

Consolidated Annual Report, Program Year 2016 - 2017

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?

No

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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?

Stakeholder feedback collected at CTE centered conferences during the 2016-2017 academic year confirm previous years' findings that there is a real need for getting and keeping qualified CTE instructors. Professional development opportunities and availability vary widely across urban and rural school settings for Alaska CTE programs. In Alaska, an alternative teacher certification is used to get industry professionals into teaching positions. Regrettably 40% of CTE instructors in the state do not have 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 lack of qualified instructors available in small rural villages to deliver CTE and academic content that meet Alaska Graduation Requirements. Many rural sites have only one CTE instructor, and districts lack resources to provide expensive, long-distance travel to CTE professional development opportunities. To help fill this need DEED/CTE works with partners to extend conferences to include time for more in depth professional development for CTE.

As part of our annual district revision/application process, we review aggregated student CTE performance data compared to federal benchmarks to develop strategies to help improve student performance with both our secondary and postsecondary grantees. Using that data, DEED/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 with 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, DEED/CTE evaluated statewide disaggregated CTE student performance data to determine the need for targeted strategies to assist sub-populations of Alaska's CTE students. DEED/CTE is developing a structure and professional development program to help Perkins grantees to better evaluate their own disaggregated CTE student performance data. We now require minutes from the grantees' CTE advisory committees that include discussion of evaluation of the disaggregated student performance data as a condition of continued Perkins eligibility for FY18 and beyond.

As in previous years, DEED/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, and 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, and electronically between our grant partners to track student CTE performance.

DEED/CTE has undertaken macro-level analysis of secondary statewide data trends to inform both district programs and stakeholders. This includes development of a one-page infographic presenting statewide CTE data trends, and the distribution and use of a district specific longitudinal data analysis template. Currently the template displays data tables and charts over time for the past 5 years of Perkins reported secondary student core indicators (1S1 thru 6S2). The intent of this template is to help districts visualize their performance over time and in relation to statewide benchmarks in order to make more informed decisions about Perkins programs.

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, DEED/CTE has placed continued emphasis toward delivery of professional content through technology, most notably distance-delivered CTE courses to increase and expand 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 including special needs students.

DEED/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. Instruction in real world work experiences has expanded through the use of simulators for Health Science, Manufacturing, Transportation, and Natural Resources pathways to increase student skills.

DEED/CTE sought to leverage other grant programs to support Perkins priorities in STEM fields. We combined objectives with two existing Title IIB Math & Science Partnership grants in order to improve teacher professional development opportunities in combining STEM and CTE.

DEED/CTE continued to support the development and delivery of information to our partners through statewide listserv for information as well as access to news, and events. 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.

DEED has migrated the administration of secondary grant applications and budgets to the Grants Management System (GMS) platform used by the state, managing submission and approval of Perkins secondary sub-grants and reimbursement requests as well as narrative application and reporting functions within the GMS system. The state continues to expand the usefulness of this tool to include notices, making technical assistance available in the Document Library, and a help function attached to specific application items. Migration of secondary Perkins grants budgeting into the Grant Management System (GMS) was completed during the FY17 grant cycle. These grants were electronically submitted, and budgets, budget revisions, and reimbursement requests are all handled within the system.

We continue to support the Alaska Career Information System (AKCIS) through a partnership with the Alaska Commission on Postsecondary Education who provide access and support directly to districts, schools, and students. This career exploration and learning plan development platform was linked to district management software to further facilitate ease of access for end users.

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, DEED/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, current labor trends for employment and workforce needs for Alaska and nationally are presented so districts can align programs to priority workforce development needs. Emphasis is placed upon pathways that are high skill, high wage jobs that meet the future needs of Alaska. Further, course crosswalks integrate multiple content fields such as reading, writing, math skills, and cultural standards across the curriculum to align with employer expectations.

Districts have 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

DEED/CTE staff are actively involved in planning and coordinating statewide activities through the Alaska Association of Career and Technical Education (AK ACTE), 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 AK ACTE and is part of our monthly phone conferences with the organization as to how the department can support this worthy initiative.

We have continued focus this past year on the state’s Personal Learning and Career Plan (PLCP) to provide guidance and direction for students in the goals of CTE through the AKCIS online platform and a written template. 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.

DEED/CTE continues to support teacher professional development activities in Marine Transport through a competitive Perkins grant to one of our postsecondary partners. Marine services has been identified by the Governor and Alaska Workforce Investment Board (as created under WIOA) as a priority workforce development area for the state.

Finally, the state continued the issuance of the Type M Alternative Certificate so qualified individuals with experience in the field of CTE can gain the necessary 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 these five priority areas are male-dominated occupations—specifically Maritime Workforce, Oil and Gas, Construction, and Mining. Given this, meeting the NTF benchmarks is challenging, but DEED/CTE emphasizes career exploration and training to expose NTF individuals in all areas of potential career pathways for sustainable living. DEED/CTE 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. Allied Healthcare is a major workforce goal in Alaska, and DEED/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 contain large percentages of special populations, many of whom are economically disadvantaged and have IEPs, as well as a significant number of LEP, and migrant students. In response to this, DEED/CTE has been actively involved in helping LEAs develop responsive programs that meet these multifaceted needs. Continued support for special populations was a primary focus in FY17, in particular targeting support activities for Nontraditional students. Failure to meet NTF benchmarks is identified as an issue in multiple rural Alaska school districts.

DEED/CTE 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 assistance in high skill areas. Multiple districts hold activities to promote NTF 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, DEED/CTE made multiple presentations on workforce development and best practices for CTE. At the Alaska Association of Career and Technical Education, Professional Development Conference (PDC), presentations were given on collective impact, links between Perkins and ESSA, competitive Perkins grants, common course frameworks, integration with STEM, and grant writing best practices, as well as support activities for other groups explain the role of DEED 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. DEED/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, DEED/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. LEAs were encouraged to request technical assistance as needed, and DEED/CTE program managers were in regular contact with grantees to facilitate dialogue and offer technical assistance.

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:

42

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

Three courses for college credit were offered at one institution:

Computer Operating Systems - The computer operating system is the environment that allows use of the computer for the things you want to do. This class covers the basic manipulation of the operating system for making use of the computer more accessible, fun and productive.

Computer Word-Processing - Introduces basic, intermediate, and advanced word processing operations. Create, format, and revise documents from simple memos to a report incorporating graphics, charts and tables.

Computer Spreadsheets - Use of spreadsheets as analysis and decision making tools and their use in the business environment. Introduces fundamental, intermediate, and advanced spreadsheet concepts and operations and covers how to create, format, and revise spreadsheets, create graphs, as well as using a spreadsheet as a business analysis and decision making tool.

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?

No

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

Yes

Several districts offer FCS programs targeted at preparing students to leverage opportunities in the Hospitality and Tourism sector of Alaska. Perkins funds were used via secondary LEA grants to support these activities.

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?

Yes

DEED/CTE awarded one incentive grant to a rural, regional collaborative group to facilitate the development of a formal consortia body. Award of this grant was based on the districts' exemplary improvement in local adjusted levels of performance as a result of collaboration, and to help strength connections to regional postsecondary training opportunities.

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

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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?

Since 2013 Alaska has developed and implemented state standards that have increased the academic rigor in all courses, including CTE programs of study and courses. 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. DEED/CTE also provided guidance to Perkins recipients on curriculum alignment strategies to state standards for CTE programs.

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 English/Language arts and 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 implementing our State CTE Plan, continual focus was placed on employing strategies in line with prioritized industries and occupations. 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. DEED/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 DEED/CTE are targeted at improving cooperation between LEAs and postsecondary education. These grants are primarily focused on providing smooth transitions from secondary, thru postsecondary, and into the workforce in priority industries such as education, healthcare, and maritime industries.

In addition, continued support for aligning our CTE curriculum to state benchmarked standards in English/Language Arts and Mathematics was given by DEED. Course crosswalks were examined before approval to ensure standards were threaded through course offerings in alignment with state academic requirements, and the DEED/CTE staff provided technical assistance with the state's standards initiative with emphasis on 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. A continuing effort to find and disseminate CTE exemplar course 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

DEED/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). 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 on Postsecondary Education.

DEED/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. DEED/CTE allocated funds dedicated to integrating Powerschool (student information system used by most Alaskan districts) with AKCIS to facilitate school counselors with assisting students with.

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 postsecondary 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 postsecondary 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

DEED/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

DEED/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 postsecondary 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 postsecondary 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 postsecondary 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 DEED staff assisted districts in aligning course submissions through the various pathways. DEED/CTE awarded a competitive grant to facilitate the development and dissemination of a state-wide education CTEPS based on the national Educators Rising standards. This CTEPS is designed specifically to utilize distance education modules to offer students from small districts the opportunity to engage in a pathway that might otherwise be unavailable to them. This is the first of several planned state-wide CTEPS.

Several districts utilized short term academies, most notably in Construction Trades, to get students intensive instruction because of time and geographic limitations. 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.