Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Alaska State Board of Education

2. Lead individuals completing this plan:

   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click “Request Access” to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the narrative descriptions in this plan:
      Deborah Riddle

   2. B. Please select the individual responsible for the budget in this plan:
      Deborah Riddle

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:
      Deborah Riddle

3. Type of Perkins V State Plan Submission: ☐ 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☐ Yes ☐ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
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*Not required in the Transition Plan
A. State Name: Alaska

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Alaska State Board of Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
   1. Name: Dr. Michael Johnson
   2. Official Position Title: Commissioner
   3. Agency: Alaska Department of Education & Early Development
   4. Telephone: (907)465-2800
   5. Email: Michael.johnson2@alaska.gov

D. Individual serving as the State Director for Career and Technical Education:

   □ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
   1. Name: Deborah Riddle
   2. Official Position Title: Division Operations Manager
   3. Agency: Alaska Department of Education & Early Development
   4. Telephone: (907)465-2982
   5. Email: deborah.riddle@alaska.gov

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):

   X 1-Year Transition Plan (FY2019 only)
   □ State Plan (FY 2019-23)
F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

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

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

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

H. Governor’s Joint Approval of the Perkins V State Plan (Fill in text box and then check one box below):

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

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

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

Authorized Representative Identified in Item C Above (Printed Name)  Telephone:

Michael Johnson  907-416-2800

Signature of Authorized Representative  Date:

[Signature]  6/10/2019
I. Narrative Descriptions

In January 2018 the State Board of Education and Early Development announced a strategic plan to provide transformative change to the education system in Alaska. *Alaska’s Education Challenge—developed in collaboration school with* commissioners, legislators, and partner organizations—provides a framework to increase educational outcomes. The framework focuses on establishing positive student performance trajectories in five goals:

1. Support ALL students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals
   Improve the safety and well-being of students through school partnerships with families, communities and tribes.

*Alaska’s Education Challenge* supports the State’s vision by utilizing components of Career and Technical Education (CTE) to increase high school graduation rates, ensure communities and parents are involved in planning quality CTE programs, and strive to prepare, attract and retain effective educators.

CTE programming in Alaska has shown to improve high school graduation rates, accelerate postsecondary enrollment, and increase employment and earning potential for both youth and adult students. Contemporary CTE programming provides students with rigorous academic and advanced technical instruction aligned with state academic standards and industry-validated skills. Coursework is intentionally sequenced across grades and connected to postsecondary programming, ensuring that students who complete a sequence of high-quality CTE coursework are prepared for both college and careers, both options and not one or the other.

To support these transitions, many CTE programs offer students the option to earn college credit and/or an industry-recognized certification, in addition to the basic employability skills valued by employers. Students also may have the option to participate in a work-based learning experience, such as an internship or registered apprenticeship, which can lead directly to employment following program completion.

The delivery of CTE in Alaska occurs against a distinctive economic backdrop where educational services are highly decentralized and locally controlled. Alaska’s rural setting, diverse population, and beautiful yet challenging natural environment profoundly influence how state K–12 and postsecondary programming is organized, administered, and delivered. Consequently, Alaska’s vision for CTE is shaped by a combination of factors—economic, social, geographic, and environmental—that present both unique opportunities and practical constraints for how the system has evolved.

Alaska’s economy remains firmly rooted in natural resources, from the extraction of oil and minerals to the attraction of visitors wanting to experience the state’s rugged beauty. While the economy is diversifying into new sectors, workforce projections indicate the economic base of the state will remain closely tied to natural resource extraction and tourism. Changes are coming, however. In particular, the health industry, which is anticipated to show significant growth over the coming decade, will act as an economic driver. Additional careers with projected sustained growth include construction, energy, and maritime trades, though expansion will occur at a slower pace. There is also a large military presence in Alaska and a wealth of civil service employment opportunities that CTE programs support across all areas of employment.
Accordingly, the state’s vision for CTE includes the goal of aligning the state’s educational and workforce systems, utilizing current labor market information to address projected employment trends, to promote student preparation for high-wage, in-demand jobs, balanced against the need to prepare individuals for careers in developing sectors that will help to achieve the goal of a more diverse economy.

**Educational Delivery Systems**

Historically, educational delivery in Alaska has been locally controlled, with school districts and communities responsible for instructional programming. Within the state, Perkins CTE services are offered at 42 school districts and a range of postsecondary institutions, including one public university system (with 3 accredited universities and 13 community campuses), one pending Tribal university and Tribal college, one public vocational training school, and multiple regional training centers and private institutions.

Alaskan high school student participation in CTE is lower than the national average, with only one-third of all high school students enrolled in a CTE course during the 2017 school year. Several factors contribute to this relatively low rate of engagement, including economic considerations, faculty workload capacity, and student interest. Geographic factors also constrain students’ capacity to participate in work-based learning, given that a high proportion of students live in small, isolated communities with few employers located nearby.

Alaska is committed to offering students access to high-quality CTE programs that prepare the learner to enter internships, registered apprenticeship, postsecondary education, on the job training, or to enter the workforce making a living wage in a satisfying career. To help achieve this goal, Alaska provides districts with state educational funding, over which school districts and colleges have discretionary control, supplemented with resources contained within Perkins V.

To support development of a comprehensive vision for CTE in the state, Alaska convened two groups of stakeholders to assist the Department of Education & Early Development (DEED) in identifying the goals and objectives for organizing CTE in the state, as well as the activities and supports local providers will need to design and deliver high-quality programming. These groups are:

- **The Alaska State Advisory Committee**, consisting of 34 members, includes educators, parents, and industry representatives. It provides high-level guidance and feedback on the development and implementation of the Perkins transition and state plan. The advisory committee drafts the state vision statement and sets strategic priorities for CTE in the state.

- **The Alaska State Working Group**, consisting of 62 members, includes CTE professionals and practitioners. They are charged with creating realistic and workable solutions to the challenges of delivering high-quality CTE instruction in Alaska aligned with the Advisory Committee’s vision. Working group members address specific issues to create targeted solutions.

The initial convening of the Advisory Committee and Working Group was held February 2019 in Anchorage in conjunction with the state’s annual work session of CTE educators. Each group is scheduled to meet monthly, with each call organized around a specific CTE topic area. Members also review key deliverables (e.g., the state’s one-year transition plan) and CTE components and constructs
(i.e., the CTE Programs of Study (CTEPS) framework and local needs assessment). Working Group meetings are co-facilitated by a representative from the field.

Given the importance of federal Perkins V funding, state educators have embarked on a concerted effort to solicit input from Alaskan school district and postsecondary administrators, teachers and faculty, students, and members of the business community, apprenticeship coordinators, and general public. This includes conducting a statewide survey of students, teachers, school district and college administrators, parents, and employers and community members. Survey administrations, which occurred between March 27th and May 10, 2019, included responses from nearly 250 individuals. Feedback was received on a range of topics related to CTE programming, including (1) what is working well and should be continued; (2) what is missing or does not work well and should be changed in the future; and (3) suggestions to improve the quality of CTE programs offered within the state. Analysis of survey responses will be performed to help inform the development of Alaska’s four-year Perkins V plan.

The activities described in this state plan outline the process Alaska is using to develop a comprehensive 4-year state plan that will help frame local investments and the design of programming over the coming decade.

A. Plan Development and Coordination*

B. Program Administration and Implementation

B.1 State’s Vision for Education and Workforce Development*

The state is in the process of finalizing its vision for Education and Workforce Development. This vision will be submitted in April 2020 as part of the four-year state plan.

B.2 Implementing Career and Technical Education Programs (CTEPS) and Programs of Study

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

As the fiscal agent for federal Perkins V funding, DEED is responsible for approving and administering the delivery of CTE programming for the secondary and postsecondary institutions receiving a federal grant. As a local control state, districts have the flexibility to create their own CTE programs to fit the needs and capacity of their local communities. Alaska is working on state approved CTE programs, and DEED has recently began to facilitate the development of statewide courses that may be used in local CTE programs and CTEPS.

To guide local programming in addressing statewide needs, and to ensure students have access to quality programming, the state provides resources that support program development within the National Career Clusters Framework. These include:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
Perkins V legislative requirements stipulate that each recipient of federal funding offer at least one CTEPS. While local providers have flexibility in choosing in which field this offering will occur, DEED works with secondary and postsecondary administrators to select fields that align to state workforce and/or local or regional labor market needs. State priority industries for CTEPS development under Perkins V will utilize the industry needs identified in the Alaska Workforce Innovation and Opportunity Act (WIOA) Plan, the applicable pages of the Plan begin on page 14. These priority programs include Oil & Gas Development, Maritime Trades, Mining, Construction, and Health Care. The Alaska Department of Labor and Workforce Development’s (DOLWD) evaluation criteria for identifying priority industries include the potential for high-skill, high-wage, and in-demand occupations.

Alaska educators have identified additional CTE priority fields, including Education, Hospitality & Tourism, Information Technology, and Entrepreneurship. CTEPS in these areas will be developed in collaboration with educators, other state departments, and industry partners. Perkins V requirements make a direct connection to the Alaska Education Challenge’s second goal—Increase career, technical, and culturally relevant education to meet student and workforce needs.

Alaska is in the process of developing program guidance to support local providers in establishing uniformly high-quality programming that is consistent across the state. The goal is that, beginning with the onset of Perkins V legislation in the 2020-21 academic year, all locally developed programs and CTEPS will conform to a set of state-established criteria that establish minimum expectations for program quality. These criteria, to be drawn from the research literature and developed in collaboration with the field, will guide local program submissions. The State recognizes the benefit of using the twelve components specified in ACTE’s Quality CTE Program of Study Framework, as a starting point for the discussion.1 These include:

1. Standards-aligned and Integrated Curriculum—defining the skills that should be taught and how they can be connected to industry-validated standards competencies
2. Sequencing and Articulation—outlining pathways to success for students from secondary through postsecondary and into rewarding careers
3. Student Assessment—identifying quality, industry-recognized assessment integrated into pathways that lead to postsecondary credentials
4. Professional Development—addressing training for educators to facilitate the implementation of quality CTE programs
5. Engaging Instruction—identifying instructional strategies that support student attainment of relevant knowledge skills
6. Access and Equity—promoting programs that support access and equity for diverse student populations to ensure that all students have the opportunity to participate in quality CTE programs

1 ACTE High Quality CTE Framework 2018.pdf
7. **Facilities, Equipment, Technology and Materials**—ensuring the alignment, appropriateness, and safety of equipment used by students in CTE programs

8. **Business and Community Partnerships**—utilizing key partnerships in order to provide a wide variety of experiences to engage student [or students’] activities aligned with workforce needs

9. **Student Career Development**—including strategies that help students gain career knowledge, engage in career planning and decision making, and experience curricula that helps students learn about careers

10. **Career and Technical Student Organizations (CTSOs)** —participating in activities that promote leadership though engaging real world situations

11. **Work-based Learning**—providing opportunities for sustained, meaningful interactions with industry that foster in-depth engagement with tasks required in a given career field

12. **Data and Program Improvement**—utilizing data to drive decision-making that promotes a continuous cycle of improvement for CTE programs

During the transition year, DEED will collaborate with Advisory Committee and Working Group members to create a rubric and set of guidance materials to support secondary and postsecondary CTE program providers in designing high-quality CTE instructional programs. DEED will work with districts to create a checklist that identifies the critical components that should be included in CTE coursework, helping establish a shared understanding of how CTE programming in Alaska should be constructed. While not all of these criteria will be mandatory, they will lay a common foundation that will be reinforced with professional development over time. These criteria also will serve as a basis for institutional memory, providing stability in year-to-year programming regardless of staff turnover at the state and local levels. The success of CTE programming in Alaska is related closely to retaining quality educators within CTE programs of study.

DEED will provide ongoing professional development and technical assistance to support CTE educators, superintendents, principals, and school boards in retooling their CTE programming. The state currently promotes twice-yearly, in-person statewide conferences at which state CTE administrators develop their skills in programming, Perkins compliance, collaboration, and data collection and analysis. The state also holds regularly scheduled webinars organized around topics to help support districts. State leadership funds also support a variety of professional development opportunities provided by district and postsecondary institutions across the state.

**b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and criteria to assess the extent to which the local application under section 132 will—**

Currently, site submissions are guided by a CTE course template model that requires local recipients to identify the alignment of performance standards, including nationally or state recognized industry standards and Alaska’s academic standards used for the Elementary and Secondary Education Act (ESEA) assessments.

DEED/CTE program managers will evaluate locally developed CTEPS using a rubric that will be developed during the transition year by the Alaska CTE Working Group. The rubric will include some or all of the criteria included in the ACTE High-Quality CTE Program of Study Framework.
Once developed, Local Education Authorities (LEAs) and Institutions of Higher Education (IHEs) will submit an application to the state detailing the courses comprising locally developed CTEPS, and how the recipient will ensure that offerings address the required minimum criteria identified by the state. Sites will also be encouraged to address the recommended components identified by State Working Group members. Each CTEPS will support the LEA’s comprehensive needs assessment and local application. These documents will require districts to contextualize their CTEPS in relation to local/regional need and implementation.

State program managers will use the rubric to review the locally developed programs to determine if they adhere to the minimum criteria identified for a CTEPS. Managers will follow a similar process for a sequence of CTE coursework, noting where locally developed sequences fall short of the recommended guidance for a CTEPS. DEED will use this information to provide follow-up support, in the form of targeted technical assistance or statewide webinars, to assist local providers in improving the quality of their CTE programming over time.

i. **Promote continuous improvement in academic achievement and technical skill attainment**

Integration of academic and technical skills is the foundation of all CTE programming. Research shows that learning academic or technical skills in isolation does not have the same impact as integrated, applied learning.

In the local application, eligible recipients will identify strategies for integrating academic and technical content, along with employability skills, to support continuous improvement in instructional delivery. Pedagogical content will address topics such as:

- Basic skills instruction;
- Contextualized learning;
- Early and accurate identification of learners with diverse needs;
- Professional development for instructors;
- Vertically aligned pathways;
- Interdisciplinary team teaching; and
- Simulated, virtual or onsite work-based learning experiences.

As Alaska Working Groups convene to finalize the state plan, industry and special population representatives will be critical in creating integrated and applied learning activities that are relevant and aligned to current business and industry practices.

Each eligible recipient will be required to use their Comprehensive Local Needs Assessment in combination with both state and local data sources to identify gaps in instruction and explore potential innovative solutions.

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

Alaska is committed to ensuring equal access, equal opportunity, and equal success for all student subpopulations in CTE. By law, all state approved secondary CTE programs must comply with state and federal requirements regarding access, non-discrimination and the meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise.
Students within special populations will be offered supports and services to ensure equitable participation. These will include special population coordinators at the local level, peer tutoring, computer-aided instructional programs, after-school programs, and/or parenting programs. These services will be offered to ensure equitable representation of special populations in those programs that constitute high-skill, high-wage, or in-demand occupations. Strategies to ensure access and success in CTE programs for special population students at all levels may include, but are not limited to:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities in high-skill, high-wage, or in-demand programs;
- Providing in-service activities for career and technical teachers, faculty, career guidance counselors and administrators;
- Planning and coordinating supplemental services for special population students enrolled in CTE programs;
- Providing multi-tiered plans for coordinated transitions for students with disabilities;
- Providing access to virtual or in-person work-based learning experiences;
- Providing evidence-based multi-tiered system of support (MTSS) for struggling students; and
- Providing access to comprehensive career guidance and counseling to enable special population students to prepare for and enroll in nontraditional programs that are high-skill, high-wage, or in-demand.

iii. Support the inclusion of employability skills in programs of study and career pathways

In response to an evolving and more global economy, as well as changes in employers’ expectations, Alaska promotes the use of the Youth Employability Skills (YES), which are sponsored by industry and promoted statewide. This program helps young people understand and apply concepts like time management, teamwork, dependability, responsibility, and respect for others.

Employability skills embedded in Alaska CTEPS are supported by various learning opportunities, providing students with experience in, and understanding of, all aspects of an industry. Work-based learning opportunities are an integral programmatic component and exist through multiple prospects that articulate to local and regional capacity and opportunities.

c. Describe how the eligible agency will-

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

During meetings of the Alaska CTE Advisory Committee, members reported that educators, parents, and students often lack understanding about the benefits that CTE programming offers program completers. To counter this perception, DEED is exploring holding a series of 3-4 focus groups including students and past students, parents, school career counselors, and community members beginning in the fall of 2019.
Comments and ideas from these groups will help DEED determine the best content and format for presenting CTEPS and career information.

DEED expects to utilize a variety of communication tools to inform districts and CTE stakeholders about the opportunities that state approved CTEPS offer student and the various forms that coursework may take, such as including links to statewide labor forecasts, salary ranges, and Alaska postsecondary and employment resources. The state currently operates a website that has the following program information; Alaska math-in-CTE program, Career clusters, Curriculum Development Resources, and nontraditional occupations.

There are plans to incorporate more information into the DEED/CTE website including highlights of local programs, as well as provide overarching information about CTE, CTEPS, and frequently asked questions (FAQ) about the tenets of CTE and what programs have to offer students. Additional projects may include a CTEPS template using the nationally recognized career clusters and pathways to ensure approved CTEPS could eventually be searchable by parents and students. The CTEPS template could potentially include lists of pathway related careers, highlighting those available in the state and possible salary ranges, and double as a student/parent brochure.

DEED’s Info-Exchange (weekly statewide electronic communication), CTE weekly newsletters, and the CTE listserv allows DEED to effectively communicate current information regarding CTE in Alaska to stakeholders.

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

DEED encourages all participating districts to explore dual and concurrent credit opportunities with postsecondary partners that best meet their local needs. However, due to the unique challenges of an expansive geography and low population, the majority of Alaskan districts do not currently offer dual credit opportunities. To address this need, DEED/CTE proposes to use up to one-fourth of the prior fiscal year’s unused funds to promote dual and concurrent enrollment programs in Alaskan districts receiving less than $20,000 per year in Perkins V funding.

Additional information on DEED/CTE guidelines for dual or concurrent student enrollment is outlined in Appendix A.

Letters e thru g are not required with the 2019 submission

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Secondary

Size: A sequence of CTE courses in a specific career pathway that allows a student completing the sequence to earn two or more high school credits, an equivalent time investment certification or
credential that allows the earner to directly enter the workforce (e.g. CNA, EMT) or internships, postsecondary education opportunities including registered apprenticeship.

**Scope:** At least one approved CTE sequence needs to be included in a CTEPS that contains a complete secondary and postsecondary education sequence of courses and/or work-based learning experiences (i.e., internship, apprenticeship, etc.). The CTEPS should allow a learner completing the secondary/postsecondary sequence to graduate from high school and continue a postsecondary CTE program without duplication or remediation of curriculum, which provides evidence (license, certificate, degree, completed apprenticeship, etc.) that the learner has acquired the knowledge, skills and abilities to successfully enter the workforce in a high-skills, high-wage, in-demand career area.

**Quality:** All CTE courses in the CTEPS are required to be approved by DEED-CTE to verify curriculum content alignment to industry, academic, cultural and employability standards, including occupational standards, Common Career Technical Core (CCTC), and All Aspects of Industry standards and elements. CTEPS may contain dual credit curriculum that qualifies students for both secondary and postsecondary credit to better align the secondary and postsecondary curriculum.

**Postsecondary**

**Size:** At least one education sequence in a specific CTE pathway that allows a learner to:

1. earn at least 12 technical or academic credit units (360 contact hours of coursework at a non-credit institution), or
2. complete a program year in a short-term CTE program sequence, which consists of at least six credit units (at least 180 contact hours for non-credit institutions).

The pathway should result in an industry-recognized credential, or a credential as established by the postsecondary program leading to an industry-recognized credential, or a credential as recognized by the institution.

**Scope:** At least one approved CTE sequence needs to be included in a CTE Program of Study (CTEPS) that contains a complete secondary and postsecondary education sequence of courses and/or work-based learning experiences (i.e., internship, apprenticeship, etc.). The CTEPS should allow a learner to complete the secondary/postsecondary sequence to graduate from high school and continue a postsecondary CTE program without duplication or remediation of curriculum, which provides evidence (license, certificate, degree, completed apprenticeship, etc.) that the learner has acquired the knowledge, skills and abilities to successfully enter the workforce in a high-skills, high-wage, in-demand career area.

**Quality:** All CTE courses in the CTE program of study are required to be approved by the postsecondary administration and their respective CTE stakeholder advisory committees. The program curriculum contains the necessary industry-defined content to lead to a terminal program certification that can demonstrate that a learner has acquired the knowledge, skills and abilities to successfully enter the workforce in a high-skills, high-wage, and in-demand career area.

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

a. **Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**
i. **will be provided with equal access to activities assisted under this Act;**

The geographic size of Alaska and distribution of small, often isolated and diverse communities makes issues of equity of paramount concern for all students, and members of special populations in particular. To address issues of access, the state will require that all providers complete a local needs assessment that requires administrators to review data on program outcomes and submit a plan of improvement for any subpopulations that may be struggling to access or succeed in CTE offerings. State Leadership funds will be used to facilitate professional development for educators which will include professional development of special populations data analysis and improvement strategies.

ii. **will not be discriminated against on the basis of status as a member of a special population;**

As part of the program application process, all secondary recipients must agree to ensure non-discrimination and equitable access in the assurances for each program of study they implement. As part of their narrative, all eligible grant recipients will describe their processes for the inclusion of special populations in their CTE programs and programs of study.

Districts will provide information regarding how they will develop communication and collaboration mechanisms in order to ensure all students, including special populations, are provided the opportunity to participate in CTE classes. Additionally, the district application will describe how CTE teachers will be consulted to provide input into appropriate placement and/or needed support. The Individuals with Disabilities Education Act (IDEA) requires equal access to educational opportunities. Student accommodations are documented in the student’s Individual Education Programs (IEP), which are monitored annually by the state at the district/school level, as required by federal statute.

State regulations have specific rules in not identifying students based on special education qualifications. Secondary transitions are required for special populations. In order to ensure students with disabilities are meeting requirements set forth in IDEA, the district will consider the goals and objectives outlined in transition plans created for students, including CTE course work.

iii. **Not required in the 2019 submission**

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

The district application will include procedures regarding the determination and communication of student accommodations between the CTE teacher, counselor, and a child study or IEP team to ensure relevant accommodations are provided for instruction and when taking technical assessments. Appendix A provides guidelines for DEED program managers when reviewing applications concerning special populations. This rubric will be made available for districts to refer to when creating their applications. Accommodations for special populations need to provide instruction in the least restricted environment providing for appropriate equipment, presentation mode, response time, and setting designated to provide students with the most meaningful experience.

v. **Not required in the 2019 submission**
C. Fiscal Responsibility

C1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how-

   a. **Each eligible recipient will promote academic achievement**
   All courses will be examined for integration of academic standards in math and language arts, which is required for course approval, and monitored for delivery with fidelity. Local applications will be reviewed by CTE program managers for district or institutions examination of available academic data for enrolled students, share this data with their advisory committees, and make plans for effectively assisting students to meet the academic standard of performance.

   Alaska’s secondary academic accountability measure is based on the 9th grade assessment, a student is determined to be a concentrator and in most cases 2 to 3 years later. Local needs assessments will determine possible additional local measures to determine academic achievement (WorkKeys, Advanced Placement, etc.).

   b. **Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
   Local plans will be reviewed to determine how the technical standards are integrated into the career pathways or CTE Programs of Study (CTEPS) under consideration. All pathways and CTEPS will be required to identify ongoing implementation strategies to ensure local programs and staff effectively meet the necessary program requirements. As part of this review, districts will identify and incorporate industry identified certifications and credentials. When available and appropriate CTE pathways and CTEPS will also identify technical skills assessment(s) that add value by providing a benchmark to measure technical proficiency.

   c. **Each eligible recipient will ensure the local needs assessment under Section 134 takes into consideration local economic and educational needs, including where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**
   Each recipient will be required to address the regional or local economic and educational needs in the local needs assessment. State priority industries for CTEPS development under Perkins V will utilize the industry needs identified in the Alaska Workforce Innovation and Opportunity Act (WIOA) Plan, the applicable pages of the Plan begin on page 14. These priority programs include Oil & Gas Development, Maritime Trades, Mining, Construction, and Health Care. The Alaska Department of Labor and Workforce Development’s (DOLWD) evaluation criteria for identifying priority industries include the potential for high-skill, high-wage, and in-demand occupations. Alaska educators have identified additional CTE priority fields, including Education, Hospitality & Tourism, Information Technology, and Entrepreneurship. CTEPS in these areas will be developed in collaboration with educators, other state departments, and industry partners.

C2. Describe how funds received by the eligible agency through the allotment made under Section 111 of the Act will be distributed-

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

Alaska will distribute the funds allocated in Section 111 of the Act to districts in accordance with Section 122 of the Act. Ten percent (10%) of the funds will be reserved in accordance with Section 112(c). Secondary education will be allotted 85% of the remaining eligible recipient funding and postsecondary education will receive 15%.

The split gives more funding to secondary allowing for more robust programs across the state, using a smaller percentage would result in more secondary LEAs receiving the minimum allocation. Secondary courses are required to incorporated industry standards and employability skills that will help students succeed in the workplace. While the postsecondary funding is competitive, it allows the best program proposals to be funded, which means more programs that are relevant and innovative.

b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Currently, there have been no formal consortia formed among secondary schools. However, some districts/programs offer services collaboratively to students from other districts. Each district is responsible for the costs of their students participating in activities outside of their home district.

C.3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under Section 131(a)-(f) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational services agencies within the state. (Section 131(g) of Perkins V)

Grant awards are distributed to subrecipients following the approval of a local application, a local needs assessment that examines academic and industry needs, evidence of consultation with a local advisory committee, and a budget that meets specific criteria outlined in the Act and State policy. Funds are distributed on a reimbursement basis after detailed bills and receipts are reviewed by DEED 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.

Secondary funding will be distributed by formula following the requirements of the Act. Please see the allocation sheet for secondary. See the budget worksheet at the end of this section.
## 2020 Secondary District Allocations

<table>
<thead>
<tr>
<th>District</th>
<th>Formula Calculation</th>
<th>Amount of Reserve 15,000 under</th>
<th>DRAFT Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Gateway</td>
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<td>Aleutians East</td>
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<td>Saint Mary's</td>
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</table>
## 2020 Secondary District Allocations

<table>
<thead>
<tr>
<th>District</th>
<th>Formula Calculation</th>
<th>Amount of Reserve 15,000 under</th>
<th>DRAFT Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitka</td>
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<td>$ 26,503.00</td>
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<td>Tanana</td>
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<td>$ 15,000.00</td>
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<td>Unalaska</td>
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<td>$ 15,000.00</td>
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<td>Valdez</td>
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</tr>
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<td>Wrangell</td>
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<td>Yukon/Koyukuk</td>
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<tr>
<td>Yupiit</td>
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<td>$ 24,643.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 3,275,552.00</strong></td>
<td><strong>$ 289,127.47</strong></td>
<td><strong>$ 3,564,681.00</strong></td>
</tr>
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</table>

C.4 Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under Section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Pursuant to Section 133(a)(1)(A) of the Act, the Alaska Department of Education & Early Development awards postsecondary funds through a competitive process. Requests for Proposals (RFPs) are developed based on current DEED CTE initiatives and WIOA identified state workforce needs. In the application process, all eligible institutions are required to: (1) propose a program or activity of sufficient size, scope, and quality as to be effective; (2) complete a comprehensive needs assessment; (3) demonstrate consultation with secondary, community, and industry stakeholders; (4) develop a budget that meets the requirements of the Act; and (5) provide all requisite federal assurances.
<table>
<thead>
<tr>
<th>Postsecondary</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>156 University of Alaska Anchorage - AHEC</td>
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</tr>
<tr>
<td>156 UAA – Prince William Sound College</td>
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</tr>
<tr>
<td>175 LABOR - AVTEC</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>124 Ilisagvik</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>157 University of Alaska Fairbanks - K-12 Outreach</td>
<td>$75,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$600,000.00</strong></td>
</tr>
</tbody>
</table>

*FY2020 = $578,038.44
FY2019 = $21961.56

C.5. Describe how the eligible agency will adjust the data used to make the allocations reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Alaskan district boundaries have remained static for the past 40 years and there is only a single LEA without geographic boundary. All Alaskan charter schools are part of existing LEAs and there are no BIE schools. Should the any of these factors change in future, DEED will base allocations on the same formula currently in use.

C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in Section 131(a)-

   a. Include a proposal for such an alternative formula; and
   b. Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Service Services Block Grant Act (42 U. S. C. 9902(2) to local educational agencies with the State. (Section 131(b) of Perkins V)

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

Alaska will not be requesting a waiver to the secondary allocation formula. Alaska will be using the reserve funds (10% of the state allocation) to augment local grants in place of instituting a waiver process.

C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in Section 132(a)-

   a. Include a proposal for such an alternative formula; and
   c. Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2)
of the Community Service Services Block Grant Act (42 U. S. C. 9902(2) to local educational agencies with the State. (Section 132(b) of Perkins V)

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

Alaska will not be requesting a waiver to the postsecondary allocation formula waiver. The Postsecondary 15% funding will be distributed by the using the competitive grant option allowed in Section 133(a)(1)(A)

C.8. If the eligible agency will award reserve funds to eligible recipients under Section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Alaska will be using 112(c) (1) in (A) rural areas; all districts designated as rural according to the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Rural Education Achievement Program (REAP) criteria will be eligible for use of sufficient reserve funds to bring the LEA’s grant to the $15,000 statutory minimum.

C.9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Alaska will use the continuing level of aggregate expenditures for Maintenance of Effort. The 2018-2019 is estimated to be $268,137. The final amount will be amended after the official calculation has been made.

D. Accountability for Results

Not required in the 2019 submission
II. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

---

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

☒ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

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

C. Other Forms

☒ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040)
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013)
3. Certification Regarding Lobbying (ED 80-0013 Form)
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005)
### III. Budget Form

**State Name:** Alaska  
**Fiscal Year (FY):** 2019-2020

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<thead>
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<th>Line Number</th>
<th>Budget Item</th>
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<td>4a</td>
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<td>4b</td>
<td>– Juvenile Justice Facilities</td>
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IV. State Determined Performance Levels (SDPL)

*Not required in the 2019 submission*
Appendix A

CTE Program of Study Name:
Career Cluster:
Pathway:
District Name: 
Developed By: 
Date: 

CTEPS Description:

SECONDARY PROGRAM COMPONENTS (Please designate CTE Classes in bold; designate middle school classes for HS credit with *italics* [34(1)](c) & (d)):

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<th>Courses</th>
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<td>Semester 2</td>
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<td>Semester 2</td>
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<td></td>
<td></td>
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</tr>
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Technical Skill Assessment(s)

ALIGNMENT TO INDUSTRY NEED [34(1)(C)]:

State, Regional, Tribal, or Community Industry | State Priority Workforce Area

OPTIONAL PROGRAM COMPONENTS:

Career-Technical Student Organizations | Work-Based Learning Opportunities

GENERAL POSTSECONDARY OPTIONS [34(1)(F)]:

<table>
<thead>
<tr>
<th>One or Two-Year Postsecondary Programs</th>
<th>Adult Registered Apprenticeships</th>
<th>Four-Year College and University Programs</th>
<th>Occupational Certifications &amp; Licenses</th>
<th>On-The-Job Training, Certificates, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
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</tbody>
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### NAME OF POSTSECONDARY PARTNER:

<table>
<thead>
<tr>
<th>NAME OF POSTSECONDARY PROGRAM:</th>
<th>Year 13</th>
<th>Year 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>Credits</td>
</tr>
</tbody>
</table>

#### Outcome (Resulting Certificate, Credential or Degree) [§3(41)(F)]:

Total Credits: 
Possible # of completed credits from high school career program: 

#### Potential Employment Outcomes [§3(41)(C)]:

<table>
<thead>
<tr>
<th>Entry-level Careers</th>
<th>Technical Careers</th>
<th>Professional Careers</th>
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</table>

#### Strategic Entry and Exit Points [§3(41)(E)]:

<table>
<thead>
<tr>
<th>Entry</th>
<th>Exit</th>
</tr>
</thead>
</table>

---

Alaska Perkins Transition Plan 2019
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Div. Operations Mgr. Alaska
Date: 5/17/2019 12:00:00 AM
By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

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

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): 

Title/Agency: Div. Operations Mgr. Alaska

Date: 5/17/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
<thead>
<tr>
<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. contract</td>
<td>a. bid/offer/application</td>
<td>a. initial filing</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>b. grant</td>
<td>b. initial award</td>
<td>b. material change</td>
</tr>
<tr>
<td>c. cooperative agreement</td>
<td>c. post-award</td>
<td></td>
</tr>
<tr>
<td>d. loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. loan guarantee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. loan insurance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For material change only:
Year 2019 quarter 1
Date of last report

<table>
<thead>
<tr>
<th>4. Name and Address of Reporting Entity:</th>
<th>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Prime</td>
<td></td>
</tr>
<tr>
<td>___ Subawardee</td>
<td></td>
</tr>
<tr>
<td>Tier _____, if Known:</td>
<td></td>
</tr>
<tr>
<td>Alaska Department of Education &amp; Early Development</td>
<td></td>
</tr>
</tbody>
</table>

Congressional District, if known: n/a

<table>
<thead>
<tr>
<th>6. Federal Department/Agency:</th>
<th>7. Federal Program Name/Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Career Technical &amp; Adult Education</td>
<td>Carl D. Perkins</td>
</tr>
</tbody>
</table>

CFDA Number, if applicable: n/a

<table>
<thead>
<tr>
<th>8. Federal Action Number, if known:</th>
<th>9. Award Amount, if known:</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</th>
<th>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature: [Signature]
Print Name: [Dr. Michael Johnson]
Title: [Commissioner of Education]
Telephone No. 907 465-2500 Date: 5/20/19

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Standard Form - L.L.L (Rev. 7-97)

Federal Use Only
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Alaska Department of Education and Early Development

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Michael
Middle Name: 

* Last Name: Johnson
Suffix: 

* Title: Commissioner

* SIGNATURE: ________________________________  * DATE: 5/15/2019
General Education Provisions Act 427 GEPA

The Alaska Department of Education & Early Development (DEED) ensures equitable access to and participation in its federally-assisted programs for students, teachers, and other program beneficiaries with special needs or special considerations. The following six types of barriers, as highlighted by the statute, have been considered in the development of DEED projects.

1. Gender. Programs are available and open to all participants regardless of their gender or sex.

2. Race. Programs are available and open to all participants regardless of their race.

3. National Origin. Programs are open and available to all participants regardless of their country of origin.

4. Color. Programs are open and available to all participants regardless of their skin color.

5. Disability. Programs are open and available to all participants, regardless of disabilities.

   Project materials will be made available on digital recordings for participants with special needs. Participants with special needs will receive supplementary assistance in accordance with the Americans with Disabilities Act. Participants with physical handicaps are provided access to facilities in compliance with federal and state laws.

6. Age. Programs are open and available to all participants regardless of their age.
<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>$ 503,732.00</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>$ 251,868.60</td>
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<tr>
<td>3</td>
<td>State Leadership</td>
<td>$ 503,737.20</td>
</tr>
<tr>
<td>4</td>
<td>Individuals in State Institutions</td>
<td>$ 10,000.00</td>
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<tr>
<td>4a</td>
<td>Correctional Institutions</td>
<td>$ 10,000.00</td>
</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>5</td>
<td>Non-Traditional Training and Employment</td>
<td>$ 60,000.00</td>
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<tr>
<td>6</td>
<td>Special Populations Recruitment</td>
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<td>7</td>
<td>Local Formula Distribution</td>
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<td>8</td>
<td>Reserve</td>
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<td>9</td>
<td>Secondary Recipients</td>
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<tr>
<td>10</td>
<td>Postsecondary Recipients</td>
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<td>11</td>
<td>Allocation to Eligible Recipients</td>
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<td>12</td>
<td>Secondary Recipients</td>
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<tr>
<td>13</td>
<td>Postsecondary Recipients</td>
<td>$ 578,038.44</td>
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<tr>
<td>14</td>
<td>State Match (from non-federal funds)</td>
<td>$ 251,868.60</td>
</tr>
</tbody>
</table>
State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Div. Operations Manager, A
Date: 5/21/2019 12:00:00 AM