

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

**I. COVER PAGE**

- A. State Name: Alabama
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Alabama State Department of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Jennifer J. Burt
  2. Official Position Title: Administrator of Standards and Accountability
  3. Agency: Alabama State Department of Education
  4. Telephone: (334) 694-4763 5. Email: jburt@alsde.edu
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: Tommy Glasscock
  2. Official Position Title: Assistant State Superintendent for Career and Technical Education, Workforce Development, and Guidance and Counseling
  3. Agency: Alabama State Department of Education
  4. Telephone: (334) 694-4907 5. Email: tglasscock@alsde.edu
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only)
- State Plan (FY 2019-23)

F. Type of Perkins V State Plan Submission - Subsequent Years (*Check one*):

- State Plan (FY 2020-23)
- State Plan Revisions, FY 2020
- State Plan Revisions, FY 2021
- State Plan Revisions, FY 2022
- State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (*Check one*):

- WIOA Combined State Plan - *Secondary and Postsecondary*
- WIOA Combined State Plan - *Postsecondary Only*

H. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*): **Not Required for Transition Plan**

<b>Date Governor was sent State Plan for signature:</b>
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- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Signature of Authorized Representative</b>	Date:

## II. NARRATIVE DESCRIPTIONS

### A. Plan Development and Consultation

1. NOT REQUIRED FOR TRANSITION PLAN

### B. Program Administration and Implementation

1. **State's Vision for Education and Workforce Development** – NOT REQUIRED FOR TRANSITION PLAN

### **Text Box 1: State Plan Development**

**(c) PLAN DEVELOPMENT.—**

**(1) IN GENERAL.—**The eligible agency shall—

**(A) develop the State plan in consultation with—**

- (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii) interested community representatives, including parents, students, and community organizations;
- (iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
- (iv) members and representatives of special populations;
- (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii) individuals with disabilities; and

**(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.**

**(2) ACTIVITIES AND PROCEDURES.—**The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

**(3) CONSULTATION WITH THE GOVERNOR.—**The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

- (A) during the development of such plan; and**
- (B) prior to submission of the plan to the Secretary.**

(Section 122(c)(1) of Perkins V)

## 2. **Implementing Career and Technical Education Programs and Programs of Study**

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

During the period covered by this Perkins V Transition Plan, Alabama will continue to offer programs in the 16 nationally recognized career clusters. These programs and programs of study are well-established and utilize course sequencing and Alabama Courses of Study to lay out the progression from general awareness through more specific job-skill preparation.

Going forward, Alabama is embarking on the process of aligning programs funded under the Carl D. Perkins Career and Technical Education (CTE) Act and the Workforce Innovation Opportunity Act (WIOA) into a Combined Workforce Plan. The development of this plan will coincide with the creation and statutorily required activities for creation of the four-year Perkins V State Plan. Alabama's Combined Workforce Plan is predicated on using data to make informed workforce development decisions to develop aligned CTE programs of study that evolve into fully implemented career pathways. Students will be provided opportunities to gain awareness, participate in exploration, and receive preparation for high-skill, high-wage, in-demand careers in the 16 career pathways. The course-work and experiences comprising the program of study will increase in specificity as students progress. Work-based learning, youth apprenticeships, post-secondary credentials of value, and credit-bearing college dual enrollment can be utilized to create meaningful experiential learning for students and will be the desired capstone activities for each program of study. Embedding portable and stackable credentials in the programs of study will permit students to enjoy multiple entry and exit points and will ensure that students do not lose credit if they do not finish a program before reentering the workforce. Developing specific courses and academic alignment will be part of Alabama's ongoing Course of Study development process, which defines a systematic method for maintaining timely and relevant coursework.

Local Education Agencies (LEAs) who are eligible recipients are provided the opportunity to choose programs and programs of study which most closely align with their local workforce needs, student and parent career interests, and local vision for their students. Under the Perkins V Plan, LEAs will administer a Local Needs Assessment to drive program selection.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**
- i. promote continuous improvement in academic achievement and technical skill attainment;**

Local Education Agencies (LEAs) are currently able to submit courses or course sequences for consideration to be added to the annual ALSDE approved programs.

These requests are reviewed by program area specialists and administrators to determine if they fill a high demand training need and to ensure they do not represent duplication of content available in existing coursework. When an LEA chooses to submit a new course or sequence of courses, the LEA develops documentation describing the course content, standards, and learning objectives. These are reviewed for rigor and relevance in both the academic and technical skills associated with the related career training by the ALSDE staff. When approved, the new courses are assigned standard course numbers and added to LEA valid course files for scheduling. Through the development of the full Perkins V plan, the Local Needs Assessment may identify a specific program or program of study not previously established by the ALSDE. A process will be developed by which an LEA may submit to add a program or program of study. The determination will be heavily dependent on validation of need through the planned interaction with and engagement of local workforce boards. Specific criteria regarding determination of need for the program and guarantees of high-quality instruction will be developed.

**ii. expand access to career and technical education for special populations; and**

When a Local Needs Assessment identifies gaps in training opportunities for special populations, a customized solution will be developed by the LEA in conjunction with the ALSDE, local workforce development boards, service providers, and stakeholder groups. In some instances, the solution will be enhanced accommodations or modifications to the existing program. Fully unique programs of study may need to be developed. A process for determining when that option would be appropriate will be developed as part of the full Perkins V Implementation plan.

**iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

Alabama is currently on the vanguard of incorporating employability skills within all programs of study and provides assistance and support on multiple avenues of training. If a Local Education Agency determines a need to develop a program of study beyond the ones allowed by the ALSDE, LEAs must demonstrate the inclusion of employability skills. Alabama's Simulated Workplace Model, the Alabama Department of Commerce's Ready to Work Program, Career Technical Student Organizations (CTSOs), and work-based learning are currently in place and utilized as employability training vehicles. As the Perkins V plan is developed, additional methods and opportunities for training employability skills may be developed along concurrent programs of study.

**c. Describe how the eligible agency will—**

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

The Alabama State Department of Education provides Program Guides for each of the career cluster areas. Program guides lay out the courses, sequencing, credentialing and samples of careers related to the program. This information is shared through email and website and is used in professional development activities with LEAs. LEAs develop websites, brochures, recruiting documents, advertisements, and various social media outlets. LEAs determine if the demographics of their community warrant reproducing these documents in a language other than English.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**  
Not required for Transition Plan
  - iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**  
Not required for Transition Plan
  - iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**  
Not required for Transition Plan
  - v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**  
Not required for Transition Plan
  - vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**  
Not required for Transition Plan
  - vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**  
Not required for Transition Plan
- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent**

**enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

The Alabama State Department of Education and the Alabama Community College System have a well-established, state-funded, and fully implemented dual enrollment program for technical education. Secondary students are provided the opportunity to enroll in college level credit-bearing courses at no cost to the student. Students are eligible to enroll from a wide variety of programs based on a list of in-demand program areas. Dual enrollment opportunities are provided to students in Grades 10-12 at comprehensive high schools, career technical centers, and college campuses.

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**  
Not required for Transition Plan
- f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**  
Not required for Transition Plan
- g. **Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.**  
Not required for Transition Plan
- h. **Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Each sub-recipient of Carl D. Perkins Career and Technical Education (Perkins) funds will be required to implement a minimum of one of the national 16 clusters. 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.

### **3. Meeting the Needs of Special Populations**



- a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—
- i. will be provided with equal access to activities assisted under this Act;**
- For all students in special populations:
    - The Office of Counseling and Guidance is housed within the Alabama State Department of Education under the supervision of the Assistant State Superintendent for Career and Technical Education (CTE) and Workforce Development. All students, including students from all special populations, will be provided counseling and career guidance services coordinated through this office. (CTE students and those not enrolled in CTE coursework) are exposed to opportunities for participation in CTE programs and the accommodations available which enable their access to those programs.
    - ALSDE will disaggregate participation and performance data for all special populations to identify areas of strength and areas of improvement at the LEA level.
    - LEAs will disaggregate participation and performance data for all special populations to identify areas of strength at the local program level.
  - Individuals with disabilities
    - CTE representatives are team members and will participate in the creation and implementation of Individualized Education Plans (IEPs) or Section 504 Plans. Those plans include necessary accommodations to curriculum and potential modifications of equipment or other physical facilities enable student access to CTE programs.
    - In cases when CTE representatives are not participants in the creation of the IEP or Section 504 Plan, a Career Technical Implementation Plan will be developed to address potential barriers to student participation.
  - Individuals from economically disadvantaged families, including low-income youth and adults
    - Local Education Agencies (LEAs) will develop funding mechanisms to reduce or eliminate student fees associated with participation in CTE programs.
    - Through the braiding of Perkins funds with Workforce Innovation Opportunity Act (WIOA) funds, students who meet WIOA eligibility requirements may receive assistance with fees or costs associated with participation in CTE programs.
  - Individuals preparing for non-traditional fields
    - ALSDE will provide LEAs with professional development and technical assistance to identify and eliminate barriers to student participation in preparation for non-traditional fields.
    - LEAs will develop active recruitment and retention strategies for student participation in preparation for non-traditional fields.
  - Single parents, including single pregnant women

- The Combined Workforce Plan for Alabama will include Perkins as a component. The combined plan will enable the braiding of Perkins funds with Workforce Innovation Opportunity Act (WIOA) funds for students who meet WIOA eligibility requirements. Those students may receive assistance with fees or costs associated with participation in CTE programs.
- LEAs will be provided professional development in the implementation of Title IX protections related to student participation in CTE programs.
- Out-of-workforce individuals
  - Secondary CTE programs do not support out-of-workforce individuals.
- English learners
  - To fulfill ESSA requirements (ESEA section 1111(c)(4)(A)(ii)), ALSDE has created long-term goals for English learners which determine increases in the percentage of students making progress in achieving English proficiency that are both ambitious and achievable.
  - Local needs assessment data will incorporate data on the number and percentage of students in need of assistance with English Language Proficiency.
  - When appropriate, LEA's Local Perkins applications will include activities to assist ELP students with CTE program selection and will coordinate with the LEA's ELP program efforts.
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)
  - The Combined Workforce Plan for Alabama will include Perkins as a component. That combined plan will enable the braiding of Perkins funds with Workforce Innovation Opportunity Act (WIOA) funds for students who meet WIOA eligibility requirements. Those students may receive assistance with fees or costs associated with participation in CTE programs.
  - For non-WIOA eligible homeless students, course fees and costs will be waived.
- Youth who are in, or have aged out of, the foster care system
  - ALSDE will provide professional development and technical assistance to LEAs regarding effective strategies for inclusion of students in CTE programs who are involved with the foster care system.
  - LEAs will coordinate with county representatives of the Alabama Department of Human Resources (DHR) to identify students involved in the foster care system. LEAs and DHR will work to identify needs, develop strategies to address the needs, provide educational and support services to students.
- Youth with a parent who is a member of the armed services and is on active duty

- ALSDE will provide professional development and technical assistance to LEAs regarding effective strategies for inclusion of students in CTE programs with parents on active military duty.
- ii. will not be discriminated against on the basis of status as a member of a special population;**
- Individuals with disabilities
  - Individuals from economically disadvantaged families, including low-income youth and adults
  - Individuals preparing for non-traditional fields
  - Single parents, including single pregnant women
  - Out-of-workforce individuals
  - English learners
  - Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)
  - Youth who are in, or have aged out of, the foster care system
  - Youth with a parent who is a member of the armed services and is on active duty
    - ALSDE office of CTE will provide training and technical assistance to LEAs in the identification and elimination of discriminatory practices regarding students in special populations.
    - 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.
    - ALSDE CTE staff is responsible for the monitoring 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.
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

Not required for Transition Plan

**iv. will be provided with appropriate accommodations; and**

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed services and is on active duty
  - Students with IEPs will be provided accommodations based on the recommendations and requirements in the IEP and Career Tech Implementation Plan.
  - Students who are members of special populations, but do not have an IEP, an ELP, 504 plan, or other mandated plan for accommodations will be offered appropriate accommodations for their individual needs.

**v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Not required for Transition Plan

**4. Preparing Teachers and Faculty**

a. NOT REQUIRED FOR TRANSITION PLAN

**C. Fiscal Responsibility**

**1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**

**a. each eligible recipient will promote 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.

- Academic competencies have been documented in the career and technical education programs through the validation process for embedded credit. Where specific academic content is documented, students may receive core credit for math and science CTE courses, upon LEA board of education approval.
- Career and technical education academies, apprenticeship programs, and magnet programs are promoted as a delivery system for integrated academic and career and technical education competencies and skills.
- Local school systems are encouraged to develop diploma endorsements which recognize 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.
- All sub recipients will document participation in statewide articulation activities in the local plan annually.
- The Department of Postsecondary Education (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 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 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 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 are continually revised to place greater emphasis on the integration and reinforcement of academic skills for secondary CTE students.

**b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

- Perkins funds will be used to purchase equipment and other technology needed to train for and assess technical skills attainment.
- Perkins funds will be used to provide technical assistance and professional development for CTE teachers to prepare them to instruct students toward technical skill attainment.
- Post-Secondary credentials and third-party industry credentials are measured through the Alabama Accountability Model. Performance on these indicators is collected and reported in accordance with Alabama’s ESSA plan.
- 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 funds will support technical skills upgrades through professional development activities.

**c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

During the transition plan, eligible recipients will continue to utilize their locally developed processes for determining the industry needs and prioritizing their available funds to best address those needs. As part of the statutorily required process for Perkins V plan development, a statewide template will be developed to guide eligible recipients in identifying needs and justifying the expenditure of funds to address those needs.

**2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

**a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

- 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 70 percent secondary and 30 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 first year of the four-year plan (FY2020), the split for the flow-through funds is based on the unduplicated enrollment at each level as reported in the 2019 Consolidated Annual Report (CAR).
- 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 V Basic Grant funds.
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**
- A Memorandum of Agreement is required to be developed between the members of consortia. The agreement defines the responsibilities of the fiscal agent and the other members of the consortium. The outcomes of the agreement are spelled out in the annual budget requests from each member of the consortium and are submitted for approval to the ALSDE.
3. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**
- Based on the current year funds received, a preliminary allocation of \$11,439,965 was made available to the 137 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).
4. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**
- Based on the current year funds received, a preliminary allocation of \$4,902,842 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 Basic Grant funds.
5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**
- 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.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
  - a. **include a proposal for such an alternative formula; and**
  - b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).**

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

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
  - a. **include a proposal for such an alternative formula; and**
  - b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).**

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

8. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

STATE MAINTENANCE of EFFORT for PERKINS—NARRATIVE

Program and accounting staff members from the Alabama State Department of Education (ALSDE) and Alabama Community College Systems (ACCS), formerly the Alabama Department of Postsecondary Education (DPE), reviewed both State budgets, the Education Trust Fund and the General Fund, to determine if appropriate expenditures from a line item should be included in the maintenance of effort (MOE) calculation. There are no General Fund expenditures included in the MOE calculation. Items included in the calculation are as follows:



	<u>AGCY</u>	<u>Description</u>
1.	ACCS	Special Populations Training (3B10f)
2.	ACCS	Postsecondary/Tech Colleges - Truck Driving Training (3B10i)
3.	ACCS	Mine Safety Training Program at Beville State CC (3B10g)
4.	ACCS	Workforce Development (3b10J)
5.	ACCS	Alabama Technology Network - Workforce Training (3b10L)
6.	ACCS	Dual Enrollment
7.	AIDT	Industrial Development & Training Program (3B22a)
8.	AIDT	Industrial Training Program - O & M (3B22b)
9.	AIDT	Workforce Development (3B22c)
10.	ALSDE	Career Tech Initiative (3B11b)
11.	State BOE -	Career Tech Operations and Maintenance
12.	ALSDE	State Admin Match Disbursements (SDE)
13.	ALSDE	CTE Leadership from Operations and Maintenance Disbursements
14.	ACCS	Other Career & Technical Education Expenditures from State Funds

Only expenditures occurring during the fiscal year, 10/1/20xx-9/30/20xx, are included. There are issues with certain Alabama Industrial Development & Training (AIDT) funds that cause us to make an exception to how the amount reported as MOE is calculated. The portion of AIDT funds that do not revert back to the State Treasury at the end of the fiscal year is included in the MOE calculation as the budgeted amount. This is necessary because the amounts expended fluctuate greatly from year to year—enough to cause Alabama to fail to meet the MOE requirement. The expenditures fluctuate this way, because they are affected by the level of economic development or new industries entering the state. This should not be a problem since all funds allocated will not revert and will eventually be expended on MOE allowable activities.

#### **D. Accountability for Results**

##### NOT REQUIRED FOR TRANSITION PLAN

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
  - a. the percentage of CTE concentrators (see Text Box 2 on the following page) graduating from high school having attained a recognized postsecondary credential;
  - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and

- programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
3. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

### **Text Box 2: Definition of CTE Concentrator**

The term ‘CTE concentrator’ means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses\* in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

\* This means that once a student completes 2 courses in a single CTE program or program of study, he or she is counted as a CTE concentrator.

(Section 3(12) of Perkins V)

4. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include—
  - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section as provided in the text box on the following page;
  - b. an explanation for the State determined levels of performance; and
  - c. a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V); and
  - d. As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.
5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

**Text Box 3:**

**(B) PUBLIC COMMENT.—**

- (i) **IN GENERAL.**—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.**—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
  - (I) meet the requirements of the law;
  - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
  - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.**—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>1</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

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<sup>1</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

**B. EDGAR Certifications**

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
  2. It has authority under State law to perform the functions of the State under the Perkins program(s).
  3. It legally may carry out each provision of the plan.
  4. All provisions of the plan are consistent with State law.
  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
  7. The entity has adopted or otherwise formally approved the plan.
  8. The plan is the basis for State operation and administration of the Perkins program.

**C. Other Forms**

- The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
  3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## IV. BUDGET

### A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*



**B: Budget Form**

State Name: Alabama

Fiscal Year (FY): 2019

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$21,363,147
2	<b>State Administration</b>	5%	\$1,068,157
3	<b>State Leadership</b>	10%	\$2,136,315
4	• Individuals in State Institutions	%	\$0
4a	– Correctional Institutions	<b>Not required</b>	\$0
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$20,000
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$0
5	• Nontraditional Training and Employment	<b>Not applicable</b>	\$60,000
6	• Special Populations Recruitment	%	\$0
7	<b>Local Formula Distribution</b>	85%	\$18,158,675
8	• Reserve	10%	\$1,815,868
9	– Secondary Recipients	70%	\$1,271,108
10	– Postsecondary Recipients	30%	\$544,760
11	• Allocation to Eligible Recipients	%	\$16,342,807
12	– Secondary Recipients	70%	\$11,439,965
13	– Postsecondary Recipients	30%	\$4
14	<b>State Match (<i>from non-federal funds</i>)</b>	<b>Not applicable</b>	\$1,068,157

**V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)**

**A. Instructions**

- i. NOT REQUIRED FOR TRANSITION PLAN