementation and evaluation of CTE programs.

**6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in**

**the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]**

- A system advisory council that meets quarterly to participate in the planning, development, implementation, and evaluation of career and technical education shall be appointed by the local superintendent of each LEA.
  - Local advisory councils which advise in the planning, development, implementation, and evaluation of programs must include parents, students, teachers (academic and career technical), administrators, counselors, and other faculty as well as local business (including small business), and labor organizations.
  - A business and industry state advisory council meets quarterly to make recommendations to the state Career and Technical Education Director and State Superintendent and to participate in the planning, development, implementation, and evaluation of career and technical education.
  - Professional development activities will be provided that support the implementation of the Alabama Guidance Plan counseling model to support communications between the school and community.
  - Professional development activities are offered by the SDE that promote the formation and use of effective advisory boards.
  - Each CTSO involves stakeholder groups in conferences, competitions, meetings, alumni groups, training, judges, speakers, and board members with CTSO activities.
  - LEAs are encouraged to partner with postsecondary education to promote combined secondary and postsecondary advisory councils.
  - An “ambassador presentation” will be developed and provided for use by local directors so that they can initiate presentations to civic groups about diploma endorsement options.
  - A directors’ advisory council consisting of local administrators of career and technical education exists to advise the State Director on issue related to CTE program development and delivery.
  - Business and industry collaborate to identify equipment and facilities and program certification and industry certification.
- 7. You must describe efforts that your agency and eligible recipients will make to—**
- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
    - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
      - Partner with other SDE sections that impact the academic achievement of students to ensure that the Career and Technical Education Section is informed and included in discussion about implementation of initiatives offered to accelerate student learning at the local level. (Examples: Alabama Math, Science, and Technology Initiative (AMSTI), Alabama Reading Initiative (ARI), Math in CTE (MCTE)).

- Provide sustained professional development activities on teaching the core academics as they are applied through career and technical education courses.
- Review the new Courses of Study to determine if, when cross-referenced with core academics, substitute or embedded credit may be granted.
- Provide funding for state staff to participate in regional and national conferences on accelerating student achievement, integrating core academics into career and technical education programs, and remodeling high schools to impact student achievement.
- Continue to research issues and trends that impact content of CTE courses so that students are prepared to live and work in the 21<sup>st</sup> century. When necessary, implement pilot programs to address new knowledge and technological advances.
- Encourage career and technical education teachers to obtain Highly Qualified status in core academics by passing specific subject-matter Praxis test(s) required to teach substitute courses for core academic courses.
- Encourage LEAs to offer the Career and Technical and Advanced Career and Technical Education diploma endorsements.
- Continue to support representation of the Career and Technical Education Section on the Accountability Round Table (ART). The goal of the ART is to provide LEAs with services that will impact their schools in accelerating student learning.
- Embed measurable CTSO activities in all CTSO events.

**ii. Career and technical education subjects;**

- A copy of *Reading Strategies for Career Academies and Career-Technical Education* (International Center for Leadership in Education) was provided in fall 2007 to each LEA. Workshops demonstrating use of reading strategies as well as how to design career and technical education lessons that focus on vocabulary development and lesson planning strategies have been provided to all teachers and administrators at state conferences and in local CTE programs upon request. Webcasts of strategies are scheduled to be delivered quarterly.
- A copy of *Academic Excellence Through Career and Technical Education* (International Center for Leadership in Education) has been provided to each LEA. This resource provides a cross-reference of state standards and national tests.
- Technical assessments for proficiency will be developed as part of CTSO competitions, conferences, and training.
- State and federal funds will be used to promote and support the Math in CTE initiative by SREB.
- The curricula development process, adopted by the CTE Section of the SDE consists of the development of a course of study followed by the development of plans of instruction and lesson plans. CTE lesson plans will be based on the format required for publication on ALEX (Alabama Learning Exchange) Web site for distribution.
- Leadership skill development defines CTSO. Yet, at a time when the student is the “face” of what we do, CTSO participation has stagnated and in some

cases decreased. CTSO advisors have been identified at the state staff level to create an umbrella student leadership level from which the individual CTSOs will function. State and federal funds will be used for research which will include identification of the 21<sup>st</sup> century learners and exploration of the establishment a virtual CTSO that supports the social networking of the 21<sup>st</sup> century learner.

- CTSOs are supported individually and collectively through the JLDC and Blast-Off.

**(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**

- The secondary *Alabama Courses of Study: Career and Technical Education* contains the minimum standards for all CTE courses taught in Alabama. With the adoption of the 16 National Clusters, all aspects of an industry are included in each foundation and pathway.
- POI are developed by SME from secondary and postsecondary education and industry representatives. The development process involves the incorporation of secondary *Alabama Courses of Study: Career and Technical Education* and national industry standards.
- Support and implement “Web-based, work-based” learning opportunities such as virtual job shadowing.
- The SDE staff will facilitate the development of, and provide guidance and technical assistance on the implementation of, school-based enterprises that support the key concepts of entrepreneurship.
- CTSO leadership activities will be embedded within POI and other curricula in all program areas.

**(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

- Alabama students are provided the opportunity to obtain the Alabama High School Diploma, the Alabama Occupational Diploma (designed for special education students) or the Alternate High School Diploma. Alabama administrative code requires that students seeking these exit documents complete a minimum of 24 Carnegie units including the 4 x 4 curriculum: 4 math (Algebra I and geometry minimum), 4 science (biology minimum), 4 language arts courses, and 4 social science courses.
- Alabama students who elect to pursue the Alabama High School Diploma must pass a “high-stakes test,” the AHSGE.
- Students who complete the 4 x 4 core content required for the Alabama High School Diploma (Attachment 13: Alabama High School Diploma) may obtain multiple diploma endorsements to include two CTE endorsements; (Attachment 14: Alabama High School Diploma With Advanced CTE Endorsement) or (Attachment 15: Alabama High School Diploma With CTE Endorsement)

- CTE has partnered with other sections of the SDE Executive Council to propose that Alabama offer two diploma options; Alabama High School Diploma and the Alabama Occupational Diploma. This research initiative would allow multiple diploma endorsements to include the CTE endorsements and a credit-based endorsement.

**8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

- The State Director of CTE and other administrative, supervisory, and instructional support staffs are employed as necessary to discharge the requirements of state and federal laws and to provide leadership and technical assistance for the operation of quality career and technical education programs. The employment, classification, and compensation of these personnel are subject to the rules of the Merit System of the state of Alabama.
- The purpose of the Career and Technical Education Section is to lend technical assistance, ensure federal compliance, and support Alabama's public school systems that provide career and technical education and training through organized programming. The Career and Technical Education Section is charged with providing assistance for the effective and efficient utilization of available resources, enabling all persons served by Alabama's public schools, including those with disabilities, to have ready access to career and technical education programs and support services.
- The CTE state staff provides technical assistance to eligible recipients on cluster and CTSO issues, financial management, data quality, program implementation, local plan administration, and federal compliance.
- A CTSO Education Specialist at the state CTE level provides support for local CTSO advisors.
- The CTE state program staff will utilize the BIC process to visit approximately 20 percent of all CTE programs annually.
- The state CTE staff will provide a strong focus for technical assistance on designated performance levels, including non-traditional participation and completion.
- Federal compliance is ensured through the BIC process and by using targeted monitoring of programs through the comprehensive monitoring process.
- Technical assistance is provided to secondary programs through a New Administrators' Academy and New Teacher Institutes that are held during the summer for newly appointed administrators and teachers and at mid-year for those who were not able to attend or did not complete the certification requirements.
- When a school system calls for technical assistance in career and technical education, the SDE Career and Technical Education staff leads the effort to fill the need in the local education agency. Many times, this effort consists of a contact with the staff in the appropriate service area in the Career and Technical Education Section who answers the request.
- Alabama has established an "instructional leaders program." Secondary CTE administrators are a component of this program.
- Technical assistance is provided in the form of sustained professional development to include "re-tooling" of CTE teachers through statewide conferences and re-

certification of teachers based on the most current emerging technologies and programs. With adoption of the new Courses of Study, this will become a primary focus of the state staff.

- Other areas where the State secondary staff will provide technical assistance to local education agencies include:
  1. Approving new facilities or renovations.
  2. Facilitating the development of equipment lists that ensure classrooms meet business and industry standards.
  3. Providing sources for obtaining instructional resources and equipment necessary to assist all students to achieve high standards.
  4. Encouraging teachers to participate in the demonstration of innovative and exemplary projects or special programs.
  5. Providing leadership for student organization activities.
  6. Developing local capacity and leadership skills in teachers and students.
  7. Assisting teachers in planning community outreach activities.
  8. Developing articulation plans between secondary and postsecondary education.
  9. Disseminating information regarding programs, activities, and instructional resources to administrators and teachers.
  10. Informing and encouraging the inclusion of new and innovative career and technical education programming to prepare students for emerging technical employment opportunities.
  11. Promoting CTE as a teaching opportunity.
  12. Providing timely updates through the Alabama Department of Education Web site.
  13. Enhancing the use of online technical assistance; e.g., ALSDE and CTE Web sites development to include professional development.
  14. Providing leadership and technical assistance at the summer conference for research-based CTE program implementation interpreting and using data.
- The Alabama DPE staff will provide technical assistance through a variety of means, including:
  1. On-site visits specific to implementing the State Plan for Career and Technical Education.
  2. Presentations at quarterly meetings of the Alabama College System Instructional Officers Association and meetings of the Presidents Association.
  3. Communication through program faculty meetings.
  4. Electronic communication to instructors and administrators.
  5. Presentations at the annual Alabama College Association conference.
  6. Conducting training sessions on effective teaching and assessment practices for new CTE instructors.

**9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]**

- The Alabama secondary career and technical education is represented on the Workforce Investment Act (WIA) Council by the Deputy State Superintendent of Education.

- Alabama will target the expenditure of both state and federal funds to prepare students for career opportunities that are current and projected to be employment opportunities.
- Local secondary career and technical education instructional leaders have participated in the Alabama Department of Industrial Relations LMI (labor market information) training for each WIA region.
- The local application requires that surveys be completed and that documentation be provided for the creation of new CTE programs of study.
- BIC requirements include documentation of the continued need for existing CTE programs of study.
- The Governor created the Office of Workforce Development under the direction of Alabama Postsecondary Education.
- The SDE State Director of CTE serves on the planning council for the Office of Workforce Development.

**10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**

- Continuity of initiatives and all federal programs are ensured by representation on the ART.

*“Technical assistance to schools as defined by the 1995 State Accountability Legislation is coordinated through the Accountability Roundtable and provided by the State Support Team. The Accountability Roundtable is comprised of representatives from each section within the Instructional Services Division, and also includes representatives from the Office of Technology Initiatives, Career Technical Education Services, Teacher Education and Certification, and the Regional Inservice Center. Also represented on the Roundtable are members of the Southwest Educational Development Lab (SEDL) and SERVE. The Accountability Roundtable receives guidance from the Deputy State Superintendent and each Director/Coordinator within the Division of Instructional Services. The mission of the Accountability Roundtable is to provide a seamless system of technical assistance and support to schools in the areas of curriculum, instruction, fiscal responsibility, management, and leadership.*

*“The State Support Team (SST) is comprised of the SDE Staff of the Instructional Services Division as well as the Alabama Math and Science Technology Initiative (AMSTI) Site Directors and Math and Science Specialists, Alabama Reading Initiative (ARI) Regional Partners and Regional Reading Coaches, Regional School Improvement Coaches and Peer Mentors. The SST provides technical assistance and support to all schools with focused assistance to LEAs and schools that do not make AYP. “*

- CTE will expand, promote, and improve communication with other federal programs through participation and collaboration on initiatives promoted by the SDE executive council and Accountability Round Table.
- CTE Education Specialists have been appointed to serve on the Response to Instruction (RTI) Task Force.
- Special Education state staff members (Education Specialist) serve on the CTE Courses of Study Committee as process specialists for curricula development.
- CTE and other federal education programs are jointly developing a comprehensive process to provide teachers with the necessary knowledge to “unwrap” curriculum content standards. This process will result in curriculum alignment to instructional resources so that curriculum management and instructional practice are enhanced.

- CTE secondary and postsecondary education state staff will facilitate the production of over 300 POI to serve as a companion documents to the newly SDE adopted Courses of Study.
- Through collaborative planning with other federal programs, Career and Technical Education participates in the electronic grant application process (eGAP) to assess needs, plan improvement, and select activities to be funded which will lead to the improvement of the performance of students in the local school systems.

**11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]**

- Alabama joined with other Southern Regional Education Board (SREB) states to address a growing concern – the need to improve high school completion rates, raise levels of high school achievement, and prepare more students for success in college. Member states jointly develop or share marketing resources such as radio and television, posters, brochures, logos, Web materials, and research. Sharing resources in this manner significantly reduces the cost and time associated with large-scale marketing campaigns.
- Secondary CTE will participate in Alabama Go Alliance (SREB initiative). The CTE focus of this initiative is designed to increase participation in CTE and increase graduation rates of Alabama high school students.

**B. Other Department Requirements**

**1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

(Attachment 16: Local Applications [Secondary and Postsecondary])

**2. You must provide a description of your State’s governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

- The Alabama State Board of Education, an elected body, is solely responsible for public education in Alabama. It is responsible for the policies of the Alabama Department of Education (secondary) and the Alabama Department of Postsecondary Education (two-year colleges and institutions). The Alabama State Board of Education has responsibilities for leadership and general supervision over all public education. Any reference to the “State Board” refers to the official body described above. The Alabama State Board of Education has not delegated responsibilities for administering, operating, or supervising career and technical education programs to any other state agency.
- The Alabama Department of Education is the state’s official educational agency. The statutes of the state of Alabama empower it to receive and distribute federal grants-in-aid and to administer the several acts governing those grants under policies determined by the Alabama State Board of Education.

- The Alabama State Constitution requires the State Board to appoint a State Superintendent of Education who shall serve as secretary and executive officer of the State Board and as the chief administrative officer of the Alabama Department of Education. The State Superintendent is the Department’s official authorized to submit all applications and plans to the federal government and to administer programs under the several acts incorporated in this Plan.
  - The State Superintendent of Education has appointed a full-time State Director of Career and Technical Education. The State Director represents the State Superintendent in administering all career and technical education programs, services, and activities operated by and through local education agencies. Full-time employees are employed to provide administrative, supervisory, and instructional support as necessary to discharge the requirements of state and federal laws and to provide leadership and technical assistance for the operation of quality-oriented career and technical education programs. The employment, classification, and compensation of these personnel are subject to the rules of the Merit System of the state of Alabama. (Attachment 17. SDE Organizational Chart)
  - There are 131 local school systems and two state-supported agencies: the Department of Youth Services (DYS) and the Alabama Institute of the Deaf and Blind (AIDB) in the Alabama secondary school system.
  - The Alabama Department of Postsecondary Education is the administrative agency for the state’s two-year college system. The Department is a sub-grantee of Perkins IV funds from the Alabama State Department of Education, the fiscal agent for the funds. The Division of Instructional and Student Services administers the Perkins IV funds allocated for use at the postsecondary level.
  - There are 27 eligible recipients at the postsecondary level. (Attachment 18: DPE Organizational Chart)
3. **You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**
- Two-year colleges and technical education programs provide the primary training for ITA recipients. Technical and workforce development information from postsecondary institutions are available in the resource rooms and online at one-stop centers.

### **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

#### **A. Statutory Requirements**

1. **You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
- (a) **Will be provided with equal access to activities assisted under the Act.**
- Secondary students are eligible to pursue the Alabama High School Diploma with endorsements (Advanced Academic, Advanced CTE, and CTE) or the Alabama

Occupational Diploma. These exit documents validate completion of the requirements for graduation.

- Secondary students with disabilities are provided accommodations to earn the Alabama High School Diploma.
- Secondary students with disabilities that do not meet the requirements of the Alabama High School Diploma may earn the Alabama Occupational Diploma (AOD) by earning at least four credits in career and technical education and successfully completing a community-based work experience and an approved occupational portfolio. The AOD is a diploma option for high school graduation. (Attachment 19: Alabama Occupational Diploma)
- Secondary “Gifted” students earn “AP Status” by completing courses designated as Advanced Placement. Lesson plans include accommodations for students with disabilities, and gifted students. Online CTE advanced placement courses have been purchased and additional course development will be pursued over the five-year period of the State Plan.
- Colleges offer comprehensive counseling and student support services for all students, including special populations.
- Colleges provide supplemental services including curricula modifications, equipment modifications, classroom modifications, and instructional aids and devices.
- Through secondary guidance and counseling activities and career exploration activities at the LEA, members of special populations are able to make informed decisions about career and technical education opportunities.
- Secondary and postsecondary guidance services are provided and include services, programs, or activities designed to assist individuals who are not enrolled in career and technical education programs in the election of, or preparation for participation in, appropriate career and technical education training programs such as:
  1. Services, programs, or activities related to outreach or recruitment of potential students.
  2. Career, academic, and personal counseling.
  3. Career and technical assessment and testing.
  4. Other appropriate services, programs, or activities.
- Other supplementary secondary services are provided, as appropriate, and include curriculum accommodations or modifications combined with equipment modification, classroom modification, supportive personnel, and instruction aids and devices.
- Jobs for Alabama’s Graduates (JAG) programs provide students with the support necessary to remain in school, obtain the knowledge and skills necessary to compete in today’s workforce, and transition to postsecondary education.

**(b) Will not be discriminated against on the basis of their status as members of special populations; and**

- On-site monitoring visits are conducted to determine if there is any discrimination and the extent of that discrimination against students who are members of special populations. Technical assistance is provided in the areas of nondiscrimination as

monitored through the OCR. Professional development activities will be conducted annually to provide awareness to all eligible recipients. Eligible recipients must provide assurance of nondiscrimination through the submission of the local application.

- No person shall be denied access to secondary or postsecondary career and technical education programming based on his or her designation as a member of a special population. Special population students are to have full access to all career and technical education programs, including cooperative education, apprenticeship, and student organizations. Students receive high-quality instruction, assessment, guidance and counseling services, and job placement.
- The CTE staff of the SDE is responsible for the monitoring of *Methods of Administration* for the OCR requirements. Annually, data is collected to ensure that students are not discriminated against on the basis of their status as members of special populations. If target data shows discriminatory patterns systems are reviewed for OCR violations.

**(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high skill, high wage, or high demand occupations. [Sec. 122(c)(9)(A)-(C)]**

- 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.
- The JAG middle school model will be implemented during the 2009 school year in partnership with Alabama's initiative to increase graduation rates.
- CTE personnel serve on the Alabama Accountability Round Table. 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.
- CTE curricula upgrades will continue to ensure that students are prepared to enter high-skill, high-wage, and high-demand occupations.
- Colleges offer comprehensive counseling and student support services for all students, including special populations.

- Colleges provide supplemental services, including curricula modifications, equipment modifications, classroom modifications, and instructional aid and devices.
  - 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.
  - AOD guidelines, using “course-taking patterns”, will be developed for selected CTE courses.
  - NCLB baseline data will be disaggregated to provide CTE baselines for performance indicators.
- 2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**
- Programs at the Department of Youth Services will use a needs assessment to determine the activities for students who are enrolled in the programs at these special campuses. Funds are used to assist in providing services that will allow these students to reenter the programs in the local school systems from which they are sent to these alternative education programs.
- 3. You must describe how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields. [Sec. 122(c)(18)]**
- Alabama has adopted the 16 National Career Clusters and the Alabama Department of Industrial Relations (DIR) has identified the top 40 high-skill, high-wage, and high-demand occupations. This information is being used for all secondary CTE Courses of Study development.
  - Sub-recipients of Perkins IV funds will include a plan for promoting high-skill, high-wage, and high-demand occupations to non-traditional participants.
- 4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**
- Postsecondary provides career and technical education training to correctional institutions of varying levels of security, and the instruction is delivered by six different colleges. Perkins IV funds will be used to provide postsecondary correctional CTE program activities based on needs prioritized by college Strategic Analysis Teams (SATs), which include community stakeholders. Among the areas assessed by SATs are appropriateness of technology and access to technology. SAT activities will be supported with Postsecondary Perkins IV funds. Postsecondary Perkins IV funds will also be used to purchase equipment and other technology needed to ensure that program completers possess current industry skills.
- 5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.**

- Each secondary applicant will include descriptions of steps taken to ensure equitable access to, and participation in, the Career and Technical Education program as contained in Section 427(b) of the General Education Provisions Act as amended.
- Each postsecondary applicant must submit a College Plan that defines required, specific activities addressing equitable access to, and participation in, all federally assisted programs.

#### IV. ACCOUNTABILITY AND EVALUATION

##### A. Statutory Requirements

**1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

- The secondary CTE Accountability Task Force will review copies of the current measurement definitions and approaches. Draft copies will be sent electronically to the local administrator of all secondary eligible recipients. Accompanying these definitions and approaches will be instructions on how the recipients can provide input into the decisions to be made. Regional meetings will be held to solicit input, to allow discussion among attendees, and for additional feedback with recommendations and suggestions.
- The DPE state staff will establish a “Perkins IV Accountability Committee” that will develop draft performance measures, definitions, standards, and procedures. Through a series of iterations with college administrators and faculty, an internal working draft will be developed. This draft will be presented to stakeholders at a series of regional meetings. Stakeholder feedback will be the basis for the final draft to be presented to the Alabama State Board of Education for its consideration/approval.

**2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

- The secondary CTE Accountability Task Force will approve the state-adjusted level of performance for each of the core indicators. Representatives of the eligible recipients will be given draft copies of the performance levels with explanations as to how these were determined. These representatives will be required to distribute this information to appropriate stakeholders in order for all to know what is currently required. Feedback of recommendations and suggestions from stakeholders will be used, if necessary, in negotiating the performance levels.
- The DPE state staff will establish a “Perkins IV Accountability Committee” that will develop draft performance measures, definitions, standards, and procedures. Through a series of iterations with college administrators and faculty, an internal working draft

will be developed. This draft will be presented to stakeholders at a series of regional meetings. Stakeholder feedback will be the basis for the final draft to be presented to the Alabama State Board of Education for its consideration/approval.

- Colleges will identify in their College Plan for Career and Technical Education locally identified performance measures along with corresponding targeted levels of performance.
- A “modified Delphic approach” will be used to establish state-adjusted levels of performance for the core indicators. Through a series of iterations with college personnel, consensus will be reached regarding the state-adjusted levels of performance.

- 3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

See Forms - Part C.

- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]**

- All core indicators are those required by the legislation. Core indicators are aligned with the State’s accountability reporting as required by the NCLB legislation.
- Applicable postsecondary core indicators will correspond with those established for WIA reporting.

- 5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State Plan (July 1, 2007 – June 30, 2008, and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above.**

See Forms - Part C.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under Section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); Sec. 122(c)(10)(B)]**

- If the eligible recipient does not accept the state-adjusted levels of performance for the local systems, the recipient must submit a request for local-adjusted levels. This submission will include the rationale for the request.
  - A college may submit a request for local-adjusted levels. This submission will include the rationale for the request and agreement by the college's Strategic Analysis Team.
- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local-adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**
- The criteria to allow requests for revisions in performance levels will be based on the negative impact on programs caused by any of the following: a decrease in funds to support current programs, the opening or closing of programs, and disasters that impact student performance. Eligible recipients will be allowed to request revisions to its local-adjusted levels of performance after annual data reports are provided in April. Requests for revisions must be received by June 1. Decisions on adjustments will be finalized by July 1.
  - CTE staff at the DPE and the Chancellor of The Alabama College System will evaluate each request based on situations unique to the college making the request.
- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**
- The data relating to students participating in secondary career and technical education programs will be the same as for all other programs in a local school district. This data is disaggregated for all programs, including Tech Prep, according to the required special population categories. A cross-reference will be made of this data when the local school system is monitored.
  - Colleges will report current levels of disaggregated performance data in comparison with targeted levels of performance. Data will be cross-referenced against other databases; college presidents will verify accuracy.
- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**
- Each consortium receiving funds under Perkins IV will submit an improvement plan, if the minimum levels of performance are not met. The improvement plans will be monitored in three phases through desk audits of documentation by SDE staff, submission of certification of continued compliance by the local administrator, and

with an on-site review occurring during the comprehensive monitoring of the school system and/or during the on-site review for business/industry certification.

- Consortia will form collaborative administrative structures; agreement will be reached with the collaborative unit.

**10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

- Each local school system must conduct a compliance review annually and certify the compliance of CTE programs meeting the established standards. Where applicable, the compliance documentation is shared with other federal programs.
- Colleges will submit annual performance reports, which will include modifications to their College Plan for Career and Technical Education; modifications will be based on evaluated performance.
- Common measures will exist between postsecondary career and technical education and WIA reporting.
- Secondary Perkins IV is submitted through eGAP. eGAP provides for common planning and collaboration at the local level.
- Perkins IV monitoring components are cross-referenced between BIC and SDE federal programs to ensure that targeted monitoring occurs in a non-duplicative pattern.
- The ART has representatives from each of the state sections and works to provide common non-duplicative planning and support to LEAs.
- CTE staff members serve on departmental task forces with other federal and state program personnel to ensure collaborative efforts.
- The State Superintendent of Education has appointed a task force consisting of business partners, local stakeholders, state directors of programs, and secondary and postsecondary representatives for the purpose of identifying solutions to barriers that impede accelerated learning of all students: Committee for Accountability and Accelerated Student Learning (CAASL). The CTE Director serves on that committee.

**B. Other Department Requirements**

- 1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**  
See Forms - Part C.

2. **You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State’s plan for increasing the coverage of programs and students reported in future program years.**
  - Technical skill assessments are not currently available from the state level. LEAs are encouraged to utilize business and industry validated credentials for all program concentrators.
  - Technical skill assessments to be developed according to the bronze, silver, gold procedures will be used in all 16 career clusters for the pathways that are developed in the state. There are to be two phases of the development process.
  - During Phase I, all concentrators will be assessed using the bronze standard.
  - During Phase II, program areas with identified credentials will provide the baseline for technical skill attainment.
  - During the 2008 reporting period, using the Alabama Career Readiness Credential indicators in the Alabama Courses of Study, Gold, Silver, and Bronze indicators will be utilized as a baseline growth model for Alabama.
  - Beginning with the 2009 school year, Alabama will participate in the OVAE-sponsored methods for meeting this requirement. Student third-party credentials will be identified for reporting.

## V. TECH PREP PROGRAMS

### A. Statutory Requirements

1. **You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**
  - A portion of the Tech prep funds received by the state is consolidated into the Basic Grant requiring each sub-recipient to expend a minimum of 10 percent of its total allocation for Tech Prep activities. Of the remaining funds, five regional grants will be available which will be based upon a competitive application. Consortia will submit applications which will be read by three readers each who will rank the applications based upon a rubric. One statewide leadership grant will also be available based upon a competitive application.
2. **You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]**
  - The requirement that the areas identified in Section 204(d) (1)-(6) will be included in the competitive rubric used by the grant readers. In order to be considered for funding, consortia must provide a plan for addressing these required areas.
3. **You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**
  - Regional consortia, based on population distributions of the state, automatically allow for an equitable distribution between rural and urban consortium.

4. **You must describe how your agency will ensure that each funded tech prep program—**
- (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;**
    - Consortia will function under an articulation agreement signed by both local school superintendents and college presidents, as well as under statewide articulation agreements signed by the State Superintendent of Education and the Chancellor of Postsecondary Education.
  
  - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;**
    - In order to be eligible to receive funding, Consortia will complete an agreement signed by both local school superintendents and college presidents certifying that the requirements of Section 203 (c)(2)(A)-(G) have been or will be met.
  
  - (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;**
    - In order to be eligible to receive funding, Consortia will complete an agreement signed by both local school superintendents and college presidents certifying that the requirements of Section 203 (c)(2)(A)-(D) have been or will be met.
  
  - (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.**
    - In order to be eligible to receive funding, Consortia will complete an agreement signed by both local school superintendents and college presidents certifying that the requirements of Section 203 (c)(4)(A)-(F) have been or will be met.
  
  - (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;**
    - In order to be eligible to receive funding, Consortia will complete an agreement signed by both local school superintendents and college presidents certifying that the requirements of Section 203 (c)(5)(A)-(F) have been or will be met.
  
  - (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**
    - In order to be eligible to receive funding, Consortia will complete an agreement signed by both local school superintendents and college presidents certifying that the requirements of section 203 (c)(26) have been or will be met.
  
  - (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**

- Within the rubric provided for readers of the competitive RFP for Tech Prep Consortia, points will be awarded for applications that address the requirements in **Sec. 203(c)(7)**
- (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**
- Within the rubric provided for readers of the competitive RFP for Tech Prep Consortia, points will be awarded for applications that address the requirements in **Sec. 203(c)(8)**
- 5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**
- The local superintendent(s), college president, and financial officers of the school districts and postsecondary institutions making up each regional consortium are required to sign assurances and certifications that performance and accountability indicators will be reported annually to the SDE.

**B. Other Department Requirements**

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**
  - Attachment 20: Local Application for Tech Prep Consortia
  - Attachment 21: Technical Review Criteria (Competitive Grant Rubric)
- 2. You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.**
  - The SDE will fund five regional Tech Prep Consortia grants on a competitive basis for \$80,000 each and one statewide leadership grant of \$75,000.

**VI. FINANCIAL REQUIREMENTS**

**A. Statutory Requirements**

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**
  - Funds received through the allotment made under Section 111 of the Act, including those funds consolidated under Section 202(a), will be split among the secondary level

and the postsecondary level. State administration is 80 percent secondary and 20 percent postsecondary. The SDE as the eligible fiscal agency has the oversight responsibility for these funds. During the transition year, it was agreed to use the split for the flow-through funds that had been used previously. Beginning with the second year of the six-year plan, the split for the flow-through funds is based on the unduplicated enrollment at each level as reported in the 2006 Consolidated Annual Report (CAR). These funds will be split 70 percent to secondary and 30 percent to postsecondary for the next two fiscal years. After these two years, the split will be determined by the enrollments and the levels of performance as outlined in Section 113 of the legislation.

- The secondary formula uses the population data provided by the Census Bureau and the poverty data collected under the ESEA of 1965 to allocate 30 percent of the funds according to the number of individuals ages 5-17 who reside in the district served by the LEA and 70 percent according to the number of individuals ages 5-17 residing in the district and are from families whose incomes are below the poverty level for the previous fiscal year.
- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins IV Basic Grant funds.

**2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]**

- Based on the current year funds received, a preliminary allocation of \$10,730,219 was made available to the 133 local school systems and educational service agencies within the state. The secondary area career and technical schools operate as a part of the total school district and do not receive a separate allocation.
- Funds are allocated according to the formula given in the Act, Section 131(a)(1)(2).

**3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

- Based on the current year funds received, a preliminary allocation of \$5,532,325 was made available to the postsecondary institutions within the state.
- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins IV Basic Grant funds.

**4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be**

**allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

- All secondary school systems are allocated funds based on the same formula as outlined in Section 131(a)(1)(2). Those recipients whose total allocation is less than the minimum allocation must form a consortium, or they may submit a waiver to be considered for approval for exemption from the Consortia requirement.
- LEAs are given an opportunity to decide who will participate in a consortium and agree on the fiscal agent. A representative of the Consortia notifies the eligible agency of the decision to form a consortium and gives the identity of the fiscal agent.

**5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins IV Basic Grant funds.

**6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

- Eligible recipients are given an allocation of funds by the eligible agency according to the legislated formula in Section 131(a)(1) and (2). When there are changes in school district boundaries, the adjustments are made at the beginning of the new fiscal year. A new school district will receive an allocation based on a pro rata share of the numbers in the formula for the preceding fiscal year for the school district of which it was a part. There are no charter schools receiving allocations.

**7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

- There is no proposed alternative allocation formula to be used in Alabama.

## **B. Other Department Requirements**

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**  
See Forms – Part B.
  
- 1. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**  
See listing of allocations made to consortia (Attachment 22: Consortia Allocations).
  
- 2. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**
  - Formulas used to allocate funds available to secondary and postsecondary are those provided in the Act, Section 131(a)(1)(2) and Section 132(a)(1)(2) respectively. **See Forms - Part B for allocations.**
  - Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins IV Basic Grant funds.
  
- 3. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**
  - Grants awarded on a competitive basis go through a systematic review. The process includes the release of the Request for Proposal (RFP) to all eligible recipients. Eligible recipients include all of the LEAs in Alabama. Notification of the request for RFP is sent to all superintendents and Career and Technical Administrators in the LEAs. In all instances, notification of the availability of technical assistance in the development of the proposal is included in the information section of the RFP. Technical assistance can include, but is not limited to, in-person meetings, videoconferences, emails, and phone calls.
  - The proposals are returned to the Career and Technical Education Section and logged in upon receipt.
  - Readers for each RFP are from outside the Career and Technical Education Section and the Alabama Department of Education. Readers represent business, industry, and agencies with knowledge of the area or areas to be addressed in the RFP. Diversity within the selected readers is ensured. The readers are provided with research to support the elements to be included in the proposal, compliance items, and definition of terms. A minimum of three individuals reads each proposal.
  - Selection of the recipient is determined upon completion of the review, ratings of all the readers, and a tally of these ratings.
  - All selected proposals are reviewed by the Career and Technical Education Section with specific knowledge of the area addressed in the proposal, the Director of Career and Technical Education, the Accounting Department of the Alabama Department of

Education, the Deputy State Superintendent for Professional Services, and the State Superintendent of Education.

- The DPE does not anticipate exercising the reserve option.

**5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

- See No. 4.
- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins IV Basic Grant funds.

**6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

- See No. 4.
- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins IV Basic Grant funds.

## **VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES**

### **A. EDGAR Certifications**

See Attachment \_\_\_\_\_ - EDGAR Certifications.

### **B. Other Assurances**

See Attachment \_\_\_\_\_ - Other Assurances.

## **PART B: BUDGET FORMS**

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	\$ 19,774,207
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 1,495,785
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	\$ 21,269,992
D. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85%</i> )	\$ 18,079,493
1. Reserve ( <i>not more than 10% of Line D</i> )	\$ 1,807,949
a. Secondary Programs ( <u>80%</u> of <i>Line D.1</i> )	\$ 1,446,359
b. Postsecondary Programs ( <u>20%</u> of <i>Line D.1</i> )	\$ 361,590
2. Available for formula allocations ( <i>Line D minus Line D.1</i> )	\$ 16,271,544
a. Secondary Programs ( <u>80%</u> of <i>Line D.2</i> )	\$ 13,017,235
b. Postsecondary Programs ( <u>20%</u> of <i>Line D.2</i> )	\$ 3,254,309
E. State Leadership (not more than 10%) ( <i>Line C x 10%</i> )	\$ 2,126,999
1. Non-traditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$20,000)	
F. State Administration (not more than 5%) ( <i>Line C x 5%</i> )	\$ 1,063,500
G. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	\$ 1,063,500

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<sup>1</sup> The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**II. TITLE II: TECH PREP PROGRAMS**

A. Total Title II Allocation to the State	\$ 1,995,785
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 1,495,785
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$ 500,000
D. Tech Prep Funds Earmarked for Consortia	\$ 475,000
1. Percent for Consortia (Line D divided by Line C) [ <u>95</u> %]	
2. Number of Consortia <u>6</u>	
3. Method of Distribution ( <i>check one</i> ):	
<u>X</u> Formula	
<u>X</u> Competitive	
E. Tech Prep Administration	\$ 25,000
1. Percent for Administration (Line E divided by Line C) [ <u>5</u> %]	

# **PART C: ACCOUNTABILITY FORMS**

## I. Student Definitions

### A. Secondary Level

**Participants** – Students who have earned one (1) or more credits in any CTE program area.

**Concentrators** – Students who have earned two (2) credits in a single CTE program area where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

### B. Postsecondary/Adult Level

**Participants** – Students who have earned one (1) or more credits in any CTE program area.

**Concentrators** – Students who complete a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

**II. FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL) FORM**

**A. SECONDARY LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year) <i>(7/1/05-6/30/06)</i>	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school <b>reading/language arts</b> assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>reading/language arts whose scores were included in the state’s computation of AYP</b> and who, in the reporting year, left secondary education.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L: 84%</b>  <b>A:</b>	<b>L: 84%</b>  <b>A:</b>
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school <b>mathematics</b> assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>mathematics whose scores were included in the state’s computation of AYP</b> and who, in the reporting year, have left secondary education.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L: 73%</b>  <b>A:</b>	<b>L: 73%</b>  <b>A:</b>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (7/1/05-6/30/06)</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the assessments during the reporting year.</p>	<b>(TBD)</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)</b>	<p><b>Numerator:</b> Number of CTE concentrators who earned a secondary school diploma, a GED, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated using the state's computation of its graduation rate as describe in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L: 87</b>  <b>A:</b>	<b>L: 88</b>  <b>A:</b>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (7/1/05-6/30/06)</b>	<b>Year One 7/1/07-6/30/08</b>	<b>Year Two 7/1/08-6/30/09</b>
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<p><b>Numerator:</b> Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>	<b>State and Local Surveys</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>6S1 Non-traditional Participation 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups in a program that leads to employment in non-traditional fields during the reporting year.</p> <p><b>Denominator:</b> Number CTE participants in a program that leads to employment in non-traditional fields during the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>6S2 Non-traditional Completion 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in non-traditional fields during the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

### III. FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL) FORM

#### B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1P1</b>  <b>Technical Skill Attainment</b>  <b>113(b)(2)(B)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took technical skill assessments during the reporting year.</p>		<b>B:</b>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>2P1</b>  <b>Credential, Certificate, or Degree</b>  <b>113(b)(2)(B)(ii)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year</p>	<b>College Survey Data</b>	<b>B:</b>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05- 6/30/06)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center"><b>3P1</b> <b>Student Retention or Transfer</b> <b>113(b)(2)(B)(iii)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		<p align="center"><b>B:</b></p>	<p align="center"><b>L:</b></p> <p align="center"><b>A:</b></p>	<p align="center"><b>L:</b></p> <p align="center"><b>A:</b></p>
<p align="center"><b>4P1</b> <b>Student Placement</b> <b>113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>		<p align="center"><b>B:</b></p>	<p align="center"><b>L:</b></p> <p align="center"><b>A:</b></p>	<p align="center"><b>L:</b></p> <p align="center"><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>5P1</b> <b>Non-traditional Participation</b> <b>113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>		<p><b>B:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>5P2</b> <b>Non-traditional Completion</b> <b>113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in non-traditional fields during the reporting year.</p>		<p><b>B:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>