

SECTION B: Instructions for completing the narrative report for the consolidated annual performance, accountability, and financial status report

Section 114(a)(1) of Perkins III requires the Secretary to collect performance information about, and report on, the condition of vocational and technical education and on the effectiveness of State and local programs, services, and activities carried out under the Act. Below are the specific items that States are required to report on for the past program year (July 1, 2006 - June 30, 2007). Reports must address each of the items in the order outlined below, should make use of tables and charts to summarize key points, and should not exceed 20 pages.

I. State Administration [sec. 121 of Perkins III]

A. Sole State Agency and Governance Structure

Offer a brief summary of how your State is organized to administer vocational and technical education under Perkins III. Attach an organizational chart of the key agencies involved and offer a brief summary of the roles and responsibilities of each.

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. As the duly elected body, the State Board provides administration and leadership for career/technical education.

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. 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.

The Alabama Department of Education is the State's official agency that is empowered to receive and distribute specific federal grants-in-aid and to administer the several acts governing those grants under policies determined by the State Board of Education. Perkins funds are received and distributed according to these policies. The State Superintendent of Education has designated a Director of Career/Technical Education to carry out the functions required by the Act.

B. Organization of Vocational and Technical Education Programs

Provide information about how vocational and technical programs are organized and offered in your State. Indicate whether, and to what extent, your State has organized its programs around career clusters or pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a job.

Programs are offered at both the secondary and postsecondary level beginning with Grade 7 and continuing through Grade 14. Alabama has adopted all 16 career clusters. All pathways that will be supported combine rigorous academic and technical courses that transition into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or job.

II. State Leadership Activities [sec. 124 of Perkins III]

A. Required Uses of Funds

Provide a summary of your major initiatives and activities in each of the following areas that are "required" under section 124(b)(1-8) of Perkins III:

An assessment of the vocational and technical education programs that are funded

All secondary career/technical education programs must meet Business/Industry Certification (BIC) standards. Programs at the postsecondary level are assessed using data obtained from the College Annual Performance Reports and Plan Modifications submitted by each institution.

Developing, improving, or expanding the use of technology in vocational and technical education

Programs are required to upgrade equipment according to the plan developed by the Business/Industry Certification process. This upgrade includes the use of technology as identified by business and industry.

Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel

Professional development opportunities are provided quarterly through out the year for teachers, counselors, and administrators. In addition, new teachers and new administrators have additional professional development requirements.

Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education

All programs must follow the State-approved courses of study which have content standards that integrate academic and technical skills. The BIC process verifies these standards.

Providing preparation for nontraditional training and employment

Competitive grants for nontraditional training and employment opportunities are funded to target specific areas that are underrepresented in the State.

Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills

Career/technical education participates as a partner with other instructional staff who are members of the Accountability Roundtable to coordinate efforts enabling students to meet and exceed the academic standards (including the graduation rate) established by the State and to ensure that all partners see and understand the value of technical skills being learned by students.

Serving individuals in State institutions

Formula allocations are given each year to two subrecipients providing career/technical education programs in State institutions. In addition, the required set-aside amount is allocated to serve secondary students at the Alabama Department of Youth Services.

Support for programs for special populations that lead to high skill, high wage careers

All programs will have active Industry Advisory Committees to advise regarding skills needed for all occupations. In order to maintain business/industry certification each year, programs must provide opportunities for special populations to learn the skills identified as leading to high-skill, high-wage careers.

B. Permissible Activities [sec. 124 of Perkins III]

Provide a brief summary of major initiatives and activities under one or more of the following areas under section 124(c)(1-12) of Perkins III.

Funds are used to establish statewide articulation agreements between secondary and postsecondary career/technical education courses. Funds are also used to support Program of Instruction (POI) development and upgrades. POIs include technical competencies and associated enabling competencies (e.g., academic concepts).

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [sec.131 and 134 of Perkins III]

A. Provide a summary of the State's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

The State has 160 eligible recipients of Perkins funds. Of these, two are State-supported agencies. There are 131 local school systems and 27 postsecondary institutions.

B. Attach the latest version of the local application used to fund eligible recipients

IV. Accountability [sec. 113 of Perkins III]

A. State's Overall Performance Results and Program Improvement Strategies

Analyze the State's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the State met its performance levels, provide a brief explanation of factors that may have contributed to those results.

The table below shows the State's performance targets for 2006-2007 and the actual performance level for each of the core indicators.

Core Indicators	State's Adjusted Level of Performance 2006-2007	Actual Performance Level 2006-2007
Attainment of Academic Skills		
1S1 – % of students passing all parts of the high school graduation exam	88.84%	83.44%
1P1 - % students with 2.0 or higher GPA in academic course work	63.41%	71.08%
Attainment of Technical Skills		
1S2 – % of students receiving an average skill proficiency ranking	95.00%	88.00%
1P2 - % students with 2.0 or higher GPA in technical coursework	75.20%	69.59%
Completion		

2S1 – % of grade 12 concentrators graduating from high school	83.99%	81.90%
2P1 - % students in cohort who completed graduation requirements	47.61%	40.29%
Placement		
3S1 – % of placement of students who complete a program	93.52%	91.71%
3P1 - % full completers employed	80.75%	75.93%
Retention		
3P2 - % full completers employed both first and third full quarter years following completion	89.23%	91.22%
Nontraditional Participation		
4S1 – % of students training for occupations identified as nontraditional for their gender	15.40%	19.07%
4P1 - % nontraditional students enrolled in nontraditional programs	10.19%	11.27%
Nontraditional Completion		
4S2 -% of students completing programs in occupations identified as nontraditional for their gender	9.57%	12.11%
4P2 - % of nontraditional program full completers who were nontraditional students	9.22%	10.89%

For each instance where the State did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Core Indicator	Possible Reasons Negotiated Levels Not Achieved
1S1	<ul style="list-style-type: none"> • Emphasis is placed on the Math and Reading sections of the Alabama High School Graduation Exam (AHSGE). Under Perkins III the measurement for the Core Indicator includes passing all parts of the AHSGE which also includes science and social studies.
1S2	<ul style="list-style-type: none"> • An increased number of new program-area teachers unfamiliar with education and training methodologies. • Lack of technical skills assessment instruments
1P2	<ul style="list-style-type: none"> • System in process of implementing competency-based standardized curricula project and has approximately 35 percent completed. • Lack of technical skills assessment instruments. • Increased number of new faculty unfamiliar with education and training methodologies.
2S1	<ul style="list-style-type: none"> • (Unknown)
2P1	<ul style="list-style-type: none"> • High levels of job opportunities in many areas of state for new and emerging industries as well as existing industries drawing students into high wage, high skills, and high demand jobs as soon as entry-level competencies achieved. • Incomplete data reporting. • Limited scope of certain high demand programs.
3S1	<ul style="list-style-type: none"> • Incomplete data reporting.
3P1	<ul style="list-style-type: none"> • Incomplete data reporting. • Limited scope of certain high demand programs. • An increase in students entering into advanced training programs in lieu of employment.

Strategies that will be implemented during program to improve performance levels.

- Revision of Local Plans to include performance results for allocating funds.
- Improve data quality.
- Data Quality Technical Assistance Workshops
- Comprehensive professional development activities for new teachers and administrators.

- Faculty and administrator participation in University of Alabama Leadership Institute.
- Use performance data to negotiate targets with locals
- Analyze and compare levels of performance for past three years.
- Continued development of statewide articulation of career/technical education courses.
- Provide credentialing opportunities for students completing career/technical education programs.
- Alabama College System Career Credentials document.
- Regular meetings of State agencies responsible for workforce development.
- Participation in Workforce Investment Act
- Comprehensive technical assistance activities.
- Early College Enrollment Program (ECEP) giving secondary students option of completing junior and senior years on college campus as dual enrolled students.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Analyze the State's performance results for special populations listed in section 3(23) of Perkins III compared to the agreed-upon performance levels for the past program year. For each instance where the State met its performance levels, provide a brief explanation of factors that may have contributed to those results

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

Core Indicator	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	Limited English Proficient	Non-traditional
1S1	41.55%	77.55%	79.18%	N/P	70.55%	69.09%	82.60%
1P1	74.04%	71.56%	66.67%	80.00%	71.88%	95.45%	71.91%
1S2	79.48%	85.16%	83.16%	N/P	82.50%	87.21%	90.26%
1P2	74.65%	67.05%	100.00%	69.66%	65.59%	10.60%	77.18%
2S1	38.86%	75.58%	77.38%	N/P	69.23%	63.69%	80.70%
2P1	33.33%	41.50%	75.00%	83.33%	41.32%	100.00%	43.43%
3S1	90.20%	88.99%	87.08%	N/P	87.64%	85.71%	88.40%
3P1	100.00%	72.05%	49.56%	100.00%	60.23%	66.67%	51.73%
4S1	11.76%	20.07%	26.69%	N/P	16.75%	16.77%	99.55%
4P1	17.65%	9.74%	4.48%	9.52%	33.22%	17.39%	100.00%
4S2	8.87%	13.03%	19.79%	N/P	10.90%	5.56%	99.67%
4P2	0.00%	9.89%	10.26%	14.29%	9.16%	100.00%	100.00%

For each instance where the State did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

The same factors contributing to overall performance results in Part A apply to the results in Part B. Identified improvement strategies apply to all students.

C. Definitions for Accountability Forms

Provide the State's current definitions for the following terms as identified in the State's Perkins III State Plan. Underline all or portions of any definitions that have changed from the previous program year.

Vocational participant – A student earning one credit in career/technical education.

Vocational concentrator – A secondary student earning two credits in a program.

Vocational concentrator – A postsecondary secondary 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.

Vocational completer – A concentrator who has completed high school with a diploma or equivalent.

Tech-Prep student – A student enrolled in courses within a recognized plan that consists of, at a minimum, 2 years of secondary and 2 years of postsecondary study wherein the plan is carried out under a written articulation agreement; allowing the student to earn postsecondary credit while in secondary school; and leading to a specific postsecondary 2-year certificate, degree, or apprenticeship.

These definitions have not changed from the previous program year.

Provide the State's definition for the following term as identified in the State's Perkins IV State Plan.

Secondary career and technical education (CTE) concentrator

A secondary career and technical education (CTE) concentrator is a student who has earned two (2) credits in a single CTE program area.

D. Measurement Approaches

For each of the sub-indicators of performance, provide your measurement approach and definitions for the numerator and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year.

	Numerator	Denominator	Measurement Approach
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
1P1	Number students receiving letter grade of A, B, C, D, F, or FA in one or more academic courses summer through spring semesters immediately preceding reporting date with 2.0 or higher GPA in academic coursework for that time period.	Number students receiving letter grade of A, B, C, D, F, or FA in one or more academic courses summer through spring semesters immediately preceding reporting date.	System database query

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
1P2	Number students receiving letter grade of A, B, C, D, F, in one or more technical courses summer through spring semesters immediately preceding reporting date with 2.0 or higher GPA in technical coursework for that time period.	Number students receiving letter grade of A, B, C, D, F, in one or more technical courses summer through spring semesters immediately preceding reporting date.	System database query
2S1	Number of Grade 12 concentrators completing high school with a diploma or equivalent.	Number of Grade 12 concentrators.	System database query
2P1	Number entering new freshmen students in the fall semester of five academic years prior to the reporting date who completed 15 or more credit hours of technical course work fall through summer semesters and who completed graduation requirements within four academic years.	Number entering new freshmen students in the fall semester of five academic years prior to the reporting date who completed 15 or more credit hours of technical course work fall through summer semesters of that academic year.	System database query
3S1	Number of Grade 12 concentrators reported as placed in postsecondary education or other advanced training and/or employment.	Total number of Grade 12 program concentrators surveyed.	Surveys and System database query
3P1	Number employed full completers summer through spring semesters immediately preceding reporting date.	Number full completers summer through spring semesters immediately preceding reporting date whose employment status is verified.	College surveys
3P2	Number full completers from summer, fall, spring employed in 1 st and 3 rd full quarter following program completion date.	Number full completers from summer, fall, spring employed in 1 st full quarter following program completion date.	U.I. database query
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
4P1	Number students enrolled in programs for which the primary area of employment preparation is nontraditional for their gender, summer through spring semesters of current year.	Number students enrolled in programs identified as nontraditional for either gender, summer through spring semesters of current year.	System database query
4S2	Number of program completers in the identified nontraditional programs.	Total number of program completers in these same programs.	System database query
4P2	Number full completers enrolled in programs for which the primary area of employment preparation is nontraditional for their gender, summer through spring semesters of current year.	Number full completers of programs identified as nontraditional for either gender, summer through spring semesters of current year.	System database query

E. Improvement Strategies

Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of the State's Perkins accountability data.

At the postsecondary level, plans are to expand competency-based curricular initiative and enhance professional development for technical faculty. At the secondary level, plans are to enhance efforts toward contextual delivery strategies and to seek student-credentialing opportunities to more objectively measure student attainment of technical skills.

V. Monitoring Follow-up

If your State received a monitoring visit during the past program year, provide an update on corrective actions, if any, that your State was required to take, as well as any suggested improvement strategies that the State elected to complete.

N/A

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

If your State received a WIA Incentive Grant during the past program year, and used a portion of the funds for activities allowable under Perkins III, provide a summary of the results of those activities. If your State did not use a portion of the funds for Perkins-related activities, please indicate how the funds were used.

N/A