SECONDARY COMPONENTS OF THE 2004-2005 ALABAMA PERFORMANCE REPORT ON CAREER/TECHNICAL EDUCATION

Executive Summary

The 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 and the Alabama Department of Postsecondary Education. The State Board of Education has responsibilities for leadership and general supervision over all public education. As the duly elected body, the State Board provides administration and leadership for career/technical education.

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 State Board of Education.

The Alabama Department of Education's Information Systems Services Data Collection Section uses the student profile developed to track each student who enrolls in a career/technical education class and earns at least one Carnegie Unit. The Criteria Table developed based on the Course of Study lists career/technical education subjects by program areas and includes a check of nontraditional programs based on information from the Bureau of Labor Statistics.

Data is collected on all students enrolled in a career/technical education class, including special populations and tech prep. Data collected during the program year is used to assess performance of programs. Provisions are made to ensure equal access to high-quality programs for all students, including all special populations.

Narrative

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility summary)

The Alabama Department of Education, as the State's official education agency, has the responsibility to receive, distribute, and administer federal grants. The State Superintendent is authorized and has appointed a State Director and other full-time employees to provide administrative, supervisory, and instructional support as necessary to carry out the requirements of state and federal laws. (See **Section C – Financial Status Report** for amounts budgeted for State Administration.)

b. Report on State Leadership [Section 124]

In addition to administrative duties, the Alabama Department of Education provides leadership and technical assistance for the operation of quality career/technical education programs. All programs are required to document student attainment as indicated by the core indicators. Funds are used to assist students in meeting the goals enumerated in the Alabama State Plan. Grants (competitive and noncompetitive) are available for the required and permissive uses of funds. (See **Section C – Financial Status Report** for amounts budgeted for State Leadership.)

c. Implications for Next Fiscal Year/State Plan

Continued collaborations and implementation of activities identified in the State Plan which contribute to the administration of career/technical education throughout the State.

II. Program Performance (Secondary)

Performance Accountability – Core Indicators [Section 113]

*(See **Table A** for performance levels for each of the core indicators. See **Section E, Form IV** for supporting data.)*

Core Indicator #1: Student Attainment

- Sub-indicator **1S1**: 85.09% of Grade 12 concentrators passed the academic achievement exam. (Adjusted Level of Performance: 87.58%).
- Sub-indicator **1S2**: 90.81% of concentrators reported performed at or above the state average in attainment of technical skills. (Adjusted Level of Performance: 90.00%).

Core Indicator #2: Completion of High School

- Sub-indicator **2S1**: 84.43% of Grade 12 concentrators graduated with a diploma or equivalent. (Adjusted Level of Performance: 77.29%).

Core Indicator #3: Placement

- Sub-indicator **3S1**: 91.80% of Grade 12 program completers surveyed transitioned to postsecondary education or other advanced training and/or employment (including the military). (Adjusted Level of Performance: 94.16%).
  Of the total number of Grade 12 program completers surveyed, 73.89% were in postsecondary education or advanced training; and 51.93% were employed.

Core Indicator #4: Participation in and Completion of Nontraditional Programs

- Sub-indicator **4S1**: 14.36% of students participated in programs identified as nontraditional for their gender. (Adjusted Level of Performance: 17.49%).
- Sub-indicator **4S2**: 9.62% of students identified as nontraditional completed the nontraditional programs. (Adjusted Level of Performance: 9.73%).

Special Populations [Section 122(c) (7), (8), (13), (17), (18)]

*(See **Table B** for performance levels for each of the core indicators. See **Section E, Form IV** for supporting data.)*

Core Indicator #1: Student Attainment

- Sub-indicator **1S1**: The nontraditional enrollees category is the only one of the special populations meeting or exceeding the adjusted performance level of 87.58%.
- Sub-indicator **1S2**: Limited English proficient and nontraditional enrollees are the only categories of special populations exceeding the adjusted level of performance.

Core Indicator #2: Completion of High School

- Sub-indicator **2S1**: The two categories of special populations meeting or exceeding the adjusted performance level of 77.29% are single parents and nontraditional enrollees.

Core Indicator #3: Placement

- Sub-indicator **3S1**: Only two special population categories exceeded the adjusted performance level of 94.16%. When looked at by the two separate placement categories, only limited English proficient and nontraditional enrollees met or exceeded the placement of 73.89% of all completers in advanced training; and, only individuals with disabilities met or exceeded the placement of 51.93% of all combined in the category of employment and military.

Core Indicator #4: Participation in and Completion of Nontraditional Programs

- Sub-indicator **4S1**: The categories of special populations participating in programs identified as nontraditional for their gender who met or exceeded the adjusted performance level of 17.49% are single parents, limited English proficient, and nontraditional enrollees. However, four categories—economically disadvantaged, single parents, limited English proficient, and nontraditional enrollees—did exceed the actual level of performance of 14.36%.
- Sub-indicator **4S2**: The three categories of special populations meeting or exceeding the 9.73% adjusted level of performance and the 9.62% actual level of performance are single parents, limited English proficient, and nontraditional enrollees.

Tech Prep [Sections 204(c) and 205]

*(See **Table B** for performance levels for each of the core indicators. See **Section E, Form IV** for supporting data.)*

Core Indicator #1: Student Attainment

- Sub-indicator **1S1**: Grade 12 concentrators identified as tech prep performed at 84.37% on the academic achievement exam. This compares to 85.09% of all grade 12 concentrators.
- Sub-indicator **1S2**: Of grade 12 concentrators reported who were identified as tech prep, 89.17% performed at or above the state average in attainment of technical skills. This compares to 90.81% of all grade 12 concentrators.

Core Indicator #2: Completion of High School

- Sub-indicator **2S1**: Of grade 12 concentrators identified as tech prep, 83.47% graduated with a diploma. This compares to 84.43% of all grade 12 concentrators who graduated with a diploma or equivalent.

Core Indicator #3: Placement

- Sub-indicator **3S1**: Of grade 12 program completers surveyed who were identified as tech prep, 91.05% transitioned to postsecondary education or advanced training and/or employment. This compares to 91.80% of all grade 12 program completers surveyed. When looked at by the two separate placement categories, these students did not meet or exceeded the placement of 73.89% of all completers in advanced training. However; they did exceed the placement of 51.93% of all completers in the category of employment and military.

Core Indicator #4: Participation in and Completion of Nontraditional Programs

- Sub-indicator **4S1**: The number of students identified as tech prep who participated in programs identified as nontraditional for their gender was 8.78%. This performance level did not meet the adjusted level of performance or the actual level of performance by all categories of students.
- Sub-indicator **4S2**: The number of students identified as tech prep that completed programs that are nontraditional for their gender was 6.53%. This completion rate did not meet the adjusted level of performance or the actual level of performance of all students in this category.

Fiscal Requirements [Section 122 (c) (10) and (11); and 122 (c) (4) (A) and (B)]
(See **Section C, Form II** for supporting data.)

a. State Performance Summary

During the 2004-2005-program year, enrollment data was collected on all students enrolled in a career/technical education course. The State's performance level in each area is based only on the performance of those identified in the measurement definitions.

Due to changes in the new courses of study combining some programs previously identified as nontraditional, the counts for core indicator 4 – participation in and completion of nontraditional programs reflect a decrease.

Table A below shows the State's performance targets for 2004-2005 and the actual performance level for each of the core indicators. (*See* **Section E, Form IV** for data collected.)

Table A

Core Indicators	State's Adjusted Level of Performance 2004-2005	Actual Performance Level 2004-2005
1S1 – Attainment of Academic Skills % of students passing the high school graduation exam	87.58%	85.09%
1S2 – Attainment of Technical Skills % of students receiving an average skill proficiency ranking	90.00%	90.81%
2S1 – Completion of High School % of grade 12 concentrators graduating from high school	77.29%	84.43%
3S1 – Placement % of placement of students who complete a program	94.16%	91.80%
4S1 – Participation in Non-traditional Occupational Programs % of students training for occupations identified as non-traditional for their gender	17.49%	14.36%
4S2 - Completion of Non-traditional Occupational Programs % of students completing programs in occupations identified as non-traditional for their gender	9.73%	9.62%

The following table shows the separate actual performance levels on each core indicator by each of the special populations and Tech Prep.

Table B

Sub-Indicator	Disabled	Economically Disadvantaged	Single Parents	Other Educational Barriers	Limited English Proficient	Non-traditional	Tech Prep
1S1	25.92%	77.65%	82.03%	67.00%	81.25%	88.87%	84.37%
1S2	79.31%	86.99%	87.56%	82.91%	94.12%	90.55%	89.17%
2S1	24.85%	76.72%	82.03%	66.53%	76.47%	88.56%	83.47%
3S1	85.11%	87.65%	82.56%	85.35%	95.00%	92.08%	91.05%
4S1	8.11%	15.21%	18.93%	13.21%	23.53%	98.87%	8.78%
4S2	5.70%	9.59%	14.09%	8.85%	31.25%	98.65%	6.53%

b. Definition of Vocational Concentrator and Tech Prep Students

A career/technical concentrator is a student earning two credits (Carnegie units) in a program. Because of the changes in the new Courses of study, this definition has changed to delete the word "sequenced" to define the program.

A tech prep secondary student is a student who is enrolled in courses within a recognized plan that consists of, at a minimum, 2 years of secondary and 2 years of postsecondary study, is carried out under a written articulation agreement; allows the student to earn postsecondary credit while in secondary school; and leads to a specific postsecondary 2-year certificate, degree, or apprenticeship. This definition has not changed from the previous program year.

c. Measurement Approaches and Data Quality Improvement

Table C

	Numerator	Denominator	Measurement Approach	Assessment of Data Quality	Activities to Improve Data Quality
1S1 -	Number of Grade 12 concentrators who passed all parts of the Alabama High School Graduation Exam	Number of Grade 12 concentrators who took all parts of the Alabama High School Graduation Exam.	System database query	High confidence	(None)
1S2 -	Number of Grade 12 concentrators with an average end-of-course grade => 72.94%.	Number of Grade 12 concentrators with an average end-of-course grade.	Local Assessment	Medium confidence	(None)
2S1 -	Number of Grade 12 concentrators completing high school with a diploma or equivalent.	Number of Grade 12 concentrators.	System database query	High confidence	(None)
3S1 -	Number of Grade 12 program completers reported as placed in postsecondary education or other advanced training and/or employment.	Total number of Grade 12 program completers surveyed.	Surveys	Medium to high confidence	Provide to postsecondary a listing of program completers in order to better identify those who enroll.
4S1 -	Number of participants in programs that provide training for occupations which employ 25 percent or less of their gender.	Total number of participants in these same programs.	System database query	High confidence	Develop a criteria table to identify courses that train for specific occupations.
4S2 -	Number of program completers in the identified nontraditional programs.	Total number of program completers in these same programs.	System database query	High confidence	Verification Reports used to validate program completers.

d. Effectiveness of Improvement Strategies in Previous Program Year

Career/technical education students must achieve at a rate comparable to any other students in order to graduate from high school. In addition to earning four credits in each of the core curriculum subjects and required other credits, students must pass all parts of the required statewide assessment for graduation. Students may also earn a high school diploma with career/technical endorsement or with advanced career/technical endorsement.

The technological and employability skills of students enrolled in career/technical education programs continue to be enhanced through the business industry certification process and through the awarding of competitive grants. All career/technical education programs receiving funding are business/industry certified. The Business/Industry Certification (BIC) process has received ISO certification. All core indicators are impacted by this strategy.

The articulation of academics and career/technical education skills is fostered through the High Schools That Work initiative. This continues to be an improvement strategy which increases the academic achievement of career/technical education students by setting high standards and requiring academic and career/technical education teachers to work together to improve student performance/achievement.

Planning and implementation grants were awarded to:

- Plan, implement, and promote activities directly related to the development, expansion, continuation, or enhancement of career academies and/or magnet schools.
- Implement activities directly related to the certification of programs to industry standards.
- Develop and improve technological skills and expand access to quality, state-of-the-art technology in career/technical education programs.
- Research and develop services, programs, and activities related to outreach or recruitment and retention of students in to programs that prepare them for employment in occupations that are nontraditional for their gender.
- Plan and develop activities directly related to the enhancement of technical skills, the associated academic skills, and the employability skills of incarcerated youth.
- Plan and develop activities directly related to training that focuses on skill development for institutionalized youth to enable them to develop fine motor skills, attention to detail, ability to remain on task, appropriate social conduct, appropriate dress for the workplace, endurance, economic self-sufficiency, and self-direction.
- Provide for the research, development, and implementation of a family care center with emphasis on childcare and elder services.
- Provide for the development/enhancement of the technology education program articulating specific engineering/automated manufacturing components with selected technical education pre-engineering/automated manufacturing programs.
- Provide for the research, development, and implementation of a pre-engineering program with emphasis on automated manufacturing incorporating team teaching and student problem solving through the team concept.
- Provide for the research, development, and implementation of a sports and recreation turf program, in collaboration with state, municipal, or private recreational facilities with emphasis on preparation for various student credentialing in the sports and recreation turf industry.

- Provide for collaboration with healthcare facilities to expand career preparation, skills, and knowledge to meet the needs of a diverse and growing health career industry.
- Provide for the research and development of industrial maintenance technology programs that require partnerships with postsecondary institutions and business and industry partners.

Table D below highlights the improvement strategies.

Table D

Planned/Approved Improvement Strategy	Applicable Core Indicator(s)	Status of Strategy	Implications for Modifying State Plan
Revision of Local Plan to include performance results at the local	All	Continuous revisions are on-going	None
Business/industry recertification of programs already certified and certification of new programs.	All	All programs were certified and must remain in compliance to the standards.	None
Data Quality Technical Assistance Workshops	All	On-going	None
Noncompetitive grants to all locals to assist with activities to be conducted to help students achieve at the levels of performance required by the State Plan	All	Implemented. On-going	None
Comprehensive professional development activities	All	On-going	None
ISO 9000 certification of the Business/Industry Certification (BIC) process	All	Continued compliance. On-going	None
Develop new Criteria Table to better identify programs that provide training for nontraditional students and to identify program completers.	3S1 4S1 4S2	Using current Courses of Study descriptions and Bureau of Labor Statistics data to develop the Criteria Table	None
Use performance data to negotiate targets with locals.	All	Piloting	None
Analyze and compare levels of performance for past three years.	All	On-going	None
Development of statewide articulation of career/technical education courses	All	On-going	None
Provide technical assistance to local school systems in putting in to place dual enrollment opportunities for students.	1S2 3S1	On-going	None
Provide credentialing opportunities for students completing career/technical education programs.	3S1	On-going	None

e. Improvement Strategies for Next Program Year

Sub-Indicator **1S1** – Academic Competency Attainment

- Continue current practices; enhance efforts toward contextual delivery strategies.
- Continue work with local system administrators, counselors, and teachers to assist with remediation needed for students to pass the high school graduation exam.
- Continue collaboration with the Workforce Development Division of the Alabama Department of Economic and Community Affairs to provide in-school remediation grants to local systems.

Sub-Indicator **1S2** – Career/Technical Competency Attainment

- Seek student-credentialing opportunities to more objectively measure student attainment of skills.

Sub-Indicator **2S1** – Diploma/Equivalent/Degree/Credential

- Continue emphasis on the advantages of the Alabama High School Diploma with Career/Technical Endorsement and the Alabama High School Diploma with Advanced Career/Technical Endorsement.
- Work with local system administrators, counselors, and teachers to assist with the development and establishment of distance-learning and dual enrollment opportunities.

Sub-Indicator **3S1** – Placement

- Improve student-tracking procedures by encouraging local systems to use a "Student Follow-Up Activity" to collect information needed from students before the students exit the school year.
- Enhance linkages between secondary education and all areas of postsecondary education.
- Continue use of web-based follow-up in fall of year after program completion in spring. Allow entry to this application at additional times during the follow-up period. A 12-month picture of student follow up can be compared with the 6-month snapshot.

Sub-Indicator **4S1** – Nontraditional Student Participation

- Conduct workshops on nontraditional student recruitment and retention practices.
- Promote grant applications that encourage implementation of non-traditional activities in programs.

Sub-Indicator **4S2** – Nontraditional Student Completion

- Conduct workshops on nontraditional student recruitment and retention practices.
- Emphasize the advantages of the Alabama High School Diploma with Career/Technical Endorsements.
- Continue use of web-based follow-up in fall of year after program completion in spring. Allow entry to this application at additional times during the follow-up period. A 12-month picture of student follow up can be compared with the 6-month snapshot.

POSTSECONDARY COMPONENTS OF THE 2004-2005 ALABAMA PERFORMANCE REPORT ON CAREER/TECHNICAL EDUCATION

Executive Summary

Postsecondary career/technical education programs and training activities are provided by The Alabama College System, which is governed by the State Board of Education. The Alabama Department of Postsecondary Education provides relevant administration and leadership. No Section 124 state leadership funds are allocated to postsecondary education.

Program performance is indicated by data obtained from the 2004-2005 College Annual Performance Reports and Plan Modifications, Alabama College System IPEDS database, and unemployment insurance records maintained by the Alabama Department of Industrial Relations. Data quality initiative activities continue at state a college levels.

Numerous provisions are made to ensure equal access to career/technical education for special populations and to promote achievement of those students. Special populations performed at or above the full student population on many performance measures.

Various measures are in place to ensure that allocations and expenditures are in compliance with state and federal laws. By agreement, 34% of state basic grant funds were distributed to two-year colleges based on the enrollment of Pell Grant recipients in career/technical education. An alternative formula approved by the U.S. Department of Education was used to distribute basic grant funds to colleges serving incarcerated students in career/technical programs.

Narrative

I. Program Administration [Section 122 (c)] - Report on Postsecondary State Administration

The Alabama Department of Postsecondary Education was established in 1982 by the passage of Act No. 82-486 by the Alabama Legislature. Under leadership from the Chancellor, the Department provides technical assistance, resource management, and administrative guidance for The Alabama College System. The Department is comprised of six divisions, and is supported through state and federal funding. The Director of Postsecondary Career/Technical Education is in the Instructional and Student Services Division.

Report on State Leadership. [Section 124]

No funds are allocated to The Alabama College System under Section 112(a)(2).

Implications for Next Fiscal Year/State Plan

There are no implications relative to administration that will impact the State Plan.

II. Postsecondary Program Performance - Core Indicators [Section 113]

Core Indicator I: Competency Attainment

- Sub-indicator 1P1: 67.92% of 2004-05 career/technical education students maintained a 2.0 or higher grade point average in academic course work. (Target level: 61.83%.)
- Sub-indicator 1P2: 70.12% of 2004-05 career/technical education maintained a 2.0 or higher grade point average in technical course work. (Target level: 80.44%.)

Core Indicator II: Completion

- Sub-indicator 2P1: 44.60% of career/technical students in the cohort completed graduation requirements by end of summer term 2003. (Target level: 44.11%.)

Core Indicator III: Completer Placement and Retention

- Sub-indicator 3P1: 81.29% of 2004-05 full completers were employed. (Target level: 84.24%.)
- Sub-indicator 3P2: 88.61% of 2004-05 full completers retained employment. (Target level: 90.00%.)

Core Indicator IV: Nontraditional Student Participation and Completion

- Sub-indicator 4P1: 10.96% of 2004-05 students enrolled in nontraditional programs were nontraditional (gender) students. (Target level: 9.36%.)
- Sub-indicator 4P2: 9.72% of 2004-05 nontraditional program full completers were nontraditional students. (Target level: 8.20%.)

Special Populations [Section 122(c) (7), (8), (13), (17), (18)]

Program Strategies for Special Populations

Each college or consortium has an action plan to address requirements of the Perkins legislation and the direction established by the *Workforce 21* strategic plan for career/technical education. Activities (including those specific to special populations) in the college action plans were identified by the Strategic Analysis Teams (SATs), which included advocates for special populations. Activities were identified based on priorities determined by the SATs after analyzing demographic, labor market, and program performance data.

In October 2005, colleges submitted annual performance reports in which the colleges identified activities that addressed the required uses of Perkins basic grant funds. Following are examples of those activities that pertain to special populations.

- Displaced homemaker, sex bias elimination scholarships and related activities
- Flexible scheduling of classes
- Participation in the Alabama Fatherhood Initiative designed to provide non-custodial parents who are delinquent on child support payments training and linkage to employment
- Books, tools, and supplies loan program
- Activities provided through Student Support Services Programs
- Seminars for special needs students

- Special populations coordinators
- Counseling and tutoring services
- Academic assessments and provision of developmental courses and targeted instruction
- Faculty inservice activities regarding ADA and serving special needs students
- Mentoring for special needs students
- Provision of services for Workforce Investment Act clients
- Targeted recruitment and counseling of nontraditional (gender) students
- Publications free of gender bias
- Non-discrimination practices
- Support aides for physically disabled students
- Consultation with Alabama Department of Rehabilitation
- "Early Alert" warning system and provision of early intervention
- Compliance with the Americans with Disabilities Act
- Career/technical education for incarcerated individuals

Activities Pertinent to WIA Clients

All colleges have been involved in collaborative activities with Workforce Investment Act partners. Following are examples of those activities.

- Partner agency client assessment and counseling
- Individualized training services, career development activities, and education programs for partner agency clients
- Participation in planning and coordination meetings with agency partners and community organizations
- Collaborative efforts to register employees for services under the Incumbent Worker Program
- Coordination of meetings involving industry, education, economic development, and social service agency partners to develop proposal for WIA out-of-school youth funds
- Presentations to partner agencies on workforce development issues
- Partnerships with local school districts to provide career development activities for youth
- Specialized training through state government/WIA/education/industry collaborative
- Financial aid eligibility determination of partner agency clients
- Provision of GED preparation classes for partner agency clients
- Job placement assistance for partner agencies
- Member of partner agency advisory councils and task forces
- Agency partners represented on College Program Industry Advisory Committees and on curriculum committees
- Articulation agreements with local high schools allowing for seamless transition of secondary students, including partner agency clients, into postsecondary workforce development programs
- Workshops for partner agencies

Student Needs in Alternative Education Programs

- All colleges have the capacity to deliver and receive courses via distance education methods.
- Adult Education and Skills Training Divisions are in place to provide an organizational structure for short-term, non-credit vocational preparation and academic preparation courses that can serve adults who have no high school diploma or GED.
- Colleges implemented and funded strategies dictated by the needs of their communities.

- 37,210 individuals were served in the Training for Business and Industry (TBI) program that provides customized training and other workforce services.

Promotion of Nontraditional Training and Employment

- Several colleges operated programs serving at-risk postsecondary students, including displaced homemakers and non-traditional (gender) students. These programs promote transition from economic dependency to self-sufficiency in large part by facilitating student enrollment and retention in programs leading to non-traditional employment.
- Colleges produced publications depicting students and employees in non-traditional roles.

Corrections Programs

Ingram State Technical College, Gadsden State Community College, Calhoun State Community College, Jefferson Davis Community College, Lawson State Community College, and Wallace Community College-Dothan provided career/technical education programs for prison inmates.

Tech Prep [Sections 204(c) and 205

This information is provided by State Department of Education.

Fiscal Requirements [Sections 122(c)(10) and (11); and 122(c) (4) (A) and (B)]

Assurance of Legislation Compliance and Financial Audit

The State Examiners of Public Accounts office conducts an annual audit of state agencies. The Examiners review the programmatic and financial records of major programs.

Assurance Regarding Equipment Purchases and Financial Benefit

State agencies and colleges are subject to the Alabama Competitive Bid Law. This law requires that purchases of more than $7500 be made under contractual agreement entered into by free and open competitive bidding or sealed bids. In addition to the bid law requirements, a pertinent assurance statement is required of as part of a college application for basic grant funds.

Distribution of Funds Between Secondary and Postsecondary Education

Funds under the Perkins Act were distributed to eligible recipients monthly upon receipt of a report designating disbursements to date and estimated disbursements for the following month.

Thirty-four percent of the state's basic grant funds were allocated to postsecondary programs. The funds were awarded to colleges based on relative percentages of Pell Grant recipients, Bureau of Indian Affairs Scholarship recipients, and incarcerated individuals who would otherwise be eligible to receive Pell Grants.

a. State Performance Summary

Describe the state's performance results compared to negotiated performance levels and comparable performance results including special populations.

Table 1

Core Indicator	Revised Final Agreed-Upon Baseline Level	Current Performance Level	Revised Final Agreed-Upon Performance Target Levels 2004-05
1P1 - % students with 2.0 or higher GPA in academic course work	62.53%	67.92%	61.83%
1P2 - % students with 2.0 or higher GPA in technical coursework	77.94%	70.12%	80.44%
2P1 - % students in cohort who completed graduation requirements	35.56%	44.60%	44.11%
3P1 - % full completers employed	81.74%	81.29%	84.24%
3P2 - % full completers employed both first and third full quarter years following completion	91.19%	88.61%	90.00%
4P1 - % nontraditional students enrolled in nontraditional programs	10.07%	10.96%	9.36%
4P2 - % of nontraditional program full completers who were nontraditional students	9.26%	9.72%	8.20%

Describe reasons for not meeting levels for each core sub-indicator where the state did not meet the negotiated levels.

Sub-indicator	Possible Reasons Negotiated Levels Not Achieved
1P2	• System is in initial stages of implementing competency-based curricula project. • Lack of technical skills assessment instruments. • Industry accreditation/certification initiative inhibited by lack of funding.
3P1 & 3P2	• Sluggish economy in some areas of state. • Incomplete data reporting. • Limited scope of certain high demand programs.

Describe major challenges or reasons for special populations not reaching performance levels of all vocational concentrators for all applicable core sub-indicators.

Special populations achieved at or above the entire student population on many performance measures. Barriers encountered by special populations that may inhibit achievement include lack of transportation and childcare.

b. Definition of Vocational Concentrator and Tech Prep students
Provide a brief definition of vocational concentrator and Tech Prep student. Indicate whether this definition has changed from the previous program year.

Student who has declared a major in a program designated by CIP code as "career/technical" that culminates in the awarding of a short certificate, certificate, diploma, or associate degree to program graduates. This definition has not changed from the previous program year.

The Tech Prep definition is provided by the State Department of Education.

c. Measurement Approaches and Data Quality Improvement

Indicate the measurement approach(s) used for each of the sub-indicators. See Table 2.

Indicate your state's assessment of the quality of the data using the indicated approaches and list the state activities to improve data quality. See Table 2.

***Briefly describe the state efforts to improve data quality, especially for sub-indicators with low quality ratings.* See Table 2.**

Table 2

Sub-indicator	Measurement Approach	Assessment of Data Quality	Data Quality Improvement Strategies
% career/technical students with 2.0 or higher GPA in academic coursework	System database query	High confidence	
% career/technical students with 2.0 or higher GPA in technical coursework	System database query	High confidence	
% career/technical students in cohort completing graduation requirements	System database query	High confidence	
% full completers employed	College surveys	Medium confidence	Technical assistance
% full completers employed both first and third full quarter years following completion	U.I. database query	High confidence*	
% of students enrolled in nontraditional programs for which the primarily area of employment preparation is nontraditional for their gender (nontraditional students enrolled in nontraditional programs)	System database query	High confidence	
% of nontraditional program full completers who are nontraditional students	System database query	High confidence	

*High confidence in terms of accurate reporting of data contained in database administered by Alabama Department of Industrial Relations.

d. Effectiveness of Improvement Strategies in Previous Program Year
Summarize the planned improvement strategies for each sub-indicator. This summary should address the State's policies and procedures that are proposed to close the achievement gap for its vocational students, decrease bureaucracy and increase flexibility for local programs, increase student options, and implement services and activities proven to increase student achievement. Provide a brief narrative on these strategies. The brief narrative should address the following *major questions as they relate to the approved state plan activities.* See "Applicable Core Indicator" and "Planned/Approved Improvement Strategy" columns in Table 3.

What activities were completed? See "Status" column in Table 3.

To what extent did the planned expenditures impact and support these activities?

Colleges and Strategic Analysis Teams analyze demographic, program performance, and occupational demand data, determine needs and priorities, and allocate Perkins basic grant funds based on the identified priorities within the parameters of the legislation. Perkins funds and the legislative intent had a major positive impact on these activities.

What results were achieved from these activities for all students or targeted populations?
- Enhanced access to career/technical education
- Improved academic, technical, technological, and employability skills
- Increased wage-earning capacity
- Increased employment opportunities as postsecondary career/technical education has been successfully used as an industrial recruitment tool.
- Increased student access to current technology.

What were the impacts (or are the expected impacts) on the core sub-indicator for all students or targeted populations?
- Enhanced access to career/technical education
- Improved academic, technical, technological, and employability skills
- Increased wage-earning capacity
- Meaningful performance data promote implementation of improvement practices, thus enhancing the educational experience for all students, including special populations.
- Enhanced employment opportunities through economic development.

What are the implications for planning or revising improvement strategies for next program year? See "Implications for Modifying State Plan" column in Table 3.

Table 3

Planned/Approved Improvement Strategy	Applicable Core Indicator(s)	Status of Strategy	Implications for Modifying State Plan
Improve data quality	All	Partially implemented, ongoing	No changes.
Faculty and administrator participation in University of Alabama leadership institute	All	Fully implemented.	No changes.

Faculty-identified and led professional development activities	All	Partially implemented through Program Faculty Leaders initiative.	No changes.
Industry program accreditation/certification	1P1, 1P2, 3P1	Partially implemented.	No changes.
Competency-based curricula development	1P1, 1P2	Partially implemented.	No changes.
Academic, technological, employability skills attainment assessments	1P1, 1P2, 3P1	Partially implemented.	No changes.
Alabama College System Career Credentials Document	3P1	Fully implemented.	No changes.
Associate in Occupational Technologies Degree	1P1, 1P2, 3P1	Fully implemented. Degree promotes multi-skills across three related program areas.	No changes.
Regular meetings of state agencies responsible for workforce development	All	Implemented in response to Workforce Investment Act and state initiatives.	No changes.
Secondary/postsecondary articulation agreements	All	Partial implementation.	No changes.
Dual enrollment option	All	Fully implemented.	No changes.
Guarantee completers' skills	All	Partially implemented. Full implementation expected with use of ACS Career Credentials Document.	No changes.
Participation in Workforce Investment Act	All	Fully implemented.	No changes.
State core performance measures and targeted levels of performance	All	Fully implemented.	No changes.
Comprehensive technical assistance activities	All	Partial implementation.	No changes.
Early College Enrollment Program giving secondary students option of completing jr. and sr. years on college campus as dual enrolled students	All	Partial implementation.	No changes

e. Improvement Strategies for Next Program Year

Provide a brief narrative for each sub-indicator on the proposed improvement strategies for the next program year. The narrative should be based on the State Performance Summary (II a) and the Effectiveness of Improvement Strategies (II d) in the previous program years.

Sub-indicator 1P1 - Academic Competency Attainment

- Increase and improve use of ACT Work Keys assessments and targeted instruction with credit students.
- Begin academic curricula revision project.

Sub-indicator 1P2 - Technical Competency Attainment

- Expand competency-based curricula initiative.
- Enhance professional development for technical faculty.

Sub-indicator 2P1 - Postsecondary Credential Attainment

- Expand credential options.
- Emphasize positive leaver concept.

Sub-indicator 3P1 – Employment Placement

- Improve student tracking procedures.
- Implement multi-craft curricula and apprenticeship options.
- Evaluate program offerings in comparison with occupational demand projections.

Sub-indicator 4P1 – Nontraditional Student Participation

- Workshops on nontraditional student recruitment and retention practices.

Sub-indicator 4P2 – Nontraditional Student Completion

- Workshops on nontraditional student recruitment and retention practices.
- Expand credential options.