

# Consolidated Annual Report, Program Year 2014 - 2015 Alaska

## Step 3: Use of Funds: Part A

---

**1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?**

No

**2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?**

Yes

EED/CTE entered into a contract with the University of Alaska system to work on coordinating data collection and definition/indicator work. Bi-weekly meetings were held to work on these processes and work is still ongoing in anticipation of potential impacts from WIOA reporting as well as linkage of secondary-to-postsecondary programs through dual enrollment options for students. Further, EED/CTE works with the Department of Labor and Workforce Development on a regular basis to identify priority occupations and pathways through employment data and several opportunities for advancing and reporting apprenticeship and pre-apprenticeship opportunities for CTE advancement. DOLWD is involved in our postsecondary data meetings as a portion of our data is from Regional Training Centers that are not directly linked to the University of Alaska system, but are trying to coordinate reporting and data structures for Perkins and WIOA reporting.

# Consolidated Annual Report, Program Year 2014 - 2015 Alaska

## Step 3: Use of Funds: Part B

---

### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

For this past year, professional development opportunities and resources have included a wide variability across urban and rural school settings for Alaska CTE programs. In Alaska, an alternative certification is used for the CTE endorsement to get industry professionals into teaching situations, but 40% of CTE instructors in the state do not teach CTE curriculum as their sole teaching responsibility. The ability of our small districts to deliver content is limited by the financial resources that they have as well as the qualified instructors available to deliver CTE and academic content that meet Alaska Graduation Requirements. Many rural sites have only one CTE instructor and this individual serves as their only CTE contact for their village site, and the districts lack resources to provide expensive, long-distance travel to CTE professional development opportunities. In our isolated areas, many districts and instructors are unable to gain access to information about current industry advances and best practices for CTE instruction. EED/CTE performs annual follow-up statewide surveys for both urban and rural CTE instructors, including interview and written survey samples done through online survey software. Both qualitative and quantitative methodologies were used to identify differences in CTE instructor cohorts and their professional development needs. Targeted professional development sequences are created from need survey results to support CTE instruction in all CTE programs.

With our secondary and post-secondary grantees, EED/CTE have reviewed aggregated student CTE performance data in regard to federal benchmarks to develop strategies to help improve student performance. Using that data, EED/CTE has worked with our Perkins grantees in developing strategies to support NTF students in CTE programs as well as development of CTE student Personal Learning and Career Plans (PLCPs) to assist learners in transitions to postsecondary education and the workplace. Further, focus has been placed on developing infrastructure to assist economically-disadvantaged students, who represent the majority of the rural Alaska CTE population. Such infrastructure would include participation in additional CTE opportunities, including the development and delivery of distance-delivered CTE curriculum and short-term or long-term residential programs. In the reporting year, EED/CTE evaluated statewide disaggregated CTE student performance data to determine the need for targeted strategies to assist sub-populations of Alaska's CTE students. In addition, EED/CTE is developing a structure and professional development program for Perkins grantees to evaluate their own disaggregated CTE student performance data. We will be requiring a report from the grantees' CTE advisory committee on its evaluation of the disaggregated student performance data, as a condition of continued Perkins eligibility for PY15 and beyond.

As in previous years, EED/CTE requested grantee information in the reporting year on career-planning activities and the use of a state-licensed career planning program, AKCIS, to assist in the development of student career planning skill guides known as Personal Learning and Career Portfolios (PLCPs). Specifically, the use of career-planning classes were targeted as part of CTE program curriculum in alignment with the Alaska State CTE Plan as well as making the PLCP accessible, portable and transferable, either electronically or in hard copy, between our grant partners to track student CTE performance.

Finally, Perkins CTE funding was examined by EED/CTE to include all participating school districts, both rural and urban, to evaluate use of funding by budget category. Evaluations were completed and determinations were made as to whether funding was being underutilized in the areas of professional development, curriculum development, or activities to support CTE special populations. Areas were targeted for improved information collection for both secondary and postsecondary sub-recipients and have been identified for implementation in the FY2015 funding year. This portion is an ongoing process in our training for our districts as well as program evaluation since most of our students in the state can be classified as a special population based upon ethnicity or non-traditional career path being offered.

### 2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

During this past reporting year, EED/CTE has placed continued emphasis toward delivery of professional content through technology, most notably distance-delivered CTE courses to increase expanded CTE student offerings for rural districts. In partnership with postsecondary institutions, these courses were developed within a variety of CTE programs of study, and often offered for concurrent secondary and postsecondary credit to our students, in many cases through distance delivery or online methods to expose students and teachers to technology uses in the educational and work setting. Further expansion of courses and programs of study through technology delivery were explored by our partners in areas that align to the State CTE Plan and State Workforce Development Plans that align to our state's workforce development needs and goals. Most notable was a secondary partner providing aviation training to all students and many special needs students.

EED/CTE also helped develop and expand approved programs in many career pathways with focus on STEM knowledge and skills, including STEM 3-D design/Fabrication through several partners. There was also an expansion of real world work experience through simulator training in Health Science, Manufacturing, Transportation, and Natural Resources pathways to increase student skills. The STEM program incorporates distance-delivered courses with 3-D Design/fabrication and supports student teams in three communities that are separated by hundreds of miles. Being linked via distance networking gives real life work experiences to students to design solutions to industry problems by exchanging and modifying electronic design files. The collaboration between teams models industry expectations and creates solutions in a real world technology environment that will be used as the industry standard in the program. Mining and Construction has been added through increased work with business partners and programming offered through University of Alaska Fairbanks for the Delta Greeley Mining Training Center that incorporate heavy equipment training and mining trades at the same site. Secondary and postsecondary pathways are using this program as a potential model for the mining occupations and students are afforded real life work experience in a controlled setting prior to full employment.

EED/CTE continued to support the development and delivery of information to our partners through statewide listserv for information as well as access to news, events, our CTE Quarterly Updates and Newsletter on our State CTE Plan Website—EED/CTE launched our first newsletter of hot topics in CTE as well as professional development training and success stories for Perkins from our partners. The website information is accessible to the general public including students, educators and industry partners. Educators and administrators can use this resource as valuable information to support the CTE functions in their districts or classrooms, and it provides expanded networking opportunities for partnership with industry for CTE growth and expansion. Further, online digital courses were expanded and facilitated through Alaska Learning Network (AKLN) with local school districts and their staff. State CTE staff also worked with AKLN's "Digital Sandbox" where CTE instructors can access peer-reviewed CTE curriculum and lesson plans for program implementation. This is an ongoing process and priority is being given to identify priority pathways in alignment with the Governor's initiatives for advancing CTE for employment opportunities in Alaska for Alaskans.

EED is continuing to work on migrating the administration of the sub-grant management functions of Perkins to the Grant Management System (GMS) platform that has been instituted and used for submissions. During this reporting year, EED/CTE has continued to work with the state's contract to adapt the GMS programming to manage submission and approval of Perkins secondary sub-grants and reimbursement requests as well as narrative application and reporting functions to be included in the GMS system beyond FY 2014-15. Migration of secondary Perkins grants into the Grant Management System (GMS) will be complete with FY17 grants. These grants will be electronically submitted, and budgets, budget revisions, and reimbursement requests will all be handled within the system.

**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

This past year, EED/CTE has supported the state's professional development program for CTE-related teachers, faculty, guidance and administrative personnel at the secondary and postsecondary levels. Alaska Career Information Services (AKCIS) provided districts opportunities to participate in online or on-ground professional development for uses of online learning in the CTE setting. These activities focused on instructional best practices and curriculum development that raised the rigor and relevance for student success and aligned to current day workforce expectations in various career pathways. This allowed for continuous review and implementation of classroom practices that aligned to local districts' professional development needs and expectations.

As part of our statewide conferences in October and February, current labor trends for employment and workforce needs for Alaska and nationally are presented so districts can align programs to priority workforce development needs. Guest speakers from the Alaska Department of Labor and panels consisting members of the Executive Boards of our five priority-industry workforce development plans give updates on their workforce needs as well as the industry expectations for employee performance so districts can implement training to meet workforce needs. Also, input is received from our business and industry partners along with our educational and training providers at our State CTE Advisory Board meeting held annually in late April. Continual review of current workforce data trends have become a staple of discussions with districts for technical assistance with emphasis placed upon pathways that emphasize high skill, high wage jobs that meet the future needs of Alaska. Further, course crosswalks are continuing to infuse reading, writing and math skills across the curriculum that align to employer expectations and are aligned to our state standards in those areas so students have the necessary academic and technical background to be productive members of the workforce in the future. State-required cultural standards are also addressed and are being embedded by districts in the employability standards that are being taught.

In addition, a partnership with the University of Alaska and their community college partners is ongoing and providing professional development in strategies to improve instruction and retention of students in non-traditional fields (NTF). Expansion of these course concepts and instruction continue to identify strategies on recruiting and retaining students in non-traditional fields through UA distance-delivered course as well as on-ground means in some areas for the CTE professional development program. Results and partnership opportunities continue to be promising but too preliminary to determine lasting effects of this professional network being created for CTE support and information exchange. Districts have also launched their own “grow your own” programs to assist in professional development for teachers in CTE as well as improve teacher skills and abilities since we have Type M (alternate certifications) and Type A (traditional certification that is teaching in CTE field) certificates

EED/CTE staff are actively involved in planning and coordinating statewide activities through the Alaska Association of Career and Technical Education (AKCTE), our statewide professional development organization for CTE professionals. As a department, we create professional development strands for individual groups (ex. administrators and directors, teachers, counselors, etc.) throughout the conference in critical areas and provide follow-up activities throughout the year at various meetings to make this a continuing learning experience for our stakeholders. Online means are used by many districts for continuous professional development in CTE priorities as well as partnering opportunities through districts that align to local professional development activities and priorities. In addition, Alaska has reached out to national organizations and other states in an effort to find resources and availability of programs that can add value to teacher prep and training for the state. This creates a vast network of CTE experiences and knowledge that are readily shared for best practice by our on-ground personnel at the local level and support activities, both locally and statewide, that focus on student achievement and advancement in given pathways. This is supported greatly through AKCTE and is part of our monthly phone conferences with the organization as to how the department can support this worthy initiative.

Further, continued focus this past year was on the state’s Personal Learning and Career Plan (PLCP) to provide guidance and direction for students in the goals of CTE. Teachers, guidance counselors and administrators continue to receive support from the Department on the implementation of this program and best advising practices for CTE Pathways. Annual meetings are held with our stakeholders on CTE priorities and advisement of students is always a major topic of discussion at these meetings. Practices are discussed and examples shared from local districts of their processes and ideas and has become a critical part of teacher development in the state as they are an active participant in directly advising and helping guide students in their given areas of expertise—it is not solely a guidance department’s job to advise students in CTE.

Finally, the state continued the issuance of the Type M Alternative Certificate so qualified individuals with experience in the field of CTE can gain teacher certification and endorsement to instruct in a CTE classroom. This is a high-priority for continuous development of the CTE teaching field so we have industry experts providing instruction and their experience to our students of how to progress through a given pathway. Continued support in alignment with state certification standards is provided and local coaching/mentoring programs are in place in districts as a means of support to transition the individual from industry to education. This program continues to grow to address teacher shortages as well as individualized CTE training for our current Type A teachers that are teaching in CTE courses.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

The state of Alaska has identified five priority areas of critical needs for workforce development, many of which are high skilled, high wage opportunities. The challenge for Alaska is that most of these five priority areas are predominantly male-dominated occupations—specifically Maritime Workforce, Oil and Gas and Mining being major economic drivers. Meeting the NTF benchmarks have been a challenge, but emphasis was placed in career exploration and training to expose NTF individuals in all areas of potential career pathways for sustainable living. EED/CTE has continued the development and delivery of on-site and distance courses on the identification, recruitment and retention of students enrolled in NTF CTE programs and for specialized NTF training for CTE staff, counselors and administrators. Time and resources were devoted to professional development tracts in our annual Fall Professional Development Conference and Spring CTE Directors Workshop as well as on-site assistance or webinar, when requested. Local school districts performed needs assessment in these areas and utilized Perkins funds in supporting Personal Learning and Career Plans (PCLPs) to assist students in identifying NTF options through classroom activities, guest speakers and career field trips or career days to expose students to potential options. The Perkins grant continued to fund CTE programs via competitive grant processes, such as the one at Hiland Mountain Correctional Center (HMCC)—a women’s correctional facility—in the areas of construction, transportation, and safety for its incarcerated clients with 263 participants this year. Allied Healthcare is a major workforce goal in Alaska, and EED/CTE has worked in conjunction with LEAs and IHEs to develop access and equity in these program by targeting male participation in NTF areas and expanding access to low-income and rural areas of the state.

**5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

The majority of Alaska’s rural LEAs are 100% special populations, mainly as economically disadvantaged and IEP status, but also a significant number of Native Alaskans, ELL and migrant students. Because of this, EED/CTE has been actively involved in helping LEAs develop responsive programs that meet these needs. Continued support for special populations was a primary focus, particularly targeted support activities for NTF students. Failure to meet NTF benchmarks has been identified as an issue in multiple rural Alaska school districts, and economically disadvantaged students make up a large majority of students in rural Alaska districts with limited resources and CTE programs. EED/CTE also provided technical support in the development of activities to support learning-disabled students as well as career planning activities that meet the needs of all students regardless of special populations’ categorization. Job coaching activities were implemented by several districts as well as afterschool and Saturday sessions that for additional support in high demand pathways in their given locality. Further LEP students were given bilingual dictionaries and translators to assist in high skill areas. Further, multiple districts hold activities to promote NTO involvement in these occupations through career fairs, Saturday Sessions for exposure to these opportunities as well as one district has a “Girls Only” construction academy that leads to industry certifications in this high need area for the state. Many LEAs use Perkins funds to waive course fees and transportation costs for economically disadvantaged students.

**6. During the reporting year, how did your state offer technical assistance for eligible recipients?**

Through various support and professional organizations, EED/CTE made multiple presentations on workforce development and best practices for CTE. At the Alaska Association of Career and Technical Educators Professional Development Conference (PDC), presentations were given on Personal Learning and Career Plans (PLCP), course crosswalks, online learning activities, grant writing best practices as well as support activities for other groups explain the role of EED in their activities. Throughout the year, presentations were given to various organizations on topics including development and management of student PLCPs, alignment of CTE and academic content, distance learning strategies, support of NTF students in CTE programs, and targeted professional development for CTE staff in various career cluster pathways. EED/CTE issued capped stipends of many activities for travel costs to facilitate attendance and participation in numerous activities related to CTE across the state supported by CTE initiatives in alignment with the Perkins expectations.

In addition, EED/CTE staff provided ongoing targeted technical assistance to Perkins recipients through electronic communication, site visits and at regional meetings to assist in the development of Perkins-required elements, including templates to help document Programs of Study, CTE student performance, CTE/academic content alignment, career-development activities and electronic student portfolios. EED/CTE program managers were in regular contact with grantees to facilitate discourse and offer just-in-time technical assistance. LEAs were encouraged to request technical assistance as needed.

**7. Serving individuals in state institutions**

**Part I: State Correctional Institutions**

**Amount of Perkins funds used for CTE programs in state correctional institutions:**

10000

**Number of students participating in Perkins CTE programs in state correctional institutions:**

195

**Describe the CTE services and activities carried out in state correctional institutions.**

Business/ IT and Construction Trades were offered with no specific breakdown

**Part II: State Institutions Serving Individuals with Disabilities****Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

**Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

N/A

**8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

Yes

In the state of Alaska, charter schools are chartered through the local school district in which they are located, as well as the Alaska State Board of Education & Early Development. Several school districts are using a percentage of their Perkins allocation to help charter schools support CTE program activities, including distance-delivered courses and charter school student access to district CTE course offerings and pathways. State leadership funds were not allocated or requested to be used to support charter school CTE programs.

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

No

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

No

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

No

# Consolidated Annual Report, Program Year 2014 - 2015

## Alaska

### Step 3: Use of Funds: Part C

---

**1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?**

Alaska has not adopted the “Common Core” initiatives as many states across the country have. We have instead developed our own state standards that have increased the academic rigor in all courses, including CTE programs of study and courses. As part of the review process, staff of the Council of Chief State School Officers conducted an alignment review of Alaska’s draft standards and found them to be substantially similar to those of the Common Core.

This culminated in new Alaska standards for English/Language Arts and Mathematics. Subsequent to adoption of the Alaska standards in June 2012, the U.S. Department of Education Office granted Alaska a waiver from major provisions of the federal Elementary and Secondary Education Act, commonly known as No Child Left Behind. The waiver took effect with the 2013-2014 school year.

All secondary CTE programs in the state of Alaska using Perkins funding are required to align their CTE courses with the new Alaska Standards for English/Language Arts and Mathematics, known as course crosswalks, as well as relevant industry standards and the Common Career Technical Core (CCTC) standards. EED/CTE also provided guidance to Perkins recipients on curriculum alignment strategies to state standards for CTE programs.

This past year, the State Board of Education increased the graduation requirements that apply to all students. Cross-walking of courses in CTE to the core academic requirements for graduation is an ongoing process and is required for submission of course approvals in the system. The courses have to show substantive alignment to the new math standards for approval to occur as well as CTE content-specific objectives in the pathway that demonstrate a course of action for students to receive professional training/credentialing in pathways—not all pathways have commonly used credentialing processes so local districts have opportunities to align to area needs for workforce development.

**2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

In the process of executing our State CTE Plan, continual focus was placed on implementing a strategy in line with prioritized industries and occupations. Bi-monthly meetings via teleconference and in-person were executed with our partners’ representatives—the University of Alaska and the Alaska Department of Labor and Workforce Development.

Collaborative meetings were attended by CTE staff, and time and resources were dedicated to continue working with workforce development partners in the areas of Maritime, Mining, Construction, Health Occupations and Oil and Gas industries, including developing programs of study and pathways with these entities. EED/CTE also served in an advisory capacity in areas such as the Alaska Health Workforce Coalition, career readiness standards and assessments committees, the Alaska Business Education Compact, and the Alaska Process Industries Career Consortium.

Discussions of priority needs and occupations were part of the standard operating procedures for these partnerships, as well as developing support mechanisms with our partners for practitioner and provider support of CTE delivery services in cooperation with the Alaska Association of Career and Technical Education (AK ACTE).

Several competitive grants awarded by EED/CTE are targeted at improving cooperation between LEAs and postsecondary education. These grants are primarily focused on providing smoothed transitions from secondary, thru postsecondary, and into the workforce in priority industries such as education, healthcare, and marine industries.

In addition, continued support for aligning our CTE curriculum to state benchmarked standards in English/Language Arts and Mathematics was given by EED. Course crosswalks were examined before approval to ensure standards were threaded through course offerings in alignment with state academic requirements, and the EED/CTE staff provided technical assistance with the state's new standards initiative to "roll-out" the new English/Language Arts and Mathematics standards to ensure all students are college, career and culturally ready when they leave high school. Protocols for CTE course alignments were revised, and a continuing effort to find and disseminate CTE exemplar frameworks is continuing with stakeholder input at our Fall CTE Conference and Spring Workshop.

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

EED/CTE has continued to support the Alaska Career & Technical Education Plan strategy of encouraging all students to develop a Personal Learning and Career Plan (PLCP) by promoting the use of the Alaska Career Information System (AKCIS). [ATA(1)] The PLCP has been made available both electronically and in hard copy form for use as student portfolios. All Alaskan citizens have access to AKCIS through the support of the Alaska Commission for Postsecondary Education. EED/CTE supported activities including multiple presentations to CTE teachers, counselors and administrators, the development of specific sequences of AKCIS activities for use by middle school, high school and adult users, and additional PLCP sequences for use in CTE programs and transitional activities for secondary-postsecondary transitions. We also provided support for the WorkKeys assessment as well as career planning workshops for teachers, administrators and guidance counselors across the state.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

A portion of the state's Perkins' reserve funding is granted through a competitive process to partnerships of secondary districts and postsecondary institutions to support the development and piloting of CTE programs in priority areas. So far Healthcare Occupations, Construction and Maritime trades have had great results. Articulation agreements for concurrent course credit in introductory courses for college credit were proliferated across the state, including academic courses linked to post-secondary educational tracks and certification/credentialing programs of which some types are required in pathways to postsecondary degree programs. These efforts have been locally focused with districts entering into agreements with post-secondary providers that meet their specific needs.

**5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

No

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

EED/CTE awarded a contract to a CTSO-related planner to plan training and professional development for local CTSO advisors, and coordinate a fall student leadership training and a spring CTSO Performance-Based Assessments Conference.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

No

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

EED/CTE staff participated and facilitated audio-conferenced and face-to-face meetings among business, secondary and postsecondary partners. At the request of business partners, the process of developing statewide work-based learning standards and protocols for education-business partnerships was continued and priority given to the industries identified by the Alaska Department of Labor as priority needs in high skill, high wage occupations.

A continued focus on post-secondary and secondary partnerships was emphasized with a continued emphasis of getting students college credit in dual enrollment or dual credit environments. Many districts partnered with these institutions for students to receive college credit for CTE courses while still enrolled in high school with anticipation of shortening the timeframe for degree completion in the post-secondary setting. These are local agreements with standards agreed upon for adjunct faculty status with the higher education institution that utilize Perkins funding for certification testing in given pathways, as well as providing for hiring of staff for these agreements to offer the necessary courses for proliferation to the post-secondary level.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

Through technical support and site visits, the EED staff assisted districts in aligning course submissions through the various pathways. Several districts utilized short term academies, most notably in Construction Trades, to get students intensive instruction because of time and geographic limitations. Online delivery methods for common courses and exemplars was continued in partnership with the Alaska Learning Network (AKLN). Rural districts entered into partnership agreements with local regional training facilities that met priority workforce needs for local municipalities; most notably programs were started in Public Safety/Emergency Medical Technician programs in several of our Northern Alaska districts to meet particular workforce priorities for their area. Many districts launched and refined programs that linked to the state's workforce priority needs in areas such as Automotive and Heavy Machine Maintenance, Emergency Services with emphasis in Certified Nursing Assistant and Emergency Trauma Technology and Veterinary Sciences to name a few.

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

No

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

No

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

Yes

Perkins funding was continued to purchase a statewide license so Alaska's public school districts could add a self-assessment program, IDEAS, to their Alaska Career Information System (AKCIS) sites. This would allow their students to utilize the site more effectively, combining their assessment results with specific occupation and employment information updated in the AKCIS program annually by the Alaska Department of Labor and Workforce Development. Technical assistance was given on data reporting, showing districts where important labor market information was located, as well as state resources and information to be used in planning and implementing/revising new programming.

# Consolidated Annual Report, Program Year 2014 - 2015

## Alaska

### Step 4: Technical Skills Assessment

---

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

# Consolidated Annual Report, Program Year 2014 - 2015 Alaska

## Step 8: Program Improvement Plans

---

### Extension Requested?

Yes

### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
6S1	Females all Race/Ethnicity and Special Populations	Work with districts to find out why the NTO for Female opportunities are disappearing.	Felicia	03-31-16
3P1	American Indian or Alaskan Native Asian White Two or More Races	We will reexamine the Numerator and Denominator definitions, as well as review the student matching procedure.	Felicia/Curt	04-15-16

### Local Program Improvement Plans

There are currently 41 secondary districts that participate in Perkins, and there are 17 that missed 6s1.

There are 3 postsecondary campuses that are improvement plan for measure 3p1.