

## **Alabama Narrative Performance Information for the 2009 Consolidated Annual Report**

As required by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006, the following information addresses the required items.

### **Implementation of State Leadership Activities**

Provide a summary of major initiatives and activities in each of the required areas, as well as any of the permissible areas that were chosen to undertake during the program year.

a. **Required Uses of Funds:**

- At the secondary level state leadership funds are used to conduct assessments of all programs through the ISO certified process for Business/Industry Certification.

In addition, funds are also use to

- provide web-based professional development activities and services through the use of Elluminate.
- conduct a New Teacher Institute and New Administrator Academy
- co-host a Summer Conference which offers intensive professional development for teachers, administrators, counselors, and other career tech personnel
- provide a Career Development Conference which focuses on the integration of academics with career and technical education
- provide preparation for training in non-traditional occupations through an RFP which addresses the increasing of females in the engineering fields
- target the improvement of services for career tech students in the juvenile institutions
- provide requested technical assistance to local school systems and colleges
- provide for quarterly meetings of the State Advisory Council with representatives of local education agencies, postsecondary institutions, institutions of higher education, employers, and others with interest in promoting student achievement in academic and technical skills and in completing their programs of study
- conduct meetings with national and industry recognized organizations to determine process to validate student attainment of technical competencies
- increase interaction with business and industry representatives to identify career opportunities for nontraditional students
- conduct workshops on nontraditional student recruitment and retention
- increase activities to promote student knowledge and skills to business and industry in college service area
- enhance professional development for the technical faculty at the colleges

**b. Permissible Activities Include:**

- continuation of the development of plans of instruction and project-based learning activities to assist in the teaching of the content standards included in the new career and technical education courses;
- continuation of the partnering with the Alabama Commission on Higher Education (ACHE) in an effort to improve the development/enhancement of our data systems used to collect on secondary and postsecondary student outcomes;
- continuation of the development and implementation of statewide articulation agreements, dual enrollment, and the Early College Enrollment Program;
- providing leadership opportunities through support given to CTSOs in the Joint Leadership Development Conference (JLDC) and Blast Off (a training offered to newly elected student officers);
- assisting teachers and students in gaining opportunities to participate in on-line course work;
- supporting family and consumer sciences programs through the electronic distribution of a monthly newsletter and through individual LEA assistance in implementing new cluster areas;
- improving the retention of career tech teachers through new teacher visits and the Teacher Mentoring program.

**Progress in Developing and Implementing Technical Skill Assessments**

The Career and Technical Education (CTE) section of the Alabama State Department of Education (SDE) is continuing the work of identifying technical skill assessments that can be used for the new courses in newly approved career and technical education programs. Some local school systems have provided an opportunity for students to participate in a technical skill assessment. Fifteen secondary school systems submitted information as to assessments taken by their students and in what program areas. A total of 633 students were reported as having taken a technical skill assessment. Of those taking the tests, 484 were reported as passing. Program areas in which these assessments were given are listed below.

Automotive	Computer Electronics	Electrical
Agriscience	Construction	Health Science
Animal Science	Cosmetology	Plumbing/Pipefitting
Carpentry	Culinary Arts	Precision Machines
Information Technology		

During the past school year 2008-2009, secondary school systems were continuing to use the State Board approved Course of Study for which End-of-Course Grades were the measure of CTE skill attainment. Therefore, the data to provide the measure of performance for core indicator 2S1: Technical Skill Attainment continued to be the End-of-Course Grade for concentrators who are in a program identified as occupational.

The CTE Section of the SDE is continuing to work with local school systems to identify and approve third-party technical skill assessments that are aligned with the new Course of Study which was approved for use beginning with the current school year (2009-2010).

As a member of the VTECS consortium of states, Alabama is participating in the conversations to be able to use performance assessments data that are being made available.

The Department of Postsecondary Education (DPE) will take a blended approach to determining student's attainment of technical skills. This approach includes assessment of knowledge and skills documented through grade point average, attainment of professional licensing and credentialing, and business and industry based competency skills assessment. The following actions will be taken in response to developing and implementing technical skills performance assessments:

- Continue with gathering data relative to student attaining a 2.0 GPA on technical skills course work. **(Status: Ongoing)**

DPE continues to develop standardized curricula for all areas of career and technical education taught through its member colleges. A goal was set to have this tasking accomplished no later than 2012. Currently, the initiative has achieved approximately 49% completion. Assessments in support of these programs of study include knowledge and skills performance instruments based on industry recognized competencies. These competencies are continually validated by discipline advisory committees made up of subject matter specialists in related business and industries for a specific discipline. These committees meet regularly to advise and review curricula content. Where possible instructors use third party measurement instruments to assess student attainment of knowledge and skills.

- Determine student attainment of licensure and credentials. **(Status: Ongoing)**

DPE will continue to track student attainment of professional licensure in programs where available. Examples include health sciences, automotive, machine tool, and manufacturing.

- Identify disciplines where industry based competency assessments are not available. **(Status: Ongoing)**

DPE will continue to survey programs of study to identify third party or industry assessments are available or in use as appropriate. Those with third party or industry performance assessments will be flagged for further action. Personnel assigned to the Curriculum and Instruction Unit of DPE regularly attend meetings and conferences to discuss competency needs.

- DPE will seek performance assessments for programs not currently supported by third party or industry assessments. **(Status: Ongoing)**

Colleges are encouraged to direct students to industry recognized, third party assessments where appropriate in order to obtain recognized credentials. Programs without such support will use locally developed and validated performance measurement instruments.

The plan is ongoing with targeted completion to coincide with completion of standardized curriculum in 2012.

### Implementation of State Program Improvement Plans

During the 2008-2009 program year Alabama failed to meet the targeted state adjusted level of performance on core indicator 3P1-Student Retention or Transfer. See below the possible reasons the negotiated level was not achieved.

In-service workshops are planned to get input from the college personnel as to actions that may be taken to improve performance by being better able to capture data on student transfers to four year postsecondary institutions. It is not expected that the retention of students will be improved significantly due to economical reasons. However, there will be increased emphasis on the value of a credential, certificate, or degree.

<b>Core Indicator Not Achieved</b>	<b>Possible Reasons Negotiated Levels Not Achieved</b>
<b>3P1</b>	<ul style="list-style-type: none"> <li>• Severe unemployment in state (10.9%) resulted in students leaving school as soon as opportunities for employment became available and minimal skills were obtained.</li> <li>• Intense need in the industrial and manufacturing sector for qualified employees resulting in hiring students as soon as they become minimally qualified.</li> <li>• Increase in cost of college and training coupled with economic challenges on the part of students prevented some from remaining enrolled beyond attainment of minimal skills.</li> <li>• Limited financial aid available on an ongoing basis due to college funding cutbacks resulting from the state's proration activities.</li> <li>• Increased competition from private technical training programs that incorporate accelerated learning and increased tuition assistance.</li> </ul>

NOTE: Special populations at the postsecondary level achieved at or above the entire student population on many performance measures.

Examples of common barriers include transportation, quality and timely day care, unawareness of student's needs based on possible disability, and diagnosis of learning inhibitors. Continual special attention is provided to these and other situations by colleges in order to make every effort to remove barriers to success for all students, including special populations.

The table below summarizes the State's performance on each of the core indicators.

### State Performance Summary

Indicator Code	Core Indicator	Adjusted Level of Performance	Actual Performance
1S1	Academic Attainment – Reading/Language Arts <i>% concentrators meeting proficiency level on the State's computation of AYP</i>	84.00%	92.67%
1S2	Academic Attainment – Mathematics <i>% concentrators meeting proficiency level on the State's computation of AYP</i>	73.00%	93.42%
2S1	Technical Skill Attainment <i>% concentrators with end-of-course grade =&gt; the State average of 72.94%</i>	50.00%	90.45%
3S1	School Completion <i>% grade 12 concentrators earning a State-recognized exit credential</i>	82.00%	83.75%
4S1	Student Graduation Rate <i>% grade 12 concentrators included in the State's computation of the graduation rate</i>	90.00%	90.92%
5S1	Placement <i>% concentrators placed in postsecondary education or other advanced training, employment, or the military</i>	92.00%	92.50%
6S1	Non-Trad Participation <i>% participants of underrepresented gender in programs that leads to employment in a nontrad field.</i>	17.00%	28.43%
6S2	Non-Trad Completion <i>% concentrators of underrepresented gender who completed a program that leads to employment in a nontrad field.</i>	17.00%	27.14%
1P1	Technical Skill Attainment <i>% student with 2.0 or higher GPA in technical skill course work.</i>	50%	78.84
2P1	Credential, Certificate, or Degree <i>% students receiving an industry credential, certificate, or a degree.</i>	40.29	46.95
3P1	Student Retention or Transfer <i>% CTE concentrators who remain enrolled in college or who transfer to another two or four year postsecondary institution.</i>	90%	68.72
4P1	Student Placement <i>% concentrators employed, in the military, or continuing education or training.</i>	75.93	76.56
5P1	Nontraditional Participation <i>% nontraditional (gender) participants enrolled in nontraditional programs.</i>	11.27	10.98
5P2	Nontraditional Completion <i>% nontraditional (gender) concentrators who complete nontraditional programs.</i>	10.89	10.53

## Alabama Program Year 2008-2009 Narrative

Listed below are action steps to be implemented during the current program year to improve the collection of data that is used to report the performance of students

- The State Director will assign a staff member to coordinate a comparative study of those students who were reported in the measures for the AYP report with the CTE population reported this submission of the CAR.
- The assigned staff member will rerun data using a student by student match to students who were also counted in the state's reported population for the NCLB negotiated growth model in order to be sure that there are no inconsistencies in reporting.
- The assigned staff member will make a presentation to the Accountability Taskforce on the results of the comparative study. The Accountability Taskforce will be asked for recommendations for how to affect changes needed in the collection and reporting of data.
- Local CTE administrators will log in to the reopened data application and submit updated information by January 14.
- Program-level data reports will be distributed to local administrators and data contacts.
- Technical assistance workshops will be conducted to assist locals in the understanding of the reports and the development of plans of action to be implemented.

Listed below are additional action steps which will be implemented to improve the performance of all students on all core indicators.

<b>Steps to be Taken</b>	<b>Starting Date</b>	<b>Completion Date</b>	<b>Staff Member Assigned</b>
Review State Plan	Ongoing	Ongoing	Accountability Taskforce (Sherry Key/Sarah Ray)
Revise/Update Plan	February 2010	March 2010	Sarah Ray
Revise/Update Data Reports and crosswalk Criteria Table to new Course of Study	January 2010	February 2010	Specialists/Administrators Russell Phaturus
Conduct HSTW and TCTW Data Meetings with focus on improving CTE	Ongoing	Ongoing	Dawn Morrison
Conduct Credentialing research with focus on technical skill assessments approval	Ongoing	Ongoing	Collie Wells
Present a plan to incorporate tech prep activities into all programs	January 2010	February 2010	Mary Simon
Provide workshops on research- and project-based instructional strategies	Ongoing	Ongoing	Specialists/Administrators
Assist in implementation of new Course of Study	Ongoing	Ongoing	Specialists/Administrators
Share/present topics on program improvement	Ongoing	Ongoing	All SDE CTE Specialists and Administrators
Provide technical assistance to teachers, counselors, and administrators	Ongoing	Ongoing	All SDE CTE Specialists and Administrators

### Implementation of Local Program Improvement Plans

Each year local recipients are required to submit data that are used in the evaluation of programs. This data becomes a part of the documentation for the business/industry certification of career and technical education programs. Core indicator reports are prepared and distributed to local educational agencies to be used in the preparation of system- and program-level Improvement Plans. The state adjusted NCLB levels of performance are used as the basis for the requirement of preparing and submitting a Plan. Any local that is required to submit an Improvement Plan because of failure to meet at least 90 percent of the state adjusted NCLB level of performance may request to negotiate a new level of performance for the succeeding program year.

Due to the inability of the SDE to receive complete CTE data from the LEAs during the program year ending June 30, 2009, local program improvement plans have not yet been developed. After the locals have updated their data during the January 2010 window that has been approved, data reports will be produced and the determination will be made by April 2010, as to which LEAs must develop and implement a local improvement plan.

At the postsecondary level, each college or consortium continues to develop an action plan to address requirements of the Perkins legislation and the direction established by *Workforce 21* strategic plan for career and technical education. Activities in the college action plans were identified by the Strategic Analysis Teams (SATs). Activities were identified based on priorities determined by the SATs after analyzing demographic, labor market, and program performance data.

The table below shows the total number of postsecondary eligible recipients that failed to meet at least 90 percent of the agreed upon level of performance during the 2008-2009 program year.

<b>Core Indicator</b>	<b>Targeted Level of Performance</b>	<b>No. not meeting at least 90%</b>	<b>No. meeting at least 90%</b>
1P1 – Technical Skill Attainment	50%	0	25
2P1 – Credential, Certificate, or Degree	46%	9	16
3P1 – Student Retention or Transfer	90%	12	13
4P1 – Student Placement	80%	11	14
5P1- Nontraditional Participation	11.27%	19	6
5P2 – Nontraditional Completion	11%	17	8

### **Tech Prep Grant Award Information**

Three-fourths of the Tech Prep allotment was consolidated with the Title I funds and was distributed through the formula allocation used for the distribution of the Basic Grant funds. Each sub recipient was required to expend a minimum of 10 percent of its total allocation on activities supporting the Eight Essential Elements of Tech Prep. All Alabama school districts submitted, through an electronic grant application process (eGAP) a plan for expending the 10% of funds designated for Tech Prep activities. Funds became available upon approval of the plan. School districts provided professional development for counselors, teachers, and administrators, reviewed and renewed articulation agreements, sponsored career days, and purchased equipment to facilitate articulation.

The other 25 percent of the Tech Prep allotment was awarded through competitive applications to provide a statewide leadership grant and five regional consortia grants. These five regional consortia serve local education agencies and also serve as members of the Statewide Leadership Consortium. As members of the Leadership Consortium, their role was to assist in developing and implementing agreed upon activities that support the Eight Essential Elements of Tech Prep. The five regional consortia

- provided professional development for counselors, teachers, and administrators,
- continued with the development of career counseling materials for statewide distribution,
- sponsored career days,
- reviewed and renewed articulation agreements, and
- purchased equipment to facilitate articulation.

During the 2008-2009 school year, an agreed upon minimum level of performance was not negotiated with the consortia. The primary emphasis was on developing an accurate tracking system from secondary to postsecondary. This is a problem not only for existing consortia; it is a problem throughout the state. The number of consortia has been increased from five to eight for the 2009-2010 school year and the grants have remained competitive, but with a requirement that all eight state board districts contain at least one consortium. As it has proven difficult to collect data statewide except through the consortia, this will allow for more comprehensive data to be collected by each consortium.

In January 2010, a meeting with all postsecondary representatives has been scheduled in order to address the Tech Prep data collection process. The goal will be to develop a plan to collect Tech Prep data for the postsecondary indicators statewide rather than just through the consortia.

The number of secondary education Tech Prep students served during the 2008-2009 school year was 58,002. Secondary Tech Prep students are included in the accountability forms that are required to be reported.

The number of postsecondary education Tech Prep students served during the 2008-2009 school year was 531 as reported by the five consortia. These consortia represent 41% of the LEAs and 28% of the technical and community colleges throughout the state.

Alabama Program Year 2008-2009 Narrative

The State Tech Prep coordinator, working with the five regional consortia receiving funds through the competitive process, was able to collect the following data. The denominator is the number of secondary students identified by the SDE as having been enrolled in a course that has been articulated with postsecondary. The numerators for 1STP1, 1STP2, 1STP4, and 1STP5 are the number of students that were able to be tracked by the consortia.

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education	531	58,002	0.92%
<b>1STP2</b>	Enroll in postsecondary in the same field or major	531	58,002	0.92%
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure	58,002	58,002	100.00%
<b>1STP4</b>	Complete courses that award postsecondary credit	422	58,002	0.72%
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses	95	58,002	0.16%

\*High School Diploma

The following data are not available due to the inability to electronically track students from high school to postsecondary other than by hand in individual consortia.

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1PTP1</b>	Are placed in a related field of employment not later than 12 months after graduation for tech prep program			
<b>1PTP2</b>	Complete a State or industry recognized certification or licensure			
<b>1PTP3</b>	Complete a 2-year degree or certificate program within the normal time for completion of such program			
<b>1PTP4</b>	Complete a baccalaureate degree program within the normal time for completion of such program			

Alabama Program Year 2008-2009 Narrative

Following are the data collected from the five consortia.

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education	531	2923	18.17%
<b>1STP2</b>	Enroll in postsecondary in the same field or major	531	2923	18.17%
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure	2923	2923	100.00%
<b>1STP4</b>	Complete courses that award postsecondary credit	352	2923	12.04%
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses	95	2923	3.25%

\*High School Diploma

The following are data from each of the individual consortium.

(1) East Alabama Tech Prep Consortium - 3 community colleges and 24 LEAs.

Southern Union Community College  
 Central Alabama Community College  
 Gadsden State Community College

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education	193	727	26.55%
<b>1STP2</b>	Enroll in postsecondary in the same field or major	193	727	26.55%
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure	727	727	100.00%
<b>1STP4</b>	Complete courses that award postsecondary credit	93	727	12.79%
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses	28	193	14.51%

\*High School Diploma

Alabama Program Year 2008-2009 Narrative

(2) North West Shoals Tech Prep Consortium - 1 community college and 10 LEAs.

North West Shoals Community College (No data received)

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education			
<b>1STP2</b>	Enroll in postsecondary in the same field or major			
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure			
<b>1STP4</b>	Complete courses that award postsecondary credit			
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses			

\*High School Diploma

(3) South Central AL Tech Prep Consortium - 1 community college and 7 LEAs.

Lurleen B. Wallace Community College

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education	67	200	33.50%
<b>1STP2</b>	Enroll in postsecondary in the same field or major	67	200	33.50%
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure	200	200	100.00%
<b>1STP4</b>	Complete courses that award postsecondary credit	25	200	12.50%
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses	14	67	20.90%

\*High School Diploma

(4) Calhoun Community College Tech Prep Consortium - 1 community college and 6 LEAs.  
Calhoun Community College

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education	177	956	18.51%
<b>1STP2</b>	Enroll in postsecondary in the same field or major	177	956	18.51%
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure	956	956	100.00%
<b>1STP4</b>	Complete courses that award postsecondary credit	110	956	11.51%
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses	13	956	1.36%

\*High School Diploma

(5) Wallace Hanceville Tech Prep Consortium – 1 community college and 7 LEAs.  
Wallace State Community College

<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
<b>1STP1</b>	Enroll in postsecondary education	94	1040	9.04%
<b>1STP2</b>	Enroll in postsecondary in the same field or major	94	1040	9.045
<b>1STP3</b>	Complete a State* or industry-recognized certification or licensure	1040	1040	100.00%
<b>1STP4</b>	Complete courses that award postsecondary credit	94	1040	9.04%
<b>1STP5</b>	Enroll in remedial mathematics, writing, or reading courses	40	1040	3.85%

\*High School Diploma