

Table of Contents

Part A: State Plan Narrative	3
I. Planning, Coordination, and collaboration Prior to Plan Submission	3
II. Program Administration	4
III. Provision of Services for Special Populations	17
IV. Accountability and Evaluation	18
V. Tech Prep Programs	24
VI. EDGAR Certifications and Other Assurances	26

Introduction

Alaska is submitting a five-year plan in response to the Guide for the Submission of State Plans for the Carl D. Perkins Career & Technical Education Improvement Act of 2006 (i.e. Perkins IV). This plan incorporates the federal priorities of the Perkins IV legislation into the consistent priorities of previous state plans and studies that focus on the long and short-term workforce development needs in Alaska. Employers – from multinational corporations to mom and pop shops - have sparked a renewed interest by policy makers, and business, labor, and education leaders to look at the needs for career and technical education (CTE) programs across our state. New and emerging fields and Alaska's central geographical location for international transportation provide a global influence to workforce development training in the "Last Frontier". The need to replace an aging workforce have lent urgency to implementation of CTE programs that will meet the state's need for a workforce that can perform at increasingly higher academic and technical levels. It has required all partners to engage in developing plans to improve the coordination and articulation of academic, technical and guidance programs at the secondary, postsecondary, and adult levels.

The federal policy concerns incorporated into Perkins IV reflect the national concern for increased levels of academic and technical performance as well as critical thinking skills that will be needed to keep America's competitive edge in the world's economy. Rapidly changing technologies are challenging our country's leadership in highly educated arenas as well as the manufacturing and other jobs that were outsourced during the close of the last century. These challenges are being soundly met by career & technical education (CTE) programs at many Alaskan schools and institutions.

Alaska's economy remains firmly rooted in her natural resources, from the extraction activities of oil and mining to the attraction for visitors to experience glaciers and the aurora borealis and responses to workforce needs has historically been locally-driven. During the past 20 years, however, a number of major Alaskan reports have been published with similar themes. Alaska Ready to Work (circa late 1980's), Commonwealth North's "Alaska's Jobs for Alaska's People" (2003). The Alaska Workforce Investment Board's "Alaska's Future Workforce Strategic Policies and Investment Blueprint" (2000), Alaska Process Industries Career Consortium (APICC)'s Youth Employability Skills standards project (2004) and the most recent "Alaska Gasline Inducement Act Training Strategic Plan (AGIA)" (2008), all urge or challenge the workforce development system components in Alaska to act more systemically with common vision, offering more opportunities to seamlessly fill gaps and eliminate duplications or outmoded practices. The Blueprint summarizes six guiding principles: needs driven, accessible, interconnected, accountable, collaborative governance and sustainable (as balanced by needs driven). These principles served as guidelines for the development of this plan.

Funding challenges related to the Perkins-supported component of the state's workforce development system are severe. Alaska's Perkins' Title I Basic Grant – the federal source of funds for improving and expanding school districts and public postsecondary career & technical education programs – has been \$4,214, 921 for eighteen consecutive years. Applying the Anchorage cost of living factor to this amount for that period of time demonstrates the effective purchasing power of these funds has been cut by half at a time that program design, coordination and

accountability expectations have increased exponentially. This static funding is compounded by a 30% funding cut for Title II Tech Prep programs next year, the 2008-2009 school year. As a result, there are fewer CTE programs at the secondary level today compared to the beginning of Perkins III. Despite these challenges, the remaining local secondary CTE programs have worked to meet current occupational standards requested by Alaskan employers and postsecondary institutions, and have increased the tech prep opportunities for their students. Postsecondary programs have also focused on improved program quality, with significant increases in the number of programs that meet certification and/or accreditation requirements, and the University of Alaska has enhanced the transparency of its offerings by organizing around career clusters (see www.alaska.edu/swacad/wp/careerclusters/index.htm).

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. *You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]*

Audioconferenced public hearings for oral comment were held on Monday, March 24 from 2-4 pm and Tuesday, March 25 from 9-10 am and 12-1 pm. Electronic copies of the draft plan had been distributed widely and mailed, emailed and phoned comments were invited until March 26.

2. *You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]*

A summary of all public comments and references to the disposition of the comments is included in Appendix J.

3. *You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]*

Beginning after the national October, 2006 OVAE orientation meeting, EED/CTE staff prepared informational materials and held ongoing discussions with a wide variety of related groups and organizations representing the entities identified in this section regarding all aspects of Perkins IV. Other workforce development planning efforts have been conducted within the same timeframe, and EED/CTE staff made consistent efforts to communicate and coordinate with those planning efforts.

4. *You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]*

During the past year and a half, presentations and interactive work sessions were developed and conducted across the state with a wide variety of audiences at special workshops and within conferences and meetings held by other organizations. These sessions included representatives identified in this section. In addition, planning issues were disseminated through EED/CTE's Bulletin, electronic listserve and website and discussed at face to face sessions, conference calls and through electronic threaded discussions.

5. *You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]*

Early in the process it was decided the ratio of grant funding will remain the same as Perkins III. No objection has been received to this decision, in part because other sources of funding have been established for the postsecondary levels.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. *You must prepare and submit to the Secretary a State plan for a 6-year period; or You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]*

Alaska submitted a one-year transition plan in preparation for this five-year plan.

2. *You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

- i. Incorporate secondary education and postsecondary education elements;*
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*
- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

The relationships and procedures established through the development of Perkins III Tech Prep programs will provide a solid foundation for the alignment of secondary and postsecondary components into career and technical education (CTE) programs of study (CTEPS). During Perkins III, local school districts and postsecondary institutions reviewed and revised their CTE program curricula to be based on nationally or state industry recognized standards, and began organizing their program sequences according to the emerging national career clusters using the resources developed by the States Career Clusters Initiative (SCCI). Incorporating the earning of, or eligibility for, industry-recognized certificates and credentials was encouraged and significant progress was made toward this goal. Therefore, the required elements of approvable CTEPS are familiar to local providers and, depending upon the program, a solid basis exists with which to formalize secondary and postsecondary program coordination with the addition of apprenticeship programs and the input of employers and credentialing entities.

Historically, Alaskan communities were disconnected by distance and treasured their local control of their schools. Increasingly, however, Alaska has joined the global community and business partners, the Alaska Workforce Investment Board (AWIB), schools and postsecondary institutions alike have recognized the value of seamless program transitions for students. Consequently, true collaboration is essential in order to address the CTE needs of the secondary, postsecondary and adult populations. Tight budgets have added incentive for institutional cooperation as programs needed to become more sophisticated and students clearly expected programs that provided an unduplicated pathway to their chosen career. A confederation of Alaskan vocational training institutions known as Vocational Technical Education Providers (VTEP) formed and has worked diligently to promote sustainable, collaborative processes for CTE program improvement. When it was decided to form one statewide tech prep consortium, the VTEP members were instrumental in developing the proposal that was funded to strengthen the connections between secondary and postsecondary programs.

The development of CTE programs of study in Alaska builds on the work and experiences of Perkins III program development. The collaborative model incorporates secondary education and postsecondary education representatives as well as business, industry and specialists in core academics and the needs of special populations. The products will use many elements of the SCCI model to meet the intent of the Perkins IV statute, i.e. include coherent and rigorous content aligned with challenging academic standards, and relevant career and

technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education including apprenticeships to adequately prepare students to succeed in postsecondary education, may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Identification of appropriate third-party technical assessments is part of the program development process. Secondary and postsecondary partners will develop and annually review articulation agreements or memorandums of agreement for each program of study.

Development of approvable CTE programs of study will continue throughout the five years of this plan. Much of the work will be done at the local level, depending upon the expertise and availability of local staff and partners, and ensuring the flexibility for accountable, standards-based models that may be implemented in the variety of settings that comprise the Alaskan education system. State program approval criteria will continue to be developed through a process involving secondary and postsecondary educators and the relevant industry experts. State level coordination and support will target the pathways that address the state's high skill, high wage, high demand industries to ensure these pathways receive timely attention.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

EED and the local school districts collaboratively worked under Perkins III to develop a process for program development that led to state approval. Nationally recognized occupational standards were researched and verified by local employers, protocols were developed, and forms were created for documenting the curriculum revisions that resulted. A few local school districts used their resources to develop related professional development that was shared with other interested districts' personnel. The university system undertook a major effort to identify all occupational endorsements, certifications and degrees at all campuses, and created the policy for Board of Regent approval and subsequent entry into the university's statewide administrative record system. Other vocational training institutions also revised their programs so they qualified for the appropriate third-party certifications. The process for developing career and technical education programs of study is planned as an extension of the work.

One statewide Alaska Tech Prep Consortium was developed to coordinate the separate Alaskan school districts with postsecondary under Perkins III. Approved secondary CTE programs will continue to be aligned to the state's academic standards that are required for NCLB as well as accepted industry technical standards, and all will be encouraged to use the knowledge and skill statements from the States Career Clusters Initiative to organize related instruction within the school district' approved curriculum.

Postsecondary UA programs' academic components have been vetted by the University Provosts' offices, the campus faculty bodies, accrediting agencies and local industry advisory committees. Ultimately the University Board of Regents approves occupational endorsements, certificates and degrees. AVTEC programs are also reviewed by advisory committees and maintain the necessary qualifications and certifications to award certifications to their students or prepare them for licensing examinations and third-party credentialing.

State support will target development efforts in the industries that meet the Alaska Department of Labor & Workforce Development's criteria for high skill, high wage, high demand occupations. Under Perkins III, local teachers and postsecondary faculty involved in some common curriculum alignment workgroups, and the tech prep agreements that have been developed to date will be our starting point. During Perkins III it was learned that the teachers and faculty must be involved in the curriculum review and revision in order for them to implement the changes; contracting a consultant to write the curriculum usually resulted in impressive paperwork but minimal improvement to classroom practice. EED will provide facilitation, stipends, travel and logistical support for teams of local teachers and faculty to develop pathway models that are connected to current Alaskan resources. It is planned that a new program of study will require a minimum two year phase-in period to be implemented through local plans and applications at all levels.

The planning process must carry the existing elements, described above, and extend them to where all eligible recipients are capable of delivering at least one such program. Secondary, postsecondary, and industry partners will be brought to the table for this to occur. Additionally, distance delivery of some coursework has been a major request in order to enable remote bush communities to meet the Perkins IV requirements as regards Programs of Study. The capacity and interest exists to provide one or more distance delivered pathways if an adequate funding mechanism can be developed.

EED will augment or sponsor several ongoing events in order to bring secondary teachers and postsecondary faculty together in the planning and implementation phases. These include the annual Alaska Association of Career and Technical Education meeting, fall and February statewide meeting work sessions, and spring Tech Prep program work sessions. The University of Alaska's CTE professional development program will be encouraged to develop a distance-delivered credit course in curriculum development to support teachers' work on developing programs of study. In addition, several summer institutes will be sponsored by the EED in order to develop statewide models in priority pathways, starting with administrative services, construction and healthcare.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

EED and the UA Workforce Development Office have begun a series of coordination meetings among the various campus' postsecondary staff engaged in supporting Tech Prep programs at the state, regional and statewide levels. Alaska's Perkins Title II funds support a single statewide Tech Prep consortium; and the UA system has made a significant commitment to the tech prep model by funding coordinators in additional campuses. The first meeting generated commitment to the tech prep model and the outlines of program agreements as well as a long list of challenges, starting with funding sustainability questions.

Alaska's community colleges were merged with the university system a number of years ago, so Alaska's university system contains within it the community college functions. Each campus has its own unique curricula and program requirements, however. It is expected that a vast majority of articulation agreements will be made with elements of the state university system although there is also increasing interest by apprenticeship programs, the state vocational centers and private providers. In addition, a few secondary schools have developed articulation agreements with schools outside the state, as no postsecondary program exists within the state.

The state will rely heavily at first upon the experience gained and made available through its Alaska Tech Prep Consortia (ATPC) that is working closely with other postsecondary Tech Prep coordinators. Through the efforts of these coordinators, the state university system has adopted a standardized general articulation agreement which is available on the Alaska Tech Prep Consortium's web site, under the "Resources" link.

(<http://www.alaska.edu/techprep/>) The site also contains a guide to the procedures for implementing an articulation agreement, examples of a program-specific form, which is approached as an addendum to the general form, and apprenticeship agreements. Additionally a program planning guide resource is available. Schools wishing to begin or modify a program can search for articulated programs in the same content area that exist anywhere in the state, and obtain the contact information to ask about that program.

The state's Tech Prep model and resources serve as a framework for the development of articulation agreements. Modifications will be required to the extent that "Programs of Study" substantially differ from Tech Prep programs. To the extent they are similar, however, the Tech Prep resources serve as an excellent starting place, and its staff, available throughout the state, is a valuable resource for technical assistance in the development of articulation agreements.

Alaska administrative code assigns the responsibility for curriculum development and approval to local school districts. The community college units within the university have similar responsibilities. Therefore it is unlikely that a single statewide articulation agreement will result from the program of study development effort, even though in some cases there is conceptual statewide agreement as to the program's standards, content and student performance expectations.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

During the transition year, the UA system developed an exciting career clusters model that includes all UA programs from all campuses. This is a historic feat in Alaska, and is proving to be quickly popular with secondary staff, students and guidance counselors. It provides quick and clear overviews of the educational options within the UA system, and since the UA is the host of the Alaska Tech Prep Project, it is quickly being introduced to the K-12 system through the work of the regional coordinators. This resource is meant to be continually updated, and provides an anchor for groups beginning to grapple with developing CTE Programs of Study. It can be viewed at www.alaska.edu/swacad/wp/careerclusters/index.htm

During the transition year a major initiative was developed to procure and implement a web-based guidance resource, WIN for WorkKeys, which connects individual student academic assessment information to the requirements of many occupations through use of ACT's WorkKeys assessments and job profiles. This national information will provide students who have passed Alaska's High School Graduation Qualifying Exam with multiple sources of additional information regarding their readiness for postsecondary training and/or entry level employment. The state initiative is providing the web-based WorkKeys assessment for high school juniors and pre-assessments for sixth and eighth grade students. The WIN for WorkKeys curriculum provides academic support and formative assessments for all sixth through twelfth grade students. High school students may earn a nationally-recognized Career Readiness Certificate at the bronze, silver or gold level based on WorkKeys Applied Math, Reading for Information and Locating Information workplace skills assessments.

The Alaska Postsecondary Education Commission has taken the responsibility to host the Alaska Career Information System, AKCIS, in order to promote its mission of helping students prepare for post-secondary education opportunities. The Department of Labor, Research & Analysis Unit continues to update the labor market and training information, and the University of Oregon continues to develop the website to provide timely and useful career exploration information. Most Alaskan schools and job centers use the AKCIS system with their students. Student information, resumes, job and school searches, etc, may be archived on the system for future use in the individual user's portfolio.

The Alaska Department of Labor and Workforce Development has placed professional career guides within selected school systems, including the state's four largest. Their entire function is to provide career information and guidance to secondary students, and they will be enlisted to help disseminate information to secondary students, their parents, and the school's guidance counselors about the eligible recipient's programs of study.

Despite the variety of available resources, improvement of career guidance and exploration programs have been identified through LEA program evaluations, on-site monitoring visits, and feedback from nearly every partner group as a major need in secondary programs. Local subrecipients will be required to build a career guidance component into their plans for Perkins IV. Schools will be encouraged to provide each student and their parents with a high school completion plan that includes options for advanced education & training. A variety of programs models will be provided and encouraged, e.g. career exploration classes, a school career center, program or homeroom advisor, or web-based activities for classroom teachers and career counselors to incorporate in their units.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Appropriate technology has been an important component of the state's requirement that programs meet industry standards. In order to do so, equipment purchases to get up to, or stay current with, industry standards have been necessary as well as associated instructor training.

At the postsecondary level, the state's technical center, AVTEC, has developed a Distance Learning Center. It has trained its staff on instruction in distance education. Through this center, access to distance CTE is made available anywhere in the state where there is internet access. The Alaska Tech Prep Consortium also is attempting to expand the possibilities for distance education by piloting a distance delivered early childhood education course. In addition, the state has an excellent distance education capability through the state university system, particularly in certain fields, such as allied health. One drawback, however, is that for qualified high school students to take these courses, they must pay full tuition.

Local school districts are also establishing the capacity to produce distance-delivered programs, and investigating how and which CTE course(s) or program(s) may be offered effectively via distance. Interest remains high in rural areas to develop dependable, efficient distance delivery of foundational courses in the high skill, high wage areas to provide students the background they need to move into the next level of training and qualify for any necessary endorsements or certifications.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;*
- ii. Promote continuous improvement of technical skill attainment; and*
- iii. Identify and address current or emerging occupational opportunities;*

- I. Local plans will be reviewed to determine how the district or institution will examine available academic data for enrolled students, and make plans for effectively assisting students to meet the applicable standard of performance if their test results indicate the need for remediation.

Alaska's secondary academic accountability measure is based on a 10th grade assessment reported when a student becomes a concentrator and leaves school – in most cases, two years later. However, basic academic proficiencies related to NCLB exams are available for students entering high school, WIN for WorkKeys, WorkKeys CRC scores and Alaska's HSGQE scores may be accessed by local schools as they assess their students' ability to meet the academic proficiencies related to career pathways and programs of study.

Postsecondary institutions require entering students to take a standardized placement test.

- II. Local plans will be reviewed to determine how the technical standards related to the career pathway or program of study under consideration were reviewed by employers, industry consortia and accrediting entities, and/or next level training institutions. All pathways and program plans will be expected to identify strategies for conducting ongoing program review and improvement plans so local programs and staff meet the necessary qualifications. A part of this review will be identification and incorporation of industry-sanctioned certifications and credentials as technical assessments. Each program of study will be expected to identify a technical skill assessment mechanism that adds value to the program and the student, i.e. provides a valuable benchmark from which to measure technical proficiency and improvement. A measure of cost efficiency needs to be clarified and applied during this exercise, as it is possible to spend every federal dollar buying and administering certification exams.
- III. The state Department of Labor's Research and Analysis Section provides updated state and regional economic development information about current or emerging pathways. The AWIB reviews and identifies high priority industries, and at this time is planning further strategic planning to identify critical legacy jobs. This information is available on the DOL website at www.labor.state.ak.us/awib/home.htm and <http://almis.labor.state.ak.us/?PAGEID=67&SUBID=206> Eligible recipients will be required to review this information and identify connections between their current or planned offerings and the needs identified by the data.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Nearly all of the CTE programs in Alaska are located in comprehensive high schools; there are three CTE-specific schools. In all these schools, programs and services exist to address the specific needs of special populations. School districts will be asked to describe how they plan to identify the CTE-related needs of their special population CTE students and how they will develop communication and collaboration mechanisms in order to ensure services or accommodations are provided to CTE students when needed. CTE program teachers will be encouraged to attend Child Study Team meetings for students enrolled in their classes in order to gain a clearer understanding of the students' strengths and challenges, and to provide input into appropriate placement and/or needed support.

- (h) *How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;*

An important component of the CTE program review and revision process includes alignment to academic and occupational standards. With the expectation that new programs will be within a high skill, high wage or high demand pathway this alignment will be especially important to assure students will be prepared for continuing training without remediation. The AKCIS system has added link from their career exploration section to ACT's WorkKeys profile scores; one tool that is available for students. EED has procured an approved, web-based curriculum with formative assessments that is aligned with ACT's WorkKeys so students may test themselves repeatedly and work through related lessons if their performance doesn't match their aspirations.

- (i) *How funds will be used to improve or develop new career and technical education courses—*
 - i. *At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;*
 - ii. *At the postsecondary level that are relevant and challenging; and*
 - iii. *That lead to employment in high-skill, high-wage, or high-demand occupations;*

Current policy requires all CTE courses that are submitted for approval to be aligned with the state's academic Performance Standards and Grade Level Expectations (PSGLEs) – the same standards that are used by the state as the basis for the assessments under section 1111(b)(1) of the amended Elementary and Secondary Education Act of 1965. These will be monitored to assure that any changes to the academic standards are shared with the state's CTE community. Secondary foundational courses will be asked to highlight Alaska's high skill, high wage, high demand occupations within the career cluster, and new courses will need to address these criteria as well as addressing current industry needs and involvement, starting with the development of the state's programs of study.

Postsecondary grants will be issued competitively. It has been rare that Perkins grant funds are used to develop new postsecondary programs. Institutions have generally sought other funding for that purpose. The postsecondary grants therefore are used to improve, upgrade and/or expand CTE programs. In the competition for grants, the applicant must indicate how program(s) will be improved, and must demonstrate that the program being improved is a high demand, high skill, or high wage occupation. Expert review panels determine which of the applications best meet or exceed these criteria to determine who receives a grant award. Grantees must meet all the Act's local uses of funds requirements. Because the granting process is competitive, the grants go to those who score highest on meeting the requirements and best improving programs in high demand areas.

- (j) *How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;*

The Alaska Tech Prep Consortium (ATPC) has three full time professional level staff. These staff members conduct weekly teleconferenced meetings through which they can keep each other informed about practices occurring at school districts and postsecondary institutions across the state. In addition to the Consortium staff, persons administering Tech Prep on a local level from several postsecondary institutions regularly sit in on these weekly meetings, as does the state's Director of Career and Technical Education and Tech Prep program coordinator.

Consequently, information about best practices is shared well among grantee staff and between the state and the grantee.

To share with school districts and postsecondary institutions who administer the particular local tech prep courses of study, a number of methods are utilized. One is that the three ATPC staff make regular technical assistance visits to school districts and postsecondary institutions. They also disseminate information at educational meetings, such as the state's Principals' conference, the Professional Development Conference, which is a joint conference of school counselors and career and technical education educators, the Superintendent's conference, and the Alaska Workforce Investment Board meetings. Presentations are made at these meetings that increase knowledge of quality Tech Prep education. The staff also regularly participates in educational organizations, such as the Alaska Business Education Compact, the Vocational Technical Education Providers group, and the Alaska Association for Career and Technical Education. To keep themselves abreast of best practices, they attend the National Tech Prep Network's annual conference and subscribe to its publications and listserv.

The ATPC holds a spring workshop to disseminate best practices, and pays for secondary and postsecondary instructors, counselors, and administrators to attend. A national expert presents at these workshops focused on a particular topic. Additionally, the state holds a work session for school district and postsecondary campus CTE coordinators each February, where quality improvement is the focus, and Tech Prep practitioners participate.

The ATPC web site lists Tech Prep articulations throughout the state, which fosters communications between instructors in similar content areas. The state CTE web site provides links to electronic Tech Prep resources. ATPC staff use the state's CTE coordinators' list serve to disseminate information.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

A major effort will be made to use the career pathways model of incorporating career guidance, academic and technical courses into a program of study. In addition, EED has made a program available statewide that can provide students with a formative assessment coupled with information about the beginning levels of subject mastery that are required for workers in fields of interest to the student. Students will be helped to identify any gaps, and guided toward lessons or courses that would help the student learn to perform at the required level and then re-take the assessment to document their proficiency. A Career Readiness Certificate available through ACT WorkKeys's program is available for the student to assess and document his/her level of readiness for training in the three foundational academic areas of Applied Mathematics, Locating Information, and Reading for Information.

At the postsecondary level, grants will be issued competitively. In the grant application, institutions must describe how they will meet the required use of funds to link academic and CTE content to improve student attainment. Expert review panels determine which of the applications best meet or exceed these criteria, along with the other required uses of funds, and projects the institution proposes, to determine who receives a grant award. Because the granting process is competitive, the grants go to those who score highest on meeting the requirements and best improving programs in high demand areas.

Additionally, at the postsecondary level, programs must be approved by the college faculty, the college administration, and either the university system Board of Regents for certificate and degree programs or the university system President for occupational endorsement programs. The design of programs entails including those core academic areas to accompany the technical skills needed for success in the chosen field.

Some general restrictions will be placed on the uses of funds, above and beyond those already existing in the law and in publications such as EDGAR and OMB circulars, in order to prioritize resources to the development of programs of study and the accompanying rigorous and effective professional development and student assessment necessary for effective implementation of local programs that address high skill, high wage, high demand related pathways. Expenditures that will be discouraged include using grant funds for salaries of the institution's regular staff and limiting the amount that can be used for purchase of supplies and equipment until evidence is provided that updated programs meet industry standards and effective professional development is underway.

- (l) *How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]*

The CTE course template model that is part of the program approval process requires local recipients to identify the alignment of performance standards, including nationally or state recognized industry standards and Alaska's academic standards used for ESEA assessments. This template and the pathway model template will identify the local programs of study.

In an effort to build the capacity of teachers to effectively integrate these knowledge and skills, and assess related student success, a professional development course will be developed and offered in curriculum alignment and formative assessment. An evaluation of the effectiveness of these strategies will be developed and implemented during the first two years of this plan. This will include an annual analysis of the academic performance of Perkins participants and concentrators in comparison to other Alaskan high school students.

3. *You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*

The necessity for high quality teachers, faculty and counselors with the capacity to effectively provide CTE programs of study that lead to industry-valued certificates, credentials and degrees was discussed at every meeting, workshop and conference during the transition year. This is recognized as one of Alaska's major challenges at both the secondary and postsecondary levels. Teachers and faculty members are part of the aging workforce, and it is difficult for educational institutions to compete financially with industry for technical competence. This challenge will be compounded by changes in program coordination and rigor across levels of service providers that are the result of developing formal programs of study and tech prep programs. Consequently, recruitment, retention and capacity building will be a continued focus of program development efforts throughout this five year plan. Annual evaluation efforts at the state level will assess continuing and emerging needs for state level professional development support, and local recipients will be required to annually evaluate their instructional capacity and consider its support as a priority for support under the statutory goals of this section.

The EED will host at least one annual meeting with the major providers of CTE professional development in order to promote and plan high quality, effective professional development opportunities for secondary and postsecondary faculty, counselors and administrators that support the program development plans of local recipients. Invited providers will include the university, technical institutions, school districts, apprenticeship programs and industry partners. A rubric may be developed to assist the different providers' development of activities and programs that will result in "high quality, sustained, intensive and classroom-focused" options for CTE-related staff. A variety of strategies and formats will be encouraged, including traditional courses, industry internships, professional learning communities, and joint projects, and will attempt to control costs by coordinating with other meetings and events and using distance delivery when appropriate. EED will facilitate opportunities through contracts with appropriate expertise and consistently communicating opportunities to schools and institutions and educational needs to providers.

- (a) *Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;*

The development of programs of study using the SCCI model will expand the incorporation of academic standards within the secondary CTE curriculum alignment that was accomplished under Perkins III. The state approval process required local personnel to examine the state academic standards that are used for NCLB, and identify academic standards that would be necessary for successful mastery of the CTE knowledge and skills. Working in partnership with academic consultants, teachers will continue to build their repertoire of strategies and activities to help students master all program content and prepare for the next program level.

The Alaska Career Ready project is available to support teachers with both web-based academic lessons and formative assessments in core areas, including reading, math and locating information. This contextual curriculum and accompanying career exploration resources are made available to all Alaskan students through the schools and Job Centers.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

At the secondary level teachers must possess a "Type A" or a "Type M" teaching certificate. The Type A certificate is earned through traditional teacher-preparation programs that are accredited through NCATE. Experienced journey-level professionals may qualify for a limited Type M certificate based on their technical qualifications matching the technical instruction needs of a school. Postsecondary instructors must possess the industry-recognized credentials appropriate to their field. All three types are challenging vacancies to fill.

Historically, Alaska has imported the majority of its teachers from "outside", and these recruitment efforts will continue. However, the University of Alaska is rebuilding its capacity to provide teachers certified in CTE fields. The University now offers a Bachelor of Technology and a Bachelor of Science in Technology degree for students who bring their technical qualifications to the program. Graduates who are interested in teaching may now complete the rejuvenated Master of Science in Career & Technical Education/Master of Arts in Teaching in order to qualify for a teaching endorsement. Recently, options within the state for teacher preparation are growing through development of projects for alternative routes to teaching and distance delivery.

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

Development and implementation of CTE Programs of Study will necessitate significant commitment at the local level to support high quality, sustained, intensive professional development for teachers, faculty and guidance personnel. Local applicants for funding will be required to assess the capacity to provide instruction and program services that enable students to advance to the next stage within the career pathway.

In collaboration with professional development providers, EED will assist in identifying and coordinating a variety of research-based models and assess their effectiveness. Depending upon the occupational and academic standards, available resources and partnerships, state support will prioritize training for high need, high skill, and high demand occupations that face demonstrated shortages caused by worker transitions and/or growth that impacts multiple recipients. Expert consultants will be retained to provide leadership and connections to the relevant industries and support to local teachers and faculty. Projected strategies include industry externships, developing programs of study, professional learning communities or action research projects that address program improvement questions such as technical assessments or data driven decision-making, mentoring and peer coaching. Local recipients will be strongly urged to have a professional development plan for each CTEPS and pathway that identifies growth objectives and plans of action that incorporate these and other strategies that have been shown to be effective.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Teachers and faculty will be encouraged to participate in projects, classes and training that improve the ability of the technical teacher to incorporate academic standards into the CTE classes, and assist the academic content teachers' to understand career pathways and to provide contextual opportunities for their students. This integration will be especially important when working at a school that has not met AYP, and the CTE program may have a unique opportunity to support the NCLB-initiated school improvement strategies for all students. Academic integration has been identified as a priority for the fall 2008 Professional Development Conference that is conducted as a partnership with Alaska Association of Career & Technical Education..

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

In times of increased academic and technical requirements for employment in high skill, high wage or high demand occupations that will lead to self-sufficiency, coordination across programs is very important to ensure that the standards may be met. It will be recommended that the CTE teacher or another person knowledgeable of the CTE

program standards participate in the drafting of students' IEPs so all staff understand the student's individual needs and identify any specialized assistance or appropriate accommodations that may be necessary. State CTE staff will meet periodically with other EED program specialists responsible for programs under the Individuals with Disabilities Education Act and NCLB's Title III English Language Learners to monitor findings from their program planning and monitoring activities, and seek opportunities for joint monitoring, training and support.

At the postsecondary level, recipients will be required to identify available campus services available for the categories of special needs, or develop a plan for creating individual accommodations should a student's special needs status negatively impact their progress. Local and state monitoring activities will evaluate the annual Perkins' data as an initial indicator of whether or not special populations are succeeding in CTE programs.

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

LEA will be encouraged to use the template developed for NCLB Title II that guides the identification and planning of district's professional development needs. Additional connections will be sought with the ESEA and IHEA math and science consortia after vacancies in EED staff are filled. It is anticipated that new programs of study supporting gas pipeline and health care industries will need strong foundations in both math and science in order for students to take full advantage of the articulation opportunities.

4. *You must describe efforts that your agency and eligible recipients will make to improve—*

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

This is a long term, growing challenge that will require increased creativity and flexibility for education to compete successfully with business and industry. Recruitment efforts will continue, as will work with teacher educators and the state certification office to promote additional options for people to qualify as teachers, and then be supported in the early developmental years through programs such as mentoring. Intentional outreach will be expanded, including the potential to partner with the Alaska Association for Career & Technical Education for recruitment. EED staff will partner with local district administrators to initiate contact with the Alaska Teacher Placement (ATP), the University of Alaska Career & Technical Education program and with Alaska Pacific University's associate degree program for teaching recruits from industry. It has been recommended this group explore development of proficiency assessments based the state's teacher standards to create new, flexible induction programs for new CTE teachers.

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

Alaska has a "Type M Limited Certificate" available for professionals with four years experience to work with a school to gain teacher licensure. These technical experts need assistance transitioning to teaching, and the Alaska Vocational Technical Education Center has developed a pilot project with teaching support modules for its new staff in conjunction with Alaska Pacific University. This model shows potential for replication.

EED's Teacher Certification Office recently started a new Alaska Transitions to Teaching (AKT2) initiative. It is designed to create alternative routes to highly qualified teachers who will hold a regular Type A teacher's certificate. At this point, the project design is targeting subjects where numbers of highly qualified teachers are inadequate. However, the willingness to consider alternative teacher preparation programs may allow for future CTE program development.

5. *You must describe efforts that your agency and eligible recipients will make to improve the transition of sub baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]*

The University of Alaska has new pathways that move from Associate of Arts and Associate of Applied Science degrees (including a 2 year degree that starts with apprenticeship training) to four-year Bachelor of Technology

Alaska – Perkins IV Five-Year State Plan

and Bachelors of Science in Technology degrees. These pathways are primarily technical, but may also serve secondary education by coordinating with the Masters of Arts in Teaching. These programs are becoming established, and are making new efforts to inform potential students of their options.

6. *You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]*

Local advisory committees must be formed and used to develop and evaluate districts' programs. In addition, state staff seeks opportunities to meet, present and listen to the various viewpoints inherent in this question, and will continue to communicate the needs of CTE whenever possible, and take the lead in clarifying various points of view.

7. *You must describe efforts that your agency and eligible recipients will make to—*

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--*

We are instituting the Alaska Career Ready program in our high schools, which will strengthen students' academic skills and connect those skills to requirements of the workplace.

Students may use computer-based instructional courseware to practice foundational academic skills that are required for hundreds of various career areas. The instructional lessons are based on work-place scenarios, and there is an additional bank of thousands of practice questions based on a specific career cluster.

During their 11th grade year, students will take three WorkKeys assessments: Reading for Information, Locating Information, and Applied Mathematics, which assess those foundational skills required in the workplace. Through these assessments, they may earn a nationally-recognized Career Readiness Certificate, a credential that documents their workplace skills in those three applied academic areas.

This Program also provides career information resources and will allow students to find out what skill levels are required in a certain job or career area and to compare these required skills to the skills they have demonstrated. Students may also expand their career information knowledge as these initial job listings lead to information about broader career areas.

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and*

All secondary students are subject to the same state academic standards, and must pass the High School Graduation Qualifying Exam in reading, writing and math in order to graduate from high school. Passing this exam does not require the rigor needed to be economically competitive today, and so an additional tool, the ACT WorkKeys' job skills assessments have been made available to all high school juniors. It will be required of the 2009-2010 juniors. A web-based curriculum, WIN for WorkKeys, has also been purchased so students may complete relevant, contextual lessons in order to improve their academic performance.

- ii. Career and technical education subjects;*

This area has potential for significant change as secondary and postsecondary teachers meet together and with their industry advisors. In many areas, it is expected that these conversations will result in upgrading technology, identifying technical assessments that provide value to the student and/or employer, building communities of practitioners the bridge different educational systems, and incorporating related Career & Technical Student Organization (CTSO) activities to effectively implement the programs of study.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

The renewed involvement by employers is expected to provide new opportunities for students to experience virtual and/or real-time job exposure at a work site. In addition, some of the most active industry groups are asking for focused attention to the teaching and reinforcement of the SCANS skills. This may be accomplished through restructuring of classroom experiences and through the incorporation of the Career & Technical Student Organization (CTSO) activities.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

As program curricula are reviewed against current industry standards and programs of study are developed, it becomes very obvious that mastering challenging academic proficiencies is necessary for most modern CTE programs. The secondary students are taught to the same standards; and at the postsecondary level the regional accreditation standards include human relations, communications & quantitative computational skills & must be assessed. In addition, end of program national exams, e.g. allied health, welding, CISCO, all depend upon a solid grounding in the core academics for success. As career pathways are developed at the adult and postsecondary levels, it will become increasingly important for students to be prepared to advance from the A.A. and A.A.S. degrees to success without remediation at the baccalaureate levels.

8. *You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]*

The CTE Section of the Department of Education and Early Development (EED) maintains a web site that links grant recipients to technical assistance resources. For example, if a district or school is developing or revising a work based learning program, they can find guidance via a “work based learning” link on the web site that leads to a manual and resources that contain information, advice, forms, and best practices. The web site is: <http://www.eed.state.ak.us/tls/CTE/>

The EED/CTE maintains an electronic list serve that issues information regarding Perkins related matters, as well as other CTE information as related to best practices and sharing of information. The listserve is open to anyone who wishes to join, but particularly serves local administrators of Perkins grants. The Section produces periodic newsletters with information on upcoming events and instructions on Perkins processes that is distributed via the electronic list serve. In addition, any member of the list serve may use it to post requests and comments to the statewide CTE community.

EED conducts regional fall workshops and holds a statewide February CTE Coordinators two day work session for secondary and postsecondary program directors. State CTE program staff participates in the Anchorage School District’s CTE conference which is open to teachers from other districts.. All sessions are planned to avoid conflict with other administrative meetings, and often provide the only opportunity for local staff to work through common local problems with their peers and provide input into pending state decisions.

EED also helps to sponsor teacher strands at the fall Alaska ACTE conference, which brings together school counselors and CTE educators and administrators at the four day Professional Development Conference. For example, the most recent program and professional development strands provided multi-day skill-building events for educators on career guidance, welding, business applications, allied health, and program leadership.

Finally, staff contact information is made available at all the occasions and media described above, and CTE related technical assistance is provided to anyone who contacts any of the staff via phone or email.

9. *You must describe how career and technical education in your State relates to your State’s and region’s occupational opportunities. [Sec. 122(c)(16)]*

The Alaska Department of Labor, Research and Analysis Section is the primary state agency responsible for collecting, analyzing and communicating labor market and economic development data. Their reports, by industry and by occupation, are helpful tools to identify projected areas of employment whether due to transfers, retirements or growth. Their website provides timely and historical reports at <http://almis.labor.state.ak.us/>. Major industries that have been actively engaged in workforce planning include construction, oil and gas and mining, healthcare, transportation, timber and fishing.

The most recent strategic training plan was developed in response to the Alaska Gasline Inducement Act (AGIA). The plan's overall purpose was to bring Alaska into a new era of collaboration and innovation among educators and training providers combined with strategic investments in connected, regionally delivered and accredited programs to create world class training and education systems for Alaska. As the taskforce considered its charge, it developed four strategies that are consistent with the intent of the Perkins IV plan:

1. increase awareness of and access to career opportunities in natural resource development,
2. develop a comprehensive, integrated career and technical education system that aligns training institutions and coordinates program delivery,
3. increase opportunities for registered apprenticeship in skilled occupations and expand other structured training opportunities, and
4. increase opportunities for development of appropriate training programs for operations, technical, and management workers.

This plan was created with three phases that are also congruent with this plan: They are:

- 1– establish industry skill standards for training and extend accreditation to regional training centers;
- 2– address the existing “skills gap” and acquire significant new investments in public post secondary training programs with significant expansion of registered apprenticeship programs; and
- 3– focus on training for jobs created by the gasline once they are known.

10. *You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]*

Stat and regional staff from other federal education programs will be invited to participate in statewide and local planning meetings and trainings. Meetings will be held jointly in order to encourage collaboration of local staff, and to better understand the goals and constraints of each separate federal funding source. When possible, coordinated reviews of local programs will occur in order to provide technical assistance to local providers and identify unintentional bureaucratic barriers to effective services for students served by multiple federal programs.

11. *You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

It appears that the focus on CTE Programs of Study will decrease the probability of program duplication, as WIA youth funds are currently focused on students with high needs. Proactive communication is needed, as the Perkins' Education Specialist position that had been hosted at the Alaska Workforce Investment Board has been moved back to EED/CTE as a result of incumbent's retirement coupled with loss of legislative funding for other CTE staff duties at the EED. Both federal programs have potential needs beyond their resources, so a new coordination strategy is needed soon.

B. Other Department Requirements

1. *You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.*

Please refer to:

Appendix D for the secondary application

Appendix E for the postsecondary application

2. *You must provide a description of your State’s governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.*

The organization chart of the state’s workforce development system provides a picture of the state’s CTE governance structure. See Appendix F.

Fifty three school districts are potentially eligible recipients for support under Perkins IV. Four school districts did not participate under Perkins III, as they were not able to meet the requirements of the statute with their available state funding plus the available federal funds. Anecdotal reports indicate the increased program and accountability requirements under Perkins IV will result in additional districts choosing not to participate.

At the postsecondary level, grants will be issued competitively for multi-year projects. During the transition year grants were awarded to four institutions. It is expected the number of postsecondary grantees under Perkins IV could range from three to five. The exact figure will depend upon the number of applications for funding that are received, the costs for the projects proposed in the applications, and the recommendations of the expert reviewers of the grant applications.

3. *You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

Postsecondary CTE Programs are a resource within the one-stop Job Centers in Alaska. Enrollment and program information is available through the AKCIS website as well as the websites of individual institutions.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
 - (a) Will be provided with equal access to activities assisted under the Act.
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Local recipient plans and applications will include responses to these three issues, and reviewer will include expertise in assuring access to programs. Alaskan experience since the implementation of the High School Graduation Qualifying Exam – a test of reading, writing and mathematics basic skills that must be passed in order to qualify for a high school diploma – is that the number of special population students has decreased as their elective options are used for remedial academic courses in order to pass the test. Planning and subsequent reporting will provide data to determine if there are significant differences between the different special population groups. Plans for improvement will be required.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

EED/CTE staff will conduct further examination into the CTE needs of alternative school students. These schools are part of local school districts, and their educational program is often organized around individual student contracts. A few students may choose to attend CTE programs within a comprehensive high school, as Alaskan

regulation allows part-time enrollment in schools. More information will be needed to determine if distance delivered courses may be a viable option for these students.

3. *You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]*

Non-traditional funds will be contracted to a program or individual who is prepared to communicate promising practices, mentor local efforts and advocate for promising policy changes when necessary, with particular attention given to retention and completion. Industry and apprenticeship partners will be invited to join this effort.

During the state level development of programs of study, each pathway will be examined for high skill, high wage, high demand options as well as non-traditional fields. Each CTEPS will be required to identify any special guidance or professional development needs related to these areas, and state supported activities will target these needs.

4. *You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]*

EED will continue to work with the Department of Corrections to support a minimum of one standards-based CTE program within a correctional institution, including the opportunity for inmates to earn industry-recognized credentials.

5. *You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.*

EED will require a description from each applicant as to how equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs will be ensured. Annual examination of program reporting data will be used to evaluate whether there are significant disparities in participation or performance between any of the reportable categories. Continuing or upward trends in these significant disparities will result in a required plan for improvement.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. *You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

Local secondary coordinators met with EED staff in September and February of the past two years to discuss program improvement plans and data definitions, measures and collections. Federal guidance was examined and discussed. Concern was expressed that the possible new definitions for participant and concentrator were different enough from those used for Perkins III that a data trend could not be legitimately drawn between the two statutes.

The indicators for the transition year were established by NCLB data and agreements. It was also determined that, whenever possible, EED would choose its definitions and measures so as to enable mining its emerging student data warehouse to create administrative matches rather than request the data from local districts. The remaining measures and baselines were drafted in September at regional data work sessions, with follow up discussion at the February work session. Work continues to develop a valid and reliable baseline for each indicator.

At the professional development conference later in the fall, a session was focused on the planning for the multi-year Perkins plan, and the performance indicators, definitions, measurement approaches, and negotiation process, were discussed.

The postsecondary grantees have examined the proposed definitions, performance indicators, the measurement approaches, the state and local performance levels, and the negotiation process as specified in the Act. The baseline data may be significantly different from Perkins III, as the UA's new career clusters, occupational endorsements and degree programs require a new look at the course sequences. New data queries must be developed, and the program de-bugged. Perkins funding is not a large program for the UA system, and the data collections are fit into a schedule that must meet other deadlines.

2. *You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]*

EED staff and local coordinators met in September and February to develop operational descriptions for the new measures and discuss methods for data collection. With the assistance of local data managers, EED adjusted its reporting form and districts and institutions have been asked to run and report draft baseline numbers. Edit checks are being developed and the web based reporting form has been re-programmed to report the new data. Each step has been accompanied by a list serve report or call to local institutions. These discussions and verifications with the local staff have provided greater understanding of the data quality and its relationship to each district's and institutions' own accountability targets.

3. *You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1).). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

The proposed accountability definitions are found in Part C on page 35. They have been developed with the input of the program providers and are valid and reliable because the numbers are coming from queries of the grantees' central data base systems, and the definitions are compatible with the capabilities of the data systems.

4. *You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]*

Since the beginning of Perkins III, Alaska's secondary data has been analyzed and stored in EED's Assessment and Accountability section. This section is also responsible for collecting, analyzing and reporting the data for other major federal education programs, i.e. NCLB and IDEA, as well as state requirements. The CTE staff has consistently worked with assessment staff to assure the same definitions are used when Perkins measures are

created. Each year additional data elements are removed from the LEA's Perkins report as the data can be mined from information that is in EED's data warehouse.

Alaska has participated regularly in the OVAE-sponsored Data Quality Institutes and more recently in the Next Steps Working Group, whose goal, in addition to ensuring valid and reliable data, has been to come up with common measurement approaches and definitions among all the states for the Carl Perkins program. These proposed definitions and approaches will be utilized in the state's establishment of its measures, to some extent as a starting point, which then will be adjusted based on the comments and input from eligible recipients and other public discussion. In the end, therefore, Alaska will have established measures that are consistent with other state's definitions to the extent practical and feasible. However, the state's desire to collect valid and reliable data, and its goal to positively impact programs, will impact the final approaches and definitions.

On the postsecondary level, a dominant proportion of the data comes from the University of Alaska's centralized data system. This system is designed in part to accommodate postsecondary reporting requirements under the Higher Education Act; consequently, the IPEDS report and the CAR should be compatible. Federal legislation prevents them from measuring exactly the same things, however.

Under state statute, a Provider Performance Report (PPR) is collected annually. The placement data in the CAR report is a subset of the data used in the PPR, and the same statistician runs the matches, so there is consistency of data utilized in these two reports. Again, differences in the legislative directives prevent them from measuring exactly the same thing.

5. *On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]*

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. *Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.*

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

- b. *Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.*

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Alaska is accepting the state’s approved AMO’s for the three required indicators that are documented in the Alaska Consolidated State Application Accountability Workbook, revised March 2007, and plan to use the statistical and operational methods used for calculating district and state AYP to remain consistent with that agreement. Alaska has been approved by the Secretary to use a growth model to calculate AYP, and the Perkins reporting will remain congruent in definitions and methodology with those protocols..

6. *You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]*

Eligible recipients will be expected to meet the state AMO. However, any eligible recipient may appeal that default target by submitting a written request to EED. The request must provide the past 3 years of data history, the requested relief, and a rationale supporting its approval that does not negate the requirement to make continually improved progress. At that point, EED will enter into good faith negotiations for adjusting the local target for one year, based on their data history and unusual circumstances.

7. *You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]*

Local recipients may request a revision to a specific local adjusted level of performance due to unforeseen circumstances beyond the control of the recipient. Examples of eligible situations include the loss of a teacher for a significant part of the school term, especially in a single-teacher program, or facility failure. Still to be determined is how to incorporate the effect of new programs or elimination of outdated programs, especially in small schools.

8. *You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].*

The collection of complete, accurate, and reliable program data was a major undertaking of Perkins III state and local administrative activity. State staff participated in the Data Quality Institutes sponsored by USED/OVAE in order to assure the state was in compliance with federal requirements. Regional data workshops were held each fall to train local staff in the definitions, measures and collection procedures as well as discuss desired improvements to the data system and the programs it represented. As a result of these discussions, an “All-In-One” Excel spreadsheet was developed by the state to collect student information that can be edit-checked and

entered into a web-based report for each district. Monitoring of secondary district data collection & reporting systems & processes has also been conducted, and the All-In-One form has significantly reduced previous reporting errors, and simplified the correction of any errors that are detected.

Significant time and contract funds have been spent at the postsecondary data collection as well, including a statewide inventory of all CTE courses to identify their programs and develop some basic comparisons across campuses. This work is being updated to reflect the courses leading to recently approved workforce development credentials and certificates. The University of Alaska statewide, centralized system is the vehicle for collecting the UA system data and the central Institutional Research section prepares the annual data submission to the state. In addition, the state's major vocational center, AVTEC, is installing a new data system that will eliminate the need for hand counting portions of their data reports.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

n/a – No consortia have existed during Perkins III, and at this time none are anticipated because of the communication and travel costs created by the large distances between most schools and/or districts. If interest develops during the during of this five year plan, this issue will be addressed and resolved.

10. *You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication.* [Sec. 122(c)(8)]

The annual evaluation is derived from two sources: the major source is the grantee end-of-year reports, both data and a narrative that include a statewide evaluation question. This information is augmented by findings from that year's on-site monitoring visits. Secondary on-site monitoring visits are conducted together with NCLB and IDEA staff, allowing all programs to coordinate findings whenever possible.

Data reports are coordinated with other federal programs at the EED's Unity data project to assure compliance with the current data dictionary that allows a single collection of certain data elements. External and internal customers are part of this process, and all changes to the Perkins data needed for accountability will meet the definitions and collection requirements of this initiative.

B. Other Department Requirements

1. *Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:*

- (a) *The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;*

See Part C

- (b) *Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and*

See Section C, FAUPL form for this information.

- (c) *Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.*

As part of its plan to work more closely with the State's program improvement and professional development initiatives under the ESEA, Alaskan CTE staff will work with the state's Title I staff to assure that the approved AMO's are used in its FAUPL.

2. *You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.*

Alaska does not have a statewide system of technical skill assessments that are available for use in meeting the accountability requirements according to the current guidance. Individual secondary and postsecondary programs have been voluntarily working toward industry certifications and credentials under Perkins III, and sharing their experiences with the rest of the CTE community. As discussed in the Next Steps Working Group meetings, much has been learned about the validity of various assessments vis a vie the program design and the multiple challenges related to collecting the information in a way that is reliable and cost effective.

Identification of appropriate technical assessments is part of the process for developing approved Programs of Study and will therefore involve secondary, postsecondary and industry partners in these decisions. CTE program of study task forces will work with local and state student assessment personnel to identify criteria for approving locally-selected assessments, and choosing state-recommended assessments for state level programs of study. This identification process will be phased-in during the first year of this plan, and annually reviewed and amended as necessary in order to support continuous improvement of the curriculum review and Programs of Study process.

Alaska does not have non-Perkins funded state level resources available to support establishment of a statewide technical assessments system or expansion of the current locally-initiated strategy. State staff will continue to work with the Next Steps Working Group and future Data Quality Institutes in pursuit of cost-effective partnerships with other states to address this issue in valid and reliable means.

C. Procedural Suggestions and Planning Reminders

- ✓ *The Secretary will approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of the Act, including the development by States of valid and reliable measures for the core indicators of performance, and that the State's levels of performance on the core indicators of performance are not sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).*
- ✓ *If your State has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, the State may continue to use such performance measures to measure the progress of career and technical education students. See section 113(b)(2)(D).*
- ✓ *Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance on nonduplication to States prior to the submission of the forms in Part C of the guide. See section 113(c)(3).*
- ✓ *If your State does not consolidate all of its tech prep funds into its Title I grant, the State must disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for tech prep students.*
- ✓ *You must be able to identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance. See section 113(c)(2)(B).*
- ✓ *You will be required to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and information on*

the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).

- ✓ *The Department will make the information contained in reports submitted by States under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate State-by-State comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.*
- ✓ *Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)(2)(A)(vi) and section 113(b)(2)(B)(v).*
- ✓ *Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv).*

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. *You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]*

Alaska funds one statewide Alaska Tech Prep Consortium (ATPC) that coordinates CTE programs with the three major administrative units of the University of Alaska. At the beginning of Perkins IV, its membership consisted of 19 school districts, eight business/industry/labor/non-profit organizations, and ten postsecondary institutions. (Up to the date membership information can be obtained from the Consortium's web site: <http://www.alaska.edu/techprep/partners.html>.) The fiscal agent for the Alaska Tech Prep Consortium is the University of Alaska. Alaska procurement regulations provide that a government to government grant may be sole-sourced. Because the state has only one viable Tech Prep Consortium, and because it has a history of successfully providing services state-wide, the eligible agency intends to sole-source the funds to the fiscal agent for the Alaska Tech Prep Consortium. This will be subject to continued successful performance. Should evaluations indicate a reduction in effectiveness, the contract will be ended and a new competitive procurement process will be held for the subsequent year(s).

2. *You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]*

The five-year plan and annual application for the ATPC will be required to intentionally address each of the elements in section 204(d). Either an identifiable activity will be incorporated into the plan, or linkages will be formed with other service providers that are addressing the listed activities.

3. *You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]*

The ATPC has a statewide mission, offering to assist all schools that are interested and have the capacity to provide a tech prep program. The professional staff is dispersed within the three major units of the University - Southeast, Anchorage and Fairbanks - and serves the urban and rural communities associated with the university units. UA has also funded tech prep coordinators in Anchorage, Fairbanks and the Mat-Su Valley, so the ATPC coordinators target a significant portion of their budget to travel to rural sites, and bring rural teachers into statewide technical assistance workshops.

4. *You must describe how your agency will ensure that each funded tech prep program—*

(a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

A statewide articulation agreement template has been developed that, with minimal adjustments, is acceptable to all campus programs. This template has also proven useful for developing agreements with the technical institutions and apprenticeship programs.

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

ATPC staff have been involved from the first discussions about setting up programs of study, and have taken the lead on developing models for local use. These models are a basis for discussion among secondary and postsecondary staff when developing tech prep articulation agreements.

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

All Alaskan secondary students are expected to meet the same academic standards and must pass the High School Graduation Qualifying Exam in order to graduate with a diploma. Postsecondary general education requirements have been established by the University for their programs, and industry certification programs identify appropriate academic requirements for the technical institutions.

Distance learning is one of the major needs identified by participants in the state planning efforts, and the ATPC has conducted two distance-delivered pilot projects, one in medical terminology and one in early childhood education. The results indicate that a well-planned program with adequately-counseled and supported students can be effective, but costly. A major continuing effort will be to identify or advocate for funding to expand these opportunities to rural, small schools.

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

ATPC staff have worked with other tech prep staff to develop a variety of informational and guidance products that will continue to be used when talking with students, parents, teachers, counselors, administrators, apprenticeship trainers and the public. Outreach activities are proactively offered to other organization's events, e.g. principals' conference, and counselors'/CTE conference, and annual program development workshops have been offered. As a result, tech prep has achieved a high degree of visibility among the secondary and postsecondary communities, and is considered an important vehicle to support students' transitions from one level of training to the next.

Recent information from USED/OAVE indicates Alaska's funding allocation for FFY08 has been reduced by 28%, with drastic impacts on a growing program. The ATPC Advisory Board has considered the impact of this cut, and recommends that the consortium supported tech prep training be reduced as an emergency measure, rather than reduce the level of developmental service provided to schools and institutions by the regional coordinators.

(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Current data indicates that tech prep participation is similar to that of the overall CTE participation at the secondary level. Special populations data has been difficult to collect from the postsecondary level, and will be a continuing project under Perkins IV.

(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

The ATPC has been providing the placement exams required by the University of Alaska to junior and senior tech prep students who have passed the state's High School Graduation Qualifying Exam in order to help them assess their readiness for postsecondary success. In support of the results, the ATPC has incorporated the elements of the Alaska Career Ready Initiative that provide assessment-based guidance resources related to career pathways and

academic curriculum support in the areas of applied mathematics, reading for information and locating information. These services are available in any school or job center in the state, and ATPC staff has been trained in elements of the state initiative.

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

Alaska's plan identifies a continuum of CTE program quality, and a condition of funding under Title II will be the identification of collaborative activities that support the improvement of local CTE programs including the transition to and completion of degree programs. To support that goal, its staff and advisory board will be encouraged to attend the developmental activities surrounding the development and documentation of programs of study. EED staff will attend ATPC staff meetings whenever possible, and include ATPC coordinators in the overall program communication mechanisms.

5. *You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The collection and reporting of valid and reliable accountability data will be clearly defined and responsibilities resolved as part of the negotiation process that establishes each year's goals and activities between EED and the ATPC. Under Perkins III, the ATPC made measurable progress in identifying secondary tech prep students for reporting purposes within the postsecondary system. However, recent UA policy changes necessitate revisiting the protocols for reporting necessary data to the state level. These issues are ongoing and, although progress has been made, continue to be addressed.

B. Other Department Requirements

1. *You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.*

Not applicable

2. *You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.*

The statewide Alaska Tech Prep Consortium will be sponsored and funded at the University of Alaska in the amount allotted to the state from the federal government for the Carl Perkins Tech Prep program.

See Appendix F for the Tech Prep application

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. *You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]*

Alaska's Perkins' Title I Basic Grant allocation has not increased in eighteen years. Conservatively, this means the purchasing power of these funds is less than half what it was when first received. The increased flexibility and option for a reserve fund contained in Perkins III and IV have been important mechanisms to use this dwindling resource to continue to effectively support the federal priorities for CTE in Alaska. Therefore, funds made available under section 111 of the Act will be allocated following the same procedures used for Perkins III in order to reduce the disruption to secondary local programs and in recognition of other sources of funding that have been made

available to the postsecondary and adult levels. Ten percent of the Perkins funds will be reserved in accordance with Section 112(c). Secondary will be allotted 85% of the remaining eligible recipient funding and postsecondary 15%. Title II Tech Prep funding will not be consolidated into the Title I funding.

2. *You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]*

Secondary funding is determined by formula following the requirements of the Act (see Appendix G for LEA formula table). Postsecondary grants are awarded following a competitive process. Grant awards are distributed to subrecipients following receipt and approval of a local application and budget that meets the requirements for local programs. Funds are distributed on a reimbursement basis after detailed billings are made to the EED that show the program related expenditures. Grant awards expire at the end of the fiscal year, and unexpended funds are retained by the state in a common fund for reallocation in the following year. Alaska's public charter schools and area career and technical education schools are organized within local school districts; the educational service agency provides short term training within the WIA organization.

3. *You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]*

Alaska does not anticipate any Title I consortia during the transition year. Evaluation of consortia results under Perkins II reported that the funding available for consortia was always inadequate to support effective programs given the costs associated with the great distances between Alaskan schools and the small population of the majority of schools.

4. *You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]*

School district boundaries have not changed during the authorization of Perkins III. If there are future boundary changes the data used to make allocations will be changed to reflect the new school boundary changes using the criteria established by the Alaska Department of Education for use with the Elementary and Secondary Education Act of 1965.

In Alaska, charter schools are authorized as part of local school districts, and are one of the coordination and funding responsibilities of LEA's. There are no Bureau of Indian Affairs schools in Alaska; former BIA schools were absorbed into the local school districts during the mid 1970's.

5. *You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

Alaska will not be using an alternative allocation formula for the secondary allocations.

At the postsecondary level, Alaska will use the competitive grant option allowed in Section 133(a)(1)(A).

B. Other Department Requirements

1. *You must submit a detailed project budget, using the forms provided in Part B of this guide.*

See Part B of this application

2. *You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.*

N/A

3. *You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.*

Thirty percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(1) of the Act will be allocated to local education agencies based on the relative share of individuals aged 5-17 inclusive, who reside in the school district served by the local education agency for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.

Seventy percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State and are from families below the poverty level for the preceding fiscal year.

See Appendix H for secondary formula allocation table.

At the postsecondary level, Alaska is using the competitive grant option allowed in Section 133(a)(1)(A).

4. *You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.*

Reserve funds will be used for two purposes. First, they will be available to subsidize LEA allocations for districts that meet the programmatic requirements of the statute but are too small to generate a minimum \$15,000 grant through the formula provisions. Distances between small school districts and resulting costs of operating education programs in Alaska are high and, considering the increased programmatic requirements of Perkins IV, grants less than \$15,000 have been determined insufficient to contribute to a measurable impact on program quality and student performance. In the current year, 33 rural districts would qualify for reserve funding under this mechanism. See Appendix I for the current year determination of rural districts.

Secondly, regional or statewide secondary/postsecondary partnerships will be eligible to apply for reserve funds to develop the curriculum and professional development necessary to effectively implement career & technical education programs of study that meet the requirements of the act, including the identification of appropriate and cost effective technical assessments.

5. *You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.*

Rural districts that submit a five-year plan and application that meets the program requirements of Perkins IV will be eligible for funding. The reserve fund is large enough to potentially fund all districts that qualify.

Remaining reserve funds will be made available through a competitive process for districts and/or postsecondary institutions or industry consortia to develop Programs of Study or to provide distance delivered CTE course(s) designed for rural schools that are part of a recognized Program of Study.

6. *You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.*

Alaska will be using the reserve to augment local grants in place of instituting a waiver process. The waiver process would result in the majority of LEA's receiving a funding level insufficient to address the requirements of Perkins. All districts that are designated as rural according to the NCLB REAP program criteria will be eligible for use of sufficient reserve funds to bring the LEA's grant to the \$15,000 statutory minimum.

Despite a sincere interest in high quality career and technical education programs, it is anticipated that an additional number of school districts and postsecondary institutions will decide to not apply for funding under Perkins IV as the static funding is not adequate to cover rising costs of program development, accountability, transportation and coordination.

C. Procedural Suggestions and Planning Reminders

See Appendix K, Assurances & Certifications for the signed items in this section.