Evaluation of Quality Instruction of Programs

EQIP

CTE Director’s Update

BJCC- Summer Conference

July 28, 2020

Presented By:

Andy Chamness and Niketa Dean
Evaluation of Quality Instruction of Programs

EQIP

2020-2021

Equipping LEAs with the right tools to drive CTE program quality.
**Key Terms**

**EQIP – Evaluation of Quality Instruction of Programs**
- A collection of tools used to support the state Perkins V-WIOA Combined Plan for assurance of quality CTE Programs.

**Form 14-1- Annual Quality Assurance Document**
- Annual document completed by the CTE Director for each program.

**TAPE – Tool for Assessing Program Effectiveness**
- Measurement tool used to evaluate the quality of CTE programs in a manner that will help to identify specific needs of programs and provide technical assistance for improvement.

**QPI- Quality Program Indicator**
- An indicator used to gauge the level of attainment in a particular area of the CTE program.
LPA – Local Program Application
• The application that is a part of the LEA’s comprehensive plan addressing administration and management of CTE programs.

CLNA – Comprehensive Local Needs Assessment
• A process used to identify needs and performance challenges in a school or school district, determine their root causes, and set priorities for future action. Used to inform and provide improvement strategies for planning and budgeting.

eGAP – Electronic Grant Application Process
EQIP
Evaluation of Quality Instruction of Programs

- Form 14-1- Annual Quality Assurance Document
- TAPE – Tool for Assessing Program Effectiveness
- LPA – Local Program Application
  - CLNA – Comprehensive Local Needs Assessment
  - eGAP- Electronic Grant Application Process

Federal Monitoring
Why is it important?

Five major reasons:

1. **EDGAR: Education Department General Administrative Regulations - Internal Controls**
   200.303: Establish and maintain effective internal control over the federal award and provide reasonable assurance that the non-federal entity is managing the Federal award in compliance with Federal statutes, regulations and the terms and conditions of the Federal Award.
2. GEPA: General Education Provisions Act-Section 440: In the case of any applicable program in which Federal funds are made available to local agencies in a State through or under the supervision of a State board or agency, the Secretary may require the State to submit a plan for monitoring compliance by local agencies with Federal requirements under such program and for enforcement by the State of such requirements.
Why is it important?

3. Perkins V (2018) §114 (d) (III)(ix): changes in career and technical education program accountability as described in section 113 and any effects of such changes on program delivery and program quality.

4. Alabama Administrative Code Chapter 290-6-1: Career and Technical Education includes language that internal controls are provided to monitor federal award.

5. EQIP is included in the language of the state Perkins V-WIOA Combined Plan.
What is the purpose?

TAPE will serve a two-fold purpose:

- To evaluate the quality of CTE programs on an annual basis and align with the Compliance Monitoring Schedule.

- To provide technical assistance and training to CTE administrators and teachers to ensure programs are of high quality and high quality instruction is occurring.
EQIP
Evaluation of Quality Instruction of Programs

- Form 14-1- Annual Quality Assurance Document
- TAPE – Tool for Assessing Program Effectiveness
- LPA – Local Program Application
  - CLNA – Comprehensive Local Needs Assessment
  - eGAP- Electronic Grant Application Process

Federal Monitoring
How are we developing the TAPE model?

Eight LEAs were chosen as Pilot Sites to participate in the development of an assurance model. Due to COVID-19 we were not able to visit all of the pilot sites. The LEAs were chosen by workforce regions. One LEA to represent each region of the Workforce Council.
What will be assessed through the TAPE model?

- Quality of OUR programs across the state.
- Career and Technical Student Organizations
- Quality Instruction
- CTE Pathway Implementation
- Professional Development of Instructor
- Work-Based Learning

- Measured by the Tool for Assessing Program Effectiveness (TAPE).
- Adapted from SREB and ACTE quality rubric.
## Roles and Responsibilities

<table>
<thead>
<tr>
<th>State</th>
<th>Institutions (Districts)</th>
<th>Review Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversees the development and management of the diagnostic</td>
<td>Completes the diagnostic and provides evidence to support compliance.</td>
<td>Reviews the district/institution diagnostic, responses and evidences</td>
</tr>
<tr>
<td>Builds criteria for monitoring the district/institution</td>
<td>Makes available the completed diagnostic for the review team</td>
<td>Completes review team assessment and creates findings for the review process</td>
</tr>
<tr>
<td>Reviews reports on the outcome of the review and outlines areas for continuous improvement</td>
<td>Provides additional evidence and supportive feedback in communication with review team</td>
<td>Provides ongoing feedback and monitors district/institution responses</td>
</tr>
</tbody>
</table>
What will be the process for delivery of the TAPE model?

CTE Directors will annually complete an LEA Form 14-1: Annual Quality Assurance Document for each declared CTE program.

• The LEA Form 14-1 will be kept on file at the local LEA. Completed copies of the LEA Form 14-1 will be uploaded and/or placed in the Cognia system along with the LPA each fall.

• Directors will affirm assurance of the LEA Form 14-1 upon completion of the LPA for every declared CTE program annually.
What will be the process for delivery of the TAPE model?

- State Department of Education staff will conduct the TAPE visit aligned with the Compliance Monitoring Schedule.
  - Every CTE program in the district will be measured.
  - Visits are scheduled every five years, unless there are Compliance Monitoring issues or if the CTE program under review for the previous year requires an action plan.
  - In the event of scheduling conflicts (e.g. CTSO state conferences) the TAPE review schedule may be adjusted.
  - Any State Department of Education CTE/WFD staff may conduct the TAPE review. Every effort will be made to align staff to program specific areas.
What will be the process for delivery of the TAPE model?

TAPE visits will be conducted as follows:

• An entrance conference will be conducted with the CTE Director and Superintendent (if available). CTE teachers will remain in their classrooms providing quality instruction during the monitoring process, therefore, not in attendance for the entrance conference.
• The CTE programs will be visited by state staff. This occurs over a single day or multiple days given the size of the LEA and number of declared CTE programs.
• Upon completion of the TAPE visit, an exit conference may be conducted with the CTE Director.
Documents, Process and Procedures . . .

Form 14-1 completed annually and affirmed in the manner of assurances with submission of the Local Program Application.

TAPE visit:

- Desk Audit: Certain documents will be submitted through COGNIA (formerly E-Prove). These must be uploaded to COGNIA at minimum two weeks prior to the scheduled TAPE visit.
- On-Site Visit: State staff will conduct the onsite TAPE visit and provide technical assistance support to the teacher and the LEA regarding individual CTE programs.
## Career and Technical Student Organizations (CTSO)

<table>
<thead>
<tr>
<th>Quality Factor</th>
<th>Indicator of Compliance</th>
<th>Compliance</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1.1 Student Organizations | □ Program of Work  
□ Copy of check that verifies payment of membership dues for applicable school year (if personal check was used, must show cancelled check or zero balance/paid invoice)  
□ Affiliation verification document (member forms/roster)  
□ CTSO Minutes (Minimum of four annually)  
□ CTSO Officer List  
□ CTSO Budget (submitted annually)  
□ Verification of CTSO activities: Description of local competitive event including list of judges or verification of participation in district or state events  
□ Verification of community service projects | YES | NO | N/A |
### Career and Technical Student Organizations Indicators

<table>
<thead>
<tr>
<th>1. CTSOs</th>
<th>CT Program Level of Implementation</th>
<th>Challenges to Implementation</th>
<th>Actions to Overcome Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td></td>
</tr>
</tbody>
</table>

#### QUALITY PROGRAM INDICATOR

1.1 CT Student Organizations (CTSOs)

CTSOs provide students opportunities for leadership development, competitive events, professional development and community service.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet minimum Quality Program Indicator(s)</td>
<td>The CTSO is organized in a manner as described below.</td>
<td>The CTSO is an integral part of the instructional program and is highly visible and successful. Provides opportunities for service learning and occupational, employability and leadership development.</td>
</tr>
<tr>
<td>• Program of Work</td>
<td>• Affiliation verification document (member forms/roster)</td>
<td>All students participate in the CTSO or related activity.</td>
</tr>
<tr>
<td>• Copy of check that verifies payment of membership dues</td>
<td>• CTSO Minutes</td>
<td>Program participants take part in regional, state and national competitive events and earn at least two awards annually if such competitive events exist for the program.</td>
</tr>
<tr>
<td>(If personal check was used, must show cancelled check or zero balance/paid invoice)</td>
<td>• CTSO Officer List</td>
<td></td>
</tr>
<tr>
<td>• Documentation of CTSO Activities</td>
<td>• Description of local competitive event including list of judges or verification of participation in district or state events</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Documents, Process and Procedures

<table>
<thead>
<tr>
<th>Career and Technical Student Organizations Indicators</th>
<th>CT Program Level of Implementation</th>
<th>Challenges to Implementation</th>
<th>Actions to Overcome Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Student Organizations</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Curriculum – Course Syllabus</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Curriculum – Lesson Plans</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Budget Preparation</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Supplemental Materials</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Safety</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Tools, Equipment, and Technology</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Guidance and Advisement</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Advisory Committee</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Program of Study/Scheduling</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Parental Involvement</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Marketing, Public Relations, and Community Outreach</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Enrollment</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Instructional Competency/Certification</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Industry Certification of Teacher</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Business/Industry Awareness</td>
<td>□ 1 ◼ 2 ◼ 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Any program within the district which receives a one on any indicator will be required to submit an implementation plan to the ALSDE within 60 days to correct each subsequent QPI scoring a 1.

ALSDE staff will be available to assist with the plan as well as review the plan, and if sufficient, the district will be notified.

LEA will have 1 calendar year from the end of the 60 day plan to implement the plan to fidelity and correct all issues.

Upon completion of implementation plan, LEA will upload evidence to ALSDE in the COGNIA portal.

If LEA does not complete the 60 day plan and correct the issue(s) within the calendar year, the district will not be able to utilize Perkins funding on those programs.
How is this different from BIC?

- Only visiting 1 time. – During Monitoring

- All indicators align, streamlined and consistent in all forms of measurement to limit duplication of documentation.

- Quality measures are in place to help all programs and allows for meaningful discussion.
How is this different from BIC?

Keys to remember:

- Measuring quality utilizing the TAPE model is a team effort.

- As CTE administrators, reach out to your ALSDE state team for support.

- Together, we can assure that equity does not necessarily equal fairness.
Comments from pilot sites...

- “The Tool for Annual Program Evaluation (TAPE) model provided the CTE Instructors with the expectations for a quality program. This evaluation tool identified where a program met the standards as well as areas in need of improvement. I was encouraged with the conversations I had with ALSDE staff and I believe the TAPE model is what is needed to get CTE working together toward a common goal.” - Christy Fordham, CTE Director Randolph County/Roanoke City.

- “The Tool for Annual Evaluation (TAPE) is an evaluation tool I felt very comfortable with because it’s a continuous process and a periodic exercise for teachers and administrators.” - Jerolene Turner Williams, Director, Dallas County Career Technical Center.
Implementing TAPE in Phases

- Working with Cognia (Eprove) to improve the delivery method of TAPE.

- Three phases of development.
  - Phase 1: Initial rollout electronically
  - Phase 2: Additional features added to the platform for data collection.
  - Phase 3: System such as CLNA and LPA talk to and populate the TAPE through Cognia.
Phase 1: 2020-2021

- Monitoring will be aligned with the compliance monitoring schedule. We will start fresh with these systems and CTE programs.
- Cognia will be utilized, but not at full functionality.
  - Use Cognia’s digital diagnostics and workspace for the Evaluation of Quality Instructional Programs for Career and Technical Education for Alabama State Department of Education.
  - TAPE will be used as an accountability measurement for administration of Perkins V and as referenced in the Alabama Administrative Code; Chapter 230-6-1-.03b.
- FORM 14-1 will be the document used to measure program effectiveness in phase one.
- Directors will upload needed documentation for the programs to be reviewed.
  - This documentation will mostly be contributed in the form of a desk audit from the LEA to the SDE and reviewed before the visit.
  - This allows SDE staff to develop a more personalized plan for technical assistance.
  - The facility review will be conducted onsite during the visit.
- CTE staff will make technical visits to complete the TAPE process using FORM 14-1.
Purpose of Diagnostic

- The Career and Technical Education Tool for Annual Program Evaluation (TAPE) will be used as an accountability measurement for administration of Perkins V and as referenced in the Alabama Administrative Code; Chapter 230-6-1-.03b.

- Use Cognia’s digital diagnostics and workspace for the Evaluation of Quality Instructional Programs for Career and Technical Education for Alabama State Department of Education.

- Merges process and documentation tools
How to Access: Notification

The district Head of Institution, or HOI, (traditionally the superintendent) and Primary Contact, or PC, listed in eProve will receive the notification email that is generated when the ALSDE administrator publishes the Diagnostic Evaluation of Quality Instructional Programs for Career and Technical Education administration.

- Must accept the email notification in order to access Diagnostic.
- Email notifications can be resent by administrator.
- Ensure HOI and PC are updated with Cognia.
Access the Diagnostics

- If you have permissions for more than one school or district, select the desired school/district from the list.
- Search engine has a narrow focus.
Access the diagnostic

- Navigate to the eProve diagnostics widget and select Go to diagnostics.
Access the diagnostic

If your institution has a diagnostic assigned to it, you should see a flag denoting the diagnostic on your eProve dashboard. Note that the administered diagnostic appears on your institution’s dashboard only after the administration’s start date.

Your institution’s HOI (Head of Institution) and PC (Primary Contact) receive notifications that the diagnostic has been assigned.

Select the vertical ellipsis (three dots) next to the diagnostic. Select Open Diagnostic from the drop-down menu.
Complete the Diagnostic

- The diagnostic is organized by the 16 clusters and the 79 programs areas within each of those clusters.
Complete the diagnostic

Here are some of the things you’ll see, as you complete the diagnostic:

- You can attach evidence and provide comments inline—right with the question / statement, and track your completion.

- You’ll see change logs that give you a snapshot of a point in time.

Diagnostic Evaluation of Quality Instructional Programs for CTE Tool for Assessing Program Effectiveness (TAPE)

A. Agriculture, Food & Natural Resources

The Agriculture, Food and Natural Resources cluster prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Agriculture and related industries employ 22 percent of Alabama’s workforce and contribute $70.4 billion to the state’s economy annually, which is about 40 percent of the state’s GDP.

A.1 Animal Science

Attach the TAPE document as evidence below. Read carefully and thoroughly each Quality Program Indicator (QPI) used to assess each CTE program. Use the indicator descriptions in the TAPE to evaluate the quality of the CTE program, based on the three levels of implementation as defined here:

- Level 1 – Does not meet standards
- Level 2 – Meets minimum standards
- Level 3 – Exceeds standards

Our institution is submitting a completed Tool for Assessing Program Effectiveness (TAPE) for ALSDQ review and approval.

Select from the 3 available options, in responses to each program.

- Yes = CTE Program meets the minimum standards
- No = CTE program DOES NOT meet standards
- N/A = CTE program is not offered
Diagnostic Evaluation of Quality Instructional Programs for CTE Tool for Assessing Program Effectiveness (TAPE)

A. Agriculture, Food & Natural Resources

The Agriculture, Food and Natural Resources cluster prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Agriculture and related industries employ 22 percent of Alabama’s workforce and contribute $70.4 billion to the state’s economy annually, which is about 40 percent of the state’s GDP.

A.1 Animal Science

Attach the TAPE document as evidence below. Read carefully and thoroughly each Quality Program Indicator (QPI) used to assess each CTE program. Use the indicator descriptions in the TAPE to evaluate the quality of the CTE program, based on the three levels of implementation as defined here:

- Level 1 – Does not meet standards
- Level 2 – Meets minimum standards
- Level 3 – Exceeds standards

Our institution is submitting a completed Tool for Assessing Program Effectiveness (TAPE) for ALSEDE review and approval.

Select from the 3 available options, in responses to each program.

- Yes = CTE Program meets the minimum standards
- No = CTE program DOES NOT meet standards
- NA = CTE program is not offered
Upload and Attach Documents & Links
Associate Evidence with Questions

Diagnostic Evaluation of Quality Instructional Programs for CTE Tool for Assessing Program Effectiveness (TAPE)

A. Agriculture, Food & Natural Resources

The Agriculture, Food and Natural Resources cluster prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Agriculture and related industries employ 22 percent of Alabama's workforce and contribute $70.4 billion to the state's economy annually, which is about 40

Attachments

Select the items that are associated to this attachment. Items are optional. If no items are added, this attachment will be listed under the attachment library, which is found at the bottom of this diagnostic.

Add Item(s)

Select a section Select an item Add

Added Items:

G. Least Restrictive ... 1c. LRE justification for each student Upload a list of student names. The A...
Diagnostic Evaluation of Quality Instructional Programs for CTE Tool for Assessing Program Effectiveness (TAPE)

A. Agriculture, Food & Natural Resources

The Agriculture, Food and Natural Resources cluster prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Agriculture and related industries employ 22 percent of Alabama’s workforce and contribute $70.4 billion to the state’s economy annually, which is about 40 percent of the state’s GDP.

A.1 Animal Science

Attach the TAPE document as evidence below. Read carefully and thoroughly each Quality Program Indicator (QPI) used to assess each CTE program. Use the indicator descriptions in the TAPE to evaluate the quality of the CTE program, based on the three levels of implementation as defined here:

Comments
Attachments (1)

Attachment Name | Associated Items
--- | ---
[CTE Tool for Program Effectiveness...](CTE_Tool_for_Program_Effectiveness...) | ALSOE CTE Comprehensive...
Lock and unlock diagnostic

• To change the status of the diagnostic – for example, from Unlocked to Locked – scroll up to the Settings screen and change the status in the Diagnostic Settings. The Status Change dialog box will pop up.

• To notify the ALSDE of the status change, select the toggle next to “Enable owner notifications for this administration.”

• To add a reason for the status change or add a snapshot of the diagnostic to the log for your own personal records.

• When you have finished, select Save to return to the Settings screen.
Send completed diagnostic to **Workspace**

- If required by ALSDE, when you have finished with the diagnostic, select **Send to Workspace**

  - **Send to Workspace** also automatically notifies the administration owner (DOE) and the team leads that you have sent the diagnostic.
Watch for possible prompts
Download completed report
Early Learning Assurances

A. Early Learning Assurances

1. AdvancED Policies and Procedures
   a. The institution has read, understands, and complies with the AdvancED Policies and Procedures.
      - Yes
      - No
      - N/A

COMMENTS
I love cheese, especially manchego red leicester. Chalk and cheese say cheese ricotta pepper jack boursin cheese triangles ricotta say cheese. Cheese on toast emmental goat pepper jack monterey jack fromage frais roquefort say cheese. Pecorino cheese slices cauliflower cheese cheesy feet who moved my cheese edam quesq the big cheese. Cheese on toast mascarpone blue castello caerphilly cheese triangles manchego mascarpone fondue. Paneer dolcelatte roquefort camembert de normandie.

ATTACHMENTS

Attachment Name
- [ ] Student performance Results 2019
- [ ] Signed Document of Assurance

2. Substantive Changes
   a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED Standards and Policies. Such changes include, but are not limited to:
      * Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
      * Mission and purpose of the institution
      * Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
      * Grade levels served by the institution
      * Staffing, including administrative and other non-teaching professional personnel
      * Available facilities, including upkeep and maintenance
      * Level of funding
      * School day or school year
Transition to Workspace

Institution tasks:

• Send completed diagnostics to the workspace
• Identify contributors to correspond with the review team
• Locate the diagnostic in eProve workspace
• Respond to review findings
• Add notes and attachments to the responses
**Review**

1. **Self-Assess**
2. **Review**
3. **Evaluate**
4. **Improve**

**Districts**
- Reviews the Findings
- eProve workspace
- Address Findings; adding notes and evidences
- Send updated notes and evidences to review team

**Review Team**
- Reviews the Findings notes and evidences
- eProve workspace
- Ongoing communication with district
- Monitors and update the status of Findings
Phase 2: 2021-2022

- What will phase 2 add?
- Phase 2 will incorporate the full TAPE document with four buttons.
  - Score of 1, 2, 3 or N/A
- Phase 2 will have a more robust program alignment for identifying programs. Example: A system with three General Agriscience Programs will be identified by campus as well as by program. This allows for easier differentiation for both data input as well as data collection on the SDE side.
Phase 3: 2022-2023

- Phase 3 will be a fully functional platform that, we hope, will “talk” to the CLNA, LPA, Powerschool and all for the collection and analysis of data from multiple sources to allow research and data driven information to guide the department and LEAs in the decision making processes.
Compliance Schedule

- 30 Systems in 2020-2021 - please see in handout provided
  - How will COVID-19 impact the schedule?
- As a staff we will discuss how we are distributed throughout the systems.
<table>
<thead>
<tr>
<th>City</th>
<th>City</th>
<th>City</th>
<th>City</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anniston City</td>
<td>Alabaster City</td>
<td>Attalla City</td>
<td>Arab City</td>
<td>Barbour County</td>
</tr>
<tr>
<td>Dallas County</td>
<td>Albertville City</td>
<td>Blount County</td>
<td>Auburn City</td>
<td>Bullock County</td>
</tr>
<tr>
<td>Enterprise City</td>
<td>Alexander City</td>
<td>Coffee County</td>
<td>Autauga County</td>
<td>Calhoun County</td>
</tr>
<tr>
<td>Fairfield City</td>
<td>Andalusia City</td>
<td>Colbert County</td>
<td>Bibb County</td>
<td>Chambers County</td>
</tr>
<tr>
<td>Geneva City</td>
<td>Athens City</td>
<td>Covington County</td>
<td>Boaz City</td>
<td>Chickasaw City</td>
</tr>
<tr>
<td>Geneva County</td>
<td>Baldwin County</td>
<td>Elba City</td>
<td>Butler County</td>
<td>Choctaw County</td>
</tr>
<tr>
<td>Haleyville City</td>
<td>Brewton City</td>
<td>Franklin County</td>
<td>Birmingham City</td>
<td>Clay County</td>
</tr>
<tr>
<td>Hoover City</td>
<td>Clarke County</td>
<td>Hale County</td>
<td>Daleville City</td>
<td>Conecuh County</td>
</tr>
<tr>
<td>Houston County</td>
<td>Cleburne County</td>
<td>Jefferson County</td>
<td>Decatur City</td>
<td>Coosa County</td>
</tr>
<tr>
<td>Jackson County</td>
<td>Cherokee County</td>
<td>Lauderdale County</td>
<td>Elmore County</td>
<td>Dale County</td>
</tr>
<tr>
<td>Jasper City</td>
<td>Crenshaw County</td>
<td>Madison County</td>
<td>Escambia County</td>
<td>Demopolis City</td>
</tr>
<tr>
<td>Lanett City</td>
<td>Cullman City</td>
<td>Oxford City</td>
<td>Ft. Payne City</td>
<td>Eufaula City</td>
</tr>
<tr>
<td>Lawrence County</td>
<td>DeKalb County</td>
<td>Oneonta City</td>
<td>Gadsden City</td>
<td>Fayette County</td>
</tr>
<tr>
<td>Marshall County</td>
<td>Etowah County</td>
<td>Opp City</td>
<td>Huntsville City</td>
<td>Florence City</td>
</tr>
<tr>
<td>Pell City</td>
<td>Hartsville City</td>
<td>Pelham City</td>
<td>Jacksonville City</td>
<td>Greene County</td>
</tr>
<tr>
<td>Perry County</td>
<td>Henry County</td>
<td>Pike Road City</td>
<td>Lee County</td>
<td>Guntersville City</td>
</tr>
<tr>
<td>Phenix City</td>
<td>Lamar County</td>
<td>Russell County</td>
<td>Limestone County</td>
<td>Homewood City</td>
</tr>
<tr>
<td>Piedmont City</td>
<td>Lowndes County</td>
<td>Selma City</td>
<td>Marion County</td>
<td>Leeds City</td>
</tr>
<tr>
<td>Roanoke City</td>
<td>Marengo County</td>
<td>Sumter County</td>
<td>Monroe County</td>
<td>Macon County</td>
</tr>
<tr>
<td>Scottsboro City</td>
<td>Mt. Brook City</td>
<td>Talladega City</td>
<td>Ozark City</td>
<td>Madison City</td>
</tr>
<tr>
<td>Sheffield City</td>
<td>Opelika City</td>
<td>Cullman County</td>
<td>Saraland City</td>
<td>Midfield City</td>
</tr>
<tr>
<td>Shelby County</td>
<td>Russellville City</td>
<td>Chilton County</td>
<td>Talladega County</td>
<td>Morgan County</td>
</tr>
<tr>
<td>Satsuma City</td>
<td>St. Clair County</td>
<td>Linden County</td>
<td>Tallapoosa County</td>
<td>Muscle Shoals City</td>
</tr>
<tr>
<td>Tarrant City</td>
<td>Sylacauga City</td>
<td>Montgomery Co</td>
<td>Thomasville City</td>
<td>Pickens County</td>
</tr>
<tr>
<td>Tuscaloosa Co</td>
<td>Tallassee City</td>
<td>Mobile County</td>
<td>Pike County</td>
<td>Randolph County</td>
</tr>
<tr>
<td>Tuscaloosa City</td>
<td>Troy City</td>
<td>Dothan City</td>
<td>Washington County</td>
<td>Walker County</td>
</tr>
<tr>
<td>Wilcox City</td>
<td>Trussville City</td>
<td>Bessamar City</td>
<td>Winfield City</td>
<td>University Charter</td>
</tr>
<tr>
<td>University Charter</td>
<td>Tuscaloosa City</td>
<td></td>
<td></td>
<td>Winston County</td>
</tr>
<tr>
<td>ACCEL Academy</td>
<td>Vestavia Hills City</td>
<td></td>
<td></td>
<td>ACCEL Academy</td>
</tr>
<tr>
<td>Lead Academy</td>
<td>Gulf Shores City</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legacy Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions/Concerns
Contacts

- Andy Chamness: 334-694-4746
- Niketa Dean: 334-694-4749