State Board of Education & Early Development
Tentative Agenda
June 10-11, 2020
Virtual Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Mission Statement: *An excellent education for every student every day.*

Wednesday, June 10, 2020

8:45 AM

Call to Order and Roll Call .....James Fields, Chair

Pledge of Allegiance .....James Fields, Chair

Adoption of Agenda for June 10 and 11, 2020.....James Fields, Chair

Disclosures of potential conflicts of interest.....James Fields, Chair

9:00 AM

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public's concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau or Anchorage. For participation from Juneau, call 586-9085. For participation from Anchorage, call 563-9085. This meeting will be streamed through the Legislative Information Office over AK Legislature TV beginning at 8:45 am on June 10, 2020. Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 8:45 am who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

DRAFT

Work Session

10:00 AM
1. COVID-19 Department Update .....Dr. Michael Johnson, Commissioner

10:20 AM
2. School Construction and Major Maintenance List .....Dr. Michael Johnson, Commissioner
……...…Heidi Teshner, Director, Finance and Support Services

10:30 AM
3. Perkins State Plan/CTE Plan Submission……Dr. Michael Johnson, Commissioner
……..……Tamara Van Wyhe, Director, Innovation and Education Excellence
……..……Deb Riddle, Division Operations Manager

10:50 AM
4. Charter School Renewals ……..…… Dr. Michael Johnson, Commissioner
.....Karen Melin, Deputy Commissioner

4A. Twindly Bridge Charter School .....Karen Melin, Deputy Commissioner
4B. Hooper Bay Charter School .....Karen Melin, Deputy Commissioner
4C. Qargi Academy .....Karen Melin, Deputy Commissioner

11:30 AM
5. Regulations to go out for public comment ……..... Dr. Michael Johnson, Commissioner

5A. Temporary Certificate..... Tamara Van Wyhe, Director
……..……..…Luann Weyhrauch, Assistant Attorney General
.....Sondra Meredith, Teacher Certification Administrator

5B. Facilities……Heidi Teshner, Director, Finance and Support Services
……..……..…Luann Weyhrauch, Assistant Attorney General

5C. State Museum Fees.....Patience Frederiksen, Director
……..……..…Luann Weyhrauch, Assistant Attorney General

5D. Military Training Credits.....Niki Tshibaka, Assistant Commissioner
.....Susan Sonneborn, Assistant Attorney General

5E. Library Standards.....Tamara Van Wyhe, Director
……..……..…Luann Weyhrauch, Assistant Attorney General

DRAFT

12:00 PM

6. Adoption of Emergency Regulations …..…..... Dr. Michael Johnson, Commissioner
   6A. School Broadband Assistance Grant .....Patience Frederiksen, Director
   ……..……..…Luann Weyhrauch, Assistant Attorney General

12:20 AM

7. Adoption of Proposed Regulations …….....… Dr. Michael Johnson, Commissioner

   7A. ESSA Accountability .....Tamara Van Wyhe, Director
   .....Deb Riddle, Division Operations Manager
   ……..……..…Luann Weyhrauch, Assistant Attorney General

   7B. ESSA Assessments .....Tamara Van Wyhe, Director
   .....Deb Riddle, Division Operations Manager
   ……..……..…Luann Weyhrauch, Assistant Attorney General

12:30 PM

8. DEED Budget Discussion...……...Dr. Michael Johnson, Commissioner
……..…Heidi Teshner, Director, Finance and Support Services
.....Lacey Sanders, Administrative Services Director

1:00 PM Recess until June 11

DRAFT

State Board of Education & Early Development
Draft Agenda
June 10-11, 2020
Virtual Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Thursday, June 11, 2020

Business Meeting

8:30 AM

9. Approve DEED Budget...……...Dr. Michael Johnson, Commissioner
……...…Heidi Teshner, Director, Finance and Support Services
.....Lacey Sanders, Administrative Services Director

8:45 AM

10. Regulations to go out for public comment …….... Dr. Michael Johnson, Commissioner

10A. Temporary Certificate.....Tamara Van Wyhe, Director
……...……..…Luann Weyhrauch, Assistant Attorney General
.....Sondra Meredith, Teacher Certification Administrator

10B. Facilities .....Heidi Teshner, Director
……...……..…Luann Weyhrauch, Assistant Attorney General

10C. State Museum Fees.....Patience Frederiksen, Director
……...……..…Luann Weyhrauch, Assistant Attorney General

10D. Military Training Credits.....Niki Tshibaka, Assistant Commissioner
……...……..… Susan Sonneborn, Assistant Attorney General

10E. Library Standards.....Tamara Van Wyhe, Director
……...……..…Luann Weyhrauch, Assistant Attorney General

9:00 AM

11. Adoption of Emergency Regulations.....Dr. Michael Johnson, Commissioner
11A. School Broadband Assistance Grant .....Patience Frederiksen, Director
……...……..…Luann Weyhrauch, Assistant Attorney General

DRAFT

9:10 AM

12. Adoption of Proposed Regulations …….....Dr. Michael Johnson, Commissioner

12A. ESSA Accountability .....Tamara Van Wyhe, Director
.....Deb Riddle, Division Operations Manager
……..……..…Luann Weyhrauch, Assistant Attorney General

12B. ESSA Assessments .....Tamara Van Wyhe, Director
.....Deb Riddle, Division Operations Manager
……..……..…Luann Weyhrauch, Assistant Attorney General

9:20 AM

13. Questions Regarding Standing Reports ……James Fields, Chair

13A. Innovation and Education Excellence .....Tamara Van Wyhe, Director
13B. Mt. Edgecumbe High School …..…….Janelle Vanasse, Superintendent
13C. Libraries, Archives & Museums ...…….... Patience Frederiksen, Director
13D. Attorney General ……..…...Luann Weyhrauch, Assistant Attorney General

9:30 AM

14. Commissioner's Report ……...… Dr. Michael Johnson, Commissioner

9:40 AM

15. Approve School Construction and Major Maintenance...Dr. Michael Johnson, Commissioner
……...…Heidi Teshner, Director, Finance and Support Services

9:45 AM

16. Charter School Renewals ……..……...Dr. Michael Johnson, Commissioner

16A. Twindly Bridge Charter School .....Karen Melin, Deputy Commissioner
16B. Hooper Bay Charter School .....Karen Melin, Deputy Commissioner
16C. Qargi Academy .....Karen Melin, Deputy Commissioner

10:00 AM BREAK

10:15 AM

17. Selection of meeting dates, locations, and topics .....James Fields, Chair

10:20 AM

18. Selection of Officers .....James Fields, Chair

10:35 AM

19. Consent Agenda ……. James Fields, Chair

19A. Approve the meeting minutes for the December 4, 2019, January 20, 2020, February 26, 2020, March 25, 2020, April 6, 2020, and April 22, 2020 meetings

DRAFT

10:45 AM

20. Executive Session: Commissioner's Annual Evaluation …….James Fields, Chair

11:45 AM

Board Comments

12:00 PM ADJOURN

DRAFT

To: Members of the State Board of Education and Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 1**

♦ ISSUE

This is an oral report to the board by the Commissioner regarding the Department's response to the COVID-19 pandemic.

♦ BACKGROUND

- Behind this cover memo is the Department's excerpt from the Administration's May 2020 COVID-19 Report to the Legislature per SB 241.

- Commissioner Johnson will be present to brief the board.

♦ OPTIONS

This is an information item. No action is required.

Health Mandates & Amendments

To prevent or slow the spread of COVID-19, the Governor has issued the following mandates relating to education:

Mandate 1.2 – Issued March 13, 2020
All scheduled public school days between Monday, March 16, 2020 and March 30, 2020 will be non-student contact days in which students will not be attending school. All after school activities will be suspended during this time.

- DEED determined this time period as a planning and preparatory period for school districts. In a memorandum to public school families and staff, DEED outlined expectations for school districts on how to use these in-service days to prepare for any outbreaks that may occur.

Mandate 2.1 – Issued March 16, 2020 *(updated April 1, 2020 – this mandate is in effect until rescinded)*
State-operated libraries, archives, and museums shall be closed to the public from March 17, 2020 through March 31, 2020. Staff in libraries, archives, and museums will continue to serve the public through telephone, web, and other modes that preserve the highest degree of social distancing possible.

Mandate 2.2 – Issued March 16, 2020 *(updated April 1, 2020 – this mandate is in effect until rescinded)*
Residential school programs shall begin the process of returning students to their families and home communities. This process shall be completed by March 27, 2020.

- To best keep the residential schools' communities safe and provide assurance that residential school students are able to travel home and be reunited with their families, DEED issued a memorandum to residential school program families and staff outlining the expectations of distance delivery plans to provide continued education to these students through the end of the school year.

Mandate 8.1 – Issued March 20, 2020
Public and private schools are closed to students through May 1, 2020. Students will receive instruction through distance delivery methods. All after school activities are suspended during this time.

Mandate 11 – Issued March 27, 2020 *(updated April 9, 2020 – will be reevaluated by April 21, 2020)*
All individuals shall cease participation in public or private gatherings that include non-household members, regardless of the number of people involved. This includes, but is not limited to, weddings, faith gatherings, graduations, and funeral events.

Mandate 12 – Issued March 27, 2020 *(updated April 9, 2020)*
Educational institutions facilitating distance learning are included in the Alaska Essential Services and Critical Workforce Infrastructure Order (amended April 10, 2020).

Mandate 13 – Issued April 9, 2020 *(supersedes Health Mandate 8)*
The statewide school closure of all K-12 public and private schools is being extended from May 1, 2020 to the end of the 2019-2020 school year. Despite the need to extend school building closures, student learning will continue, per each school district's individual plan, to provide distance-delivered educational services to students.

Orders of Suspension & Amendments

Emergency School Closure Days – Issued March 20, 2020
DEED requested, and the Governor subsequently approved, temporarily suspending the statutory and regulatory requirements that school districts apply to the Commissioner for approval to substitute emergency closure days or up to ten in-service training days for days in session. A universal preapproval relating to school closures is necessary to adequately respond to the COVID-19 crisis and empower districts closing schools to fully dedicate their efforts to prioritizing public health.

- In a memorandum to school districts, DEED outlined the contingency and post-reporting requirements of this suspension. Those include the requirement that districts continue providing distance-delivered educational services to students throughout the duration of the school closures. Additionally, DEED will require all districts that institute COVID-19 related school closures to submit a summary report to DEED no later than 45 days after the Declaration of Public Health Disaster Emergency is lifted by the Governor. These summary reports will provide DEED, policymakers, and the public with valuable documentation of the educational services students receive during the school closures.

School District Operating Funds – Issued April 9, 2020
DEED requested, and the Governor subsequently approved in Order of Suspension No. 3, temporarily suspending the statutory and regulatory requirement that school districts retain only ten percent of their operating funds for the following year.

Alaska Performance Scholarship Standardized Examinations – Issued April 9, 2020
DEED and the Alaska Commission on Postsecondary Education (ACPE) requested, and the Governor subsequently approved in Orders of Suspension No. 2, Amendment 2 to Appendix A, temporarily suspending the statutory and regulatory requirements that have become barriers for graduates in the class of 2020 to become eligible for the Alaska Performance Scholarship (APS) due to the cancellation of standardized examinations nationwide. This includes requiring a standardized examination and achieving a minimum score to become eligible for APS. Detailed information for students will be made available on ACPE's APS webpage.

Teacher Certification & Evaluation Requirements – Issued April 14, 2020
DEED requested, and the Governor subsequently approved in Orders of Suspension No. 2, Amendment 3 to Appendix A, temporarily suspending the statutory and regulatory requirements that have become barriers for educators to gain or maintain Alaska certification and for districts to focus on the continuation of educational services to students. This includes requiring a basic competency and content area examination, Alaska studies and Alaska multicultural coursework, application notarization, student teaching hours, and employee evaluation and reporting. Detailed information for educators will be made available on DEED's Teacher Certification webpage.

Work with Federal Agencies

U.S. Department of Education

In response to COVID-19, the U.S. Department of Education (US ED) is offering flexibility in K-12 education funding, in particular the Elementary and Secondary Education Act of 1965 (ESEA), as the CARES Act authorizes the Secretary to provide additional flexibility through waivers of specific requirements. To date, DEED's Federal Programs team has submitted a request to US ED, and received formal approval on April 21, 2020, to waive the following provisions:

- Section 1127(b) of Title I, Part A of the ESEA so that our State educational agency (SEA) may waive, more than once every three years, if necessary, the 15 percent carryover limitation in ESEA section 1127(a) for State fiscal year (FY) 2020 Title I, Part A funds.
- Section 421(b) of the General Education Provisions Act (GEPA) to extend the period of availability of State FY2019 funds for programs in which our SEA participates under its approved consolidated State plan until September 30, 2021. The programs are:
    - Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs), including the portions of the SEA's Title I, Part A award used to carry out section 1003 school improvement, section 1003A direct student services, if applicable, and Title I, Part D, Subpart 2.
    - Title I, Part B of the ESEA (State Assessment Formula Grants).
    - Title I, Part C of the ESEA (Education of Migratory Children).
    - Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk).
    - Title II, Part A of the ESEA (Supporting Effective Instruction).
    - Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement).
    - Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants).
    - Title IV, Part B of the ESEA (21st Century Community Learning Centers).
    - McKinney-Vento Education for Homeless Children and Youth Program.
- Section 4106(d) of Title IV, Part A of the ESEA related to local educational agency (LEA) needs assessments for the 2019-2020 school year.
- Section 4106(e)(2)(C), (D), and (E) of Title IV, Part A of the ESEA with respect to content-area spending requirements for State FYs 2019 and 2020 Title IV, Part A funds.
- Section 4109(b) of Title IV, Part A of the ESEA with respect to the spending limitation for technology infrastructure for State FYs 2019 and 2020 Title IV, Part A funds.
- Section 8101(42) of the ESEA, which defines "professional development," for activities funded for the 2019-2020 school year.

DEED anticipates applying for additional waivers as they become available. The public may submit comment on this waiver by completing the Flexibility for States on K-12 Education Funding Waiver Survey. The survey will remain open until May 6, 2020.

U.S. Department of Agriculture: Food and Nutrition Service

In response to COVID-19, the U.S. Department of Agriculture (USDA) as authorized under the Richard B Russell National School Lunch Act, has offered flexibility in Child Nutrition Programs with the following state waivers:

- 7 CFR 225.6(e)(15) and 7 CFR 226.19(b)(6)(iii) which waives congregate feeding requirements in child nutrition programs; this state waiver was superseded two weeks after approval by a national waiver to the same effect.
- 7 CFR 225.2, 225.6(c)(2)(i)(G), 225.6(c)(3)(i)(B), 225.6(d)(1)(i), 225.14(c)(3), and 225.16(b)(4) to allow school districts to serve all children in the community with a focus, but not limitation, on low-income and newly low-income students.

Additionally, DEED's Child Nutrition Programs (CNP) team has elected to participate in the following national waivers offered by USDA to promote program flexibility:

- 7 CFR 210.10(1), 220.8(1), 225.16(c)(1) and (2), and 226.20(k) which allows meals to be provided at times that best meet the needs of the communities, even if the times are outside of federal guidelines.
- 17(r)(2)(B) and 17A(a)(2)(C) of the Richard B. Russell National School Lunch Act, 42 U.S.C. 1766(r)(2)(B) and 42 U.S.C. 1766a(a)(2)(C), 7 CFR 210.10(o)(1)(ii) and 7 CFR 226.17a(b)(1)(ii) and (iii) to waive educational and/or enrichment activities in afterschool programs.
- 7 CFR 210.10(b) and (c), 220.8(b) and (c), 225.16(d), and 226.20 to allow for meal pattern flexibilities when program sponsors are unable to procure all required food components.
- 7 CFR 210.10(a), 220.2, 220.8(a), 225.2, 225.9(d)(7), and 226.2 to allow parents or guardians to pick up meals on behalf of children.
- 7 CFR 245.9(f)(3)(i) and 7 CFR 245.9(f)(4)(i) to allow for an extension on Community Eligibility Provision reporting and election for school year 20-21.
- 7 CFR 226.16(d)(4)(iii), 226.6(b)(1) and 226.6(m)(6), 210.8, 210.18, 220.8(h), 225.15(d), and 7 CFR 225.7(d)(2)(ii), a collection of five waivers allowing for the off-site monitoring and other flexibilities for state and sponsor levels.
- 7 CFR 210.8(b)(1), 220.11(b), 225.9(d)(6), and 226.10(e) allowing for late submission of Claims for Reimbursement for the months of January and February 2020.

Two additional waivers have been requested by DEED CNP and are in pending status:

- 7 CFR 226.17a (b)(iv) to expand area eligibility requirements under CACFP At-Risk meals to allow for eligibility by census and housing authority. (submitted 4/1/20)

7 CFR 226.17(b)(4) to waive minimum enrollment requirements for CACFFP For-Profit Centers. (submitted 4/10/20)

Distance Teaching and Learning Support

DEED's Innovation and Education Excellence team launched a Teaching and Learning Support website (www.aklearns.org) dedicated to sharing no-cost resources, information, and webinars for Alaska's students, families, and educators as they transition to distance-delivered education.

- DEED has been hosting regular webinars for educators through the aklearns.org website on a variety of topics including special education, child nutrition, assessments, funding, and education resources.

DEED is collaborating with telecom industry partners to find solutions for affordable and expanded Internet connectivity for families to allow for online distance delivery options.

DEED partnered with the Florida Department of Education and launched the Alaska Statewide Virtual School to provide optional content to educators and students to support their adaptation to distance delivery of education.

- Enrolling in a subject through the virtual school is free and does not include any cost to a family or a school district.
- Enrolling will not change a student's enrollment status in their local school or state funding received by their district.
- DEED's collaboration with the Florida Department of Education includes the opportunity to train 54 teachers (theoretically one from each district) to deliver content and engage students through best practices for online teaching and remote learning.

DEED partnered with Apple and recently purchased 500 iPads that will be preloaded with academic content and activities. These devices will be distributed to kindergarten through third grade students in targeted communities that may not have Internet or where there is no locally based teacher due to travel restrictions associated with COVID-19. These young learners need guided instruction and practice, particularly in early literacy, to remain on track for proficiency by the end of third grade. Through phone calls and traditional mail, teachers can support students using iPads through the rest of the school year, and student practice can continue at home throughout the summer to reduce gaps in learning.

The virtual school and the iPad project serve as supplemental resources for Alaska's teachers and families, and along with many other online and offline options, are meant to keep students moving forward in their learning and prevent regression due to the impact of this global pandemic.

Health and Safety

DEED's School Health and Safety team has been consulting with school counselors across the state to identify the top mental health needs students and families are grappling with during the pandemic, as well as to glean the interventions that are proving most helpful.

- DEED has been conducting statewide-webinars to support counselors' efforts to address student mental health issues during these stressful times.
- DEED also launched webinars for educators in partnership with the Department of Health and Social Services (DHSS) focusing on healthy activities they can recommend students do from home to stay healthy and fit while maintaining social distance during the pandemic.
- DEED launched a new eLearning course, Self-Care for Educators. Educators are faced with stressors every day in a normal classroom. During a pandemic, practicing self-care is more important than ever. The course provides health-enhancing information on how to manage compassion fatigue and secondary trauma by practicing self-care strategies. Active self-care reduces teacher turnover and depression, anxiety, anger, and fatigue.

DEED is providing districts with nationally- and state-approved parent- and student-friendly COVID-19 prevention resources to share locally to ensure communities have medically accurate information on the novel coronavirus and the measures to take to protect against infection at home.

- DEED has created a dedicated COVID-19 webpage that includes all school-related COVID-19 updates and easy to use DHSS contact information for parents/community members to use if they have any questions or concerns about COVID-19.

DEED has been communicating with community organizations across the state that provide services to homeless youth and to youth who have been impacted by sexual or domestic violence. DEED is working with those organizations to identify ways it can be a resource and support to them in the critical services and care they are providing Alaska's at-risk, in the midst of this pandemic.

Student Loan Borrower Relief

In response to COVID-19, the Alaska Commission on Postsecondary Education (ACPE) has deployed a disaster forbearance available to borrowers impacted by the COVID-19 pandemic. This forbearance is available to most borrowers and can pause payment obligation for three months and prevent default for past-due borrowers – ACPE is prepared to extend this three month period if needed. Detailed information for borrowers is available on ACPE's webpage.

ACPE developed processes and procedures to implement the requirements of Section 23 of SB241, which sets out that "if a borrower experiences financial hardship related to the COVID-19 public health disaster emergency, the state, as a lender or the administrator of a loan, may not find the borrower in default, ask a court or an arbitrator to find the borrower in default, or seize or otherwise obtain collateral that is in the possession or control of the borrower."

Assistance for Postsecondary Education Institutions Authorized to Operate in Alaska

In accordance with Governor's Mandate 8.1, ACPE communicated to authorized institutions the associated requirements and authorized temporary distance delivery options, as well as provided parameters and instructions in case of temporary closure. Institutions with authorizations expiring during the period of the emergency declaration have been made aware of options to extend authorization if needed.

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 2**

♦ ISSUE

The board is being asked to approve the final annual list of capital projects eligible for funding under the school construction and major maintenance grant funds.

♦ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.

- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1), and AS 14.11.014.

- The department may not award a grant unless the board approves the grant application.

- Behind this cover memo are: 1) the School Construction Grant Fund Final List, and 2) the Major Maintenance Grant Fund Final List.

- Heidi Teshner, Director of Finance & Support Services, and Tim Mearig, Facilities Manager, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under Agenda Item 17.

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
School Constrution Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Southeast Island	Hollis K-12 School Replacement	$10,906,157	$10,326,802	$686,523	$9,640,279	$192,806	$9,447,473	$9,447,473
2	2	2	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School	$59,209,451	$44,756,614	$0	$44,756,614	$895,132	$43,861,482	$53,308,955
3	3	3	Yukon-Koyukuk	Minto K-12 School Renovation/Addition	$10,022,024	$10,022,024	$0	$10,022,024	$200,440	$9,821,584	$63,130,539
4	4	4	Mat-Su Borough	Houston Middle School Renovation/Addition	$30,839,706	$4,458,740	$0	$4,458,740	$1,337,622	$3,121,118	$66,251,657
5	5	5	Anchorage	Gruening Middle School Accessibility Upgrades	$413,024	$413,024	$0	$413,024	$144,558	$268,466	$66,520,123
6	6	6	Lower Kuskokwim	William N. Miller K-12 Memorial School Replacement, Napakiak	$35,634,841	$35,634,841	$0	$35,634,841	$712,697	$34,922,144	$101,442,267
7	7	7	Anchorage	East High School Bus Driveway Improvements	$925,387	$925,387	$0	$925,387	$323,885	$601,502	$102,043,769
8	8	8	Hoonah City	Hoonah School Playground Improvements	$227,747	$227,747	$0	$227,747	$68,324	$159,423	$102,203,192
9	9	9	Lower Kuskokwim	Newtok K-12 School Relocation/Replacement,	$49,466,384	$31,842,829	$0	$31,842,829	$636,857	$31,205,972	$133,409,164
10	10	10	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	$6,645,088	$6,645,088	$0	$6,645,088	$132,902	$6,512,186	$139,921,350
11	11	11	Kenai Peninsula Borough	Kenai Middle School Security Remodel	$1,159,177	$1,159,177	$0	$1,159,177	$405,712	$753,465	$140,674,815
12	12	12	Lower Kuskokwim	Bethel Campus Transportation and Drainage Upgrades	$1,181,532	$1,181,532	$0	$1,181,532	$23,631	$1,157,901	$141,832,716
13	13	13	Kodiak Island Borough	East Elementary School Parking Lot Safety Upgrade and Repaving	$474,082	$474,082	$0	$474,082	$142,225	$331,857	$142,164,573
14	14	14	Yupiit	Playground Construction, 3 Schools	$646,159	$646,159	$0	$646,159	$12,923	$633,236	$142,797,809
				Totals:	**$207,750,759**	**$148,714,046**	**$686,523**	**$148,027,523**	**$5,229,714**	**$142,797,809**	

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Pribilof Island	St. Paul K-12 School Roof Replacement and Structural Repairs	$1,935,097	$1,935,097	$0	$1,935,097	$38,702	$1,896,395	$1,896,395
2	2	2	Galena City	Galena Interior Learning Academy Composite Building Renovation	$5,206,998	$5,206,998	$0	$5,206,998	$260,350	$4,946,648	$6,843,043
3	3	3	Kake City	Kake Schools Heating Upgrades	$239,522	$239,522	$0	$239,522	$47,904	$191,618	$7,034,661
4	4	4	Craig City	Craig Middle School Code and Security Improvements	$4,195,748	$4,160,445	$0	$4,160,445	$832,089	$3,328,356	$10,363,017
5	5	5	Anchorage	West High School Roof Replacement	$7,497,000	$6,869,381	$0	$6,869,381	$2,404,283	$4,465,098	$14,828,115
6	6	6	Chugach	Tatitlek K-12 School Renovation	$5,842,462	$5,842,462	$0	$5,842,462	$116,849	$5,725,613	$20,553,728
7	7	7	Denali Borough	Anderson K-12 School Partial Roof Replacement	$1,755,173	$1,671,973	$0	$1,671,973	$334,395	$1,337,578	$21,891,306
8	8	8	Anchorage	Birchwood Elementary School Roof Replacement	$3,399,999	$2,844,295	$0	$2,844,295	$995,503	$1,848,792	$23,740,098
9	9	9	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	$119,088	$116,071	$0	$116,071	$2,321	$113,750	$23,853,848
10	10	10	Anchorage	Service High School Health and Safety Improvements	$4,776,466	$4,735,551	$0	$4,735,551	$1,657,443	$3,078,108	$26,931,956
11	11	11	Anchorage	Nunaka Valley Elementary School Roof Replacement	$1,977,874	$1,977,874	$0	$1,977,874	$692,256	$1,285,618	$28,217,574
12	12	28	Lower Yukon	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	$3,368,065	$3,368,065	$0	$3,368,065	$67,361	$3,300,704	$31,518,278
13	13	12	Anchorage	Northwood Elementary School Partial Roof Replacement	$2,213,417	$2,213,417	$0	$2,213,417	$774,696	$1,438,721	$32,956,999
14	14	13	Anchorage	Inlet View Elementary School Domestic Water System Improvements	$466,532	$466,532	$0	$466,532	$163,286	$303,246	$33,260,245
15	15	14	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	$436,486	$415,265	$0	$415,265	$20,763	$394,502	$33,654,747
16	16	15	Juneau Borough	Sayéik: Gastineau Community School Partial Roof Replacement	$1,471,318	$1,471,318	$0	$1,471,318	$514,961	$956,357	$34,611,104
17	17	16	Copper River	District Office Roof Renovation and Energy	$1,080,069	$1,080,069	$0	$1,080,069	$21,601	$1,058,468	$35,669,572
18	18	17	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	$2,287,811	$2,287,811	$0	$2,287,811	$45,756	$2,242,055	$37,911,627
19	19	18	Anchorage	Stellar Secondary School Fire Alarm	$298,630	$276,855	$0	$276,855	$96,899	$179,956	$38,091,583
20	20	19	Chugach	Chenega Bay K-12 School Renovation	$5,307,914	$5,307,914	$0	$5,307,914	$106,158	$5,201,756	$43,293,339
21	21	20	Ketchikan Borough	Ketchikan High School Security Upgrades	$507,023	$507,023	$0	$507,023	$177,458	$329,565	$43,622,904
22	22	21	Lower Kuskokwim	Qugcuun Memorial K-12 School Renovation, Oscarville	$4,604,180	$3,843,331	$0	$3,843,331	$76,867	$3,766,464	$47,389,368
23	23	22	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	$4,677,139	$4,173,354	$0	$4,173,354	$83,467	$4,089,887	$51,479,255
24	24	23	Fairbanks Borough	Administrative Center Air Conditioning and Ventilation Replacement	$1,427,684	$1,427,684	$0	$1,427,684	$499,689	$927,995	$52,407,250

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
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Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
25	25	24	Aleutians East Borough	Sand Point K-12 School Pool Major Maintenance	$102,608	$102,608	$0	$102,608	$35,913	$66,695	$52,473,945
26	26	25	Northwest Arctic Borough	Buckland K-12 School HVAC Renewal and Upgrades	$1,020,342	$1,037,348	$0	$1,037,348	$207,470	$829,878	$53,303,823
27	27	26	Anchorage	Ptarmigan Elementary School Roof Replacement	$3,233,861	$1,959,205	$0	$1,959,205	$685,722	$1,273,483	$54,577,306
28	28	27	Anchorage	Mears Middle School Roof Replacement	$7,525,413	$6,948,446	$0	$6,948,446	$2,431,956	$4,516,490	$59,093,796
29	29	29	Nenana City	Nenana K-12 School Boiler Replacement	$164,330	$185,858	$0	$185,858	$9,293	$176,565	$59,270,361
30	30	30	Yupiit	Tuluksak K-12 School Generator Refurbishment	$159,188	$159,188	$0	$159,188	$3,184	$156,004	$59,426,365
31	31	31	Nome City	Anvil City Charter School Restroom Renovations	$391,554	$391,554	$0	$391,554	$117,466	$274,088	$59,700,453
32	32	32	Hoonah City	Hoonah Central Boiler Replacement	$280,389	$280,389	$0	$280,389	$84,117	$196,272	$59,896,725
33	33	33	Yukon-Koyukuk	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	$468,918	$468,918	$0	$468,918	$9,378	$459,540	$60,356,265
34	34	34	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Domestic Water Piping Replacement	$3,043,356	$3,043,356	$0	$3,043,356	$1,065,175	$1,978,181	$62,334,446
35	35	35	Nome City	Nome Schools DDC Control Upgrades	$823,882	$823,882	$0	$823,882	$247,165	$576,717	$62,911,163
36	36	36	Kodiak Island Borough	Peterson Elementary School Roof Replacement	$2,373,676	$2,373,677	$0	$2,373,677	$712,103	$1,661,574	$64,572,737
37	37	37	Iditarod Area	Blackwell K-12 School HVAC Control Upgrades, Anvik	$203,407	$203,407	$0	$203,407	$4,068	$199,339	$64,772,076
38	38	38	Bristol Bay Borough	Bristol Bay Elementary School And Gym Roof Replacement	$4,812,050	$4,123,719	$0	$4,123,719	$1,443,302	$2,680,417	$67,452,493
39	39	39	Lower Yukon	Hooper Bay K-12 School Emergency Lighting and Retrofit	$234,545	$234,545	$0	$234,545	$4,691	$229,854	$67,682,347
40	40	40	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	$1,162,891	$1,162,891	$0	$1,162,891	$23,258	$1,139,633	$68,821,980
41	41	41	Chatham	Klukwan K-12 School Roof Replacement	$1,542,948	$1,542,948	$0	$1,542,948	$30,859	$1,512,089	$70,334,069
42	42	42	Haines Borough	Haines High School Locker Room Renovation	$863,023	$863,023	$0	$863,023	$302,058	$560,965	$70,895,034
43	43	43	Chatham	Fire Alarm Upgrades, 3 Sites	$110,728	$110,728	$0	$110,728	$2,215	$108,513	$71,003,547
44	44	44	Denali Borough	Generator Replacement, 3 Schools	$1,214,073	$1,214,073	$0	$1,214,073	$242,815	$971,258	$71,974,805
45	45	45	Mat-Su Borough	Big Lake Elementary School Water System Replacement Ph 2	$875,000	$850,065	$0	$850,065	$255,019	$595,046	$72,569,851
46	46	46	Kodiak Island Borough	Chiniak K-12 School Water Treatment Code Compliance and Upgrade	$362,669	$362,669	$0	$362,669	$108,801	$253,868	$72,823,719
47	47	47	Lower Yukon	Scammon Bay K-12 School Emergency Lighting and Retrofit	$119,467	$119,467	$0	$119,467	$2,389	$117,078	$72,940,797
48	48	48	Kuspuk	Jack Egnaty Sr K-12 School Roof Replacement, Sleetmute	$1,425,655	$1,425,655	$0	$1,425,655	$28,513	$1,397,142	$74,337,939
49	49	49	Sitka Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	$529,989	$529,989	$0	$529,989	$185,496	$344,493	$74,682,432
50	50	50	Haines Borough	Haines High School Roof Replacement	$2,447,619	$2,447,619	$0	$2,447,619	$856,667	$1,590,952	$76,273,384

Alaska Department of Education and Early Development
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Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
51	51	51	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	$2,200,239	$2,200,239	$0	$2,200,239	$44,005	$2,156,234	$78,429,618
52	52	52	Southwest Region	William "Sonny" Nelson K-12 School Renovation, Ekwok	$3,971,844	$3,971,844	$0	$3,971,844	$79,437	$3,892,407	$82,322,025
53	53	53	Fairbanks Borough	Ben Eielson Jr/Sr High School Roof Replacement	$7,060,882	$5,750,098	$0	$5,750,098	$2,012,534	$3,737,564	$86,059,589
54	54	54	Nome City	Nome Beltz Jr/Sr High School Generator Replacement	$1,611,808	$900,356	$0	$900,356	$270,107	$630,249	$86,689,838
55	55	55	Lower Yukon	LYSD Central Office Renovation	$5,252,629	$5,252,629	$0	$5,252,629	$105,053	$5,147,576	$91,837,414
56	56	56	Valdez City	Valdez High School Window Replacement	$516,893	$516,893	$0	$516,893	$180,913	$335,980	$92,173,394
57	57	57	Fairbanks Borough	Lathrop High School Roof Replacement	$758,548	$634,622	$0	$634,622	$222,118	$412,504	$92,585,898
58	58	58	Fairbanks Borough	Woodriver Elementary School Roof Replacement	$4,582,297	$4,470,534	$0	$4,470,534	$1,564,687	$2,905,847	$95,491,745
59	59	59	Fairbanks Borough	North Pole Middle School Exterior Upgrades	$1,981,194	$1,981,194	$0	$1,981,194	$693,418	$1,287,776	$96,779,521
60	60	60	Yupiit	Gym Floor Replacement, 3 Schools	$295,802	$295,802	$0	$295,802	$5,916	$289,886	$97,069,407
61	61	61	Nenana City	Nenana K-12 School Fire Suppression System Replacement	$1,441,978	$1,559,114	$0	$1,559,114	$77,956	$1,481,158	$98,550,565
62	62	62	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	$4,267,949	$3,442,187	$0	$3,442,187	$68,844	$3,373,343	$101,923,908
63	63	63	Juneau Borough	Dzantik'i Heeni Middle School Roof Replacement	$1,778,875	$1,778,875	$0	$1,778,875	$622,606	$1,156,269	$103,080,177
64	64	64	Copper River	Glennallen and Kenny Lake Schools Energy Upgrade	$2,543,468	$2,543,468	$0	$2,543,468	$50,869	$2,492,599	$105,572,776
65	65	65	Anchorage	Roof And Gutter Improvements, 3 Schools	$1,473,780	$1,463,847	$0	$1,463,847	$512,346	$951,501	$106,524,277
66	66	66	Kake City	Kake High School Gym Floor and Bleacher Replacement	$359,208	$359,208	$0	$359,208	$71,842	$287,366	$106,811,643
67	67	67	Southwest Region	Twin Hills K-12 School Renovation	$2,238,084	$2,238,084	$0	$2,238,084	$44,762	$2,193,322	$109,004,965
68	68	68	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Generator Replacement	$1,745,231	$809,935	$0	$809,935	$283,477	$526,458	$109,531,423
69	69	69	Saint Marys City	St. Mary's Campus Renewal and Repairs	$1,239,761	$279,641	$0	$279,641	$27,964	$251,677	$109,783,100
70	70	70	Anchorage	Muldoon Elementary School Partial Roof Replacement	$677,931	$677,931	$0	$677,931	$237,276	$440,655	$110,223,755
71	71	71	Southwest Region	Aleknagik K-12 School Renovation	$3,912,898	$3,912,898	$0	$3,912,898	$78,258	$3,834,640	$114,058,395
72	72	72	Kake City	Exterior Upgrades - Main School Facilities	$287,227	$287,227	$0	$287,227	$57,445	$229,782	$114,288,177
73	73	73	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	$2,944,419	$2,944,419	$0	$2,944,419	$58,888	$2,885,531	$117,173,708
74	74	74	Nome City	Nome Elementary School Fire Alarm Replacement	$603,766	$603,766	$0	$603,766	$181,130	$422,636	$117,596,344
75	75	75	Kake City	Kake High School Plumbing Replacement	$790,589	$790,589	$0	$790,589	$158,118	$632,471	$118,228,815
76	76	76	Lower Yukon	Scammon Bay K-12 School Siding Replacement	$1,039,782	$1,039,782	$0	$1,039,782	$20,796	$1,018,986	$119,247,801
77	77	77	Copper River	Glennallen Voc-Ed Facility Renovation	$758,201	$758,201	$0	$758,201	$15,164	$743,037	$119,990,838
78	78	78	Anchorage	Bartlett High School Intercom	$3,274,450	$3,274,450	$0	$3,274,450	$1,146,057	$2,128,393	$122,119,231
79	79	79	Southeast Island	Thorne Bay K-12 School Fire Suppression System	$536,506	$536,506	$0	$536,506	$10,730	$525,776	$122,645,007

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Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
80	80	80	Kodiak Island Borough	East Elementary School Special Electrical and Security	$1,542,243	$1,537,701	$0	$1,537,701	$461,310	$1,076,391	$123,721,398
81	81	81	Anchorage	Spring Hill Elementary School Intercom/Clocks	$137,893	$137,893	$0	$137,893	$48,263	$89,630	$123,811,028
82	82	82	Fairbanks Borough	Tanana Middle School Exterior Upgrades	$3,118,680	$3,118,680	$0	$3,118,680	$1,091,538	$2,027,142	$125,838,170
83	83	83	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline, Mountain Village	$1,723,461	$1,373,070	$0	$1,373,070	$27,461	$1,345,609	$127,183,779
84	84	84	Kenai Peninsula Borough	Seward Middle School Exterior Repair	$857,314	$857,314	$0	$857,314	$300,060	$557,254	$127,741,033
85	85	85	Kodiak Island Borough	North Star Elementary School Siding Replacement	$502,039	$502,039	$0	$502,039	$150,612	$351,427	$128,092,460
86	86	86	Southeast Island	Thorne Bay K-12 School Flooring Replacement	$71,549	$71,549	$0	$71,549	$1,431	$70,118	$128,162,578
87	87	87	Anchorage	Fire Lake Elementary School Roof Replacement	$589,890	$589,890	$0	$589,890	$206,461	$383,429	$128,546,007
88	88	88	Fairbanks Borough	Arctic Light Elementary School Lighting and Energy Upgrades	$501,439	$501,439	$0	$501,439	$175,504	$325,935	$128,871,942
89	89	89	Fairbanks Borough	Two Rivers Elementary School Flooring and Restroom Renovation	$377,462	$377,462	$0	$377,462	$132,112	$245,350	$129,117,292
90	90	90	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	$1,225,853	$1,225,853	$0	$1,225,853	$24,517	$1,201,336	$130,318,628
91	91	91	Mat-Su Borough	Butte and Snowshoe Elementary Schools Water System Replacement	$1,717,608	$2,149,178	$0	$2,149,178	$644,753	$1,504,425	$131,823,053
92	92	92	Mat-Su Borough	Talkeetna Elementary School Roof Replacement	$1,736,060	$1,693,296	$0	$1,693,296	$507,989	$1,185,307	$133,008,360
93	93	93	Mat-Su Borough	Colony and Wasilla Middle Schools Roof Replacement	$3,927,400	$4,147,375	$0	$4,147,375	$1,244,212	$2,903,163	$135,911,523
94	94	94	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	$68,082	$90,294	$0	$90,294	$1,806	$88,488	$136,000,011
95	95	95	Mat-Su Borough	Windows and Lighting Upgrades, 3 Sites	$4,231,918	$3,872,262	$0	$3,872,262	$1,161,679	$2,710,583	$138,710,594
96	96	96	Yupiit	Mechanical System Improvements, 3 Schools	$994,075	$849,075	$0	$849,075	$16,981	$832,094	$139,542,688
97	97	97	Yupiit	Akiachak K-12 School Window Replacement	$286,063	$117,774	$0	$117,774	$2,355	$115,419	$139,658,107
98	98	98	Lower Yukon	Kotlik and Pilot Station K-12 Schools Renewal and Repair	$2,826,949	$2,826,949	$0	$2,826,949	$56,539	$2,770,410	$142,428,517
99	99	99	Lower Yukon	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	$583,583	$583,583	$0	$583,583	$11,672	$571,911	$143,000,428
100	100	100	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	$428,927	$428,927	$0	$428,927	$8,579	$420,348	$143,420,776
101	101	101	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	$3,881,355	$3,881,355	$0	$3,881,355	$77,627	$3,803,728	$147,224,504
102	102	102	Lower Yukon	Security Access Upgrades, 6 Sites	$1,797,703	$1,797,703	$0	$1,797,703	$35,954	$1,761,749	$148,986,253
				Totals:	**$193,857,061**	**$183,408,534**	**$0**	**$183,408,534**	**$34,422,281**	**$148,986,253**	

To: Members of the State Board of Education and Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 3**

♦ ISSUE

The board is being presented with an update on the Alaska Career and Technical Education State Plan for the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act.

BACKGROUND

- Over the past two years, the Career and Technical Education (CTE) team has been working on the state plan for CTE. The first portion of the plan was submitted to the Office of Career, Technical, and Adult Education (OCTAE) and approved in May of 2018. The final version of the plan is due in April 2020.
- The plan outlines the state's vision for CTE and goals and processes for providing quality CTE programming for districts and schools.
- The plan includes narrative descriptions of how the plan was developed in coordination with a variety of stakeholders. An advisory committee comprised of industry and community members met to inform the plan and to provide feedback. An additional working group consisting of district CTE leaders provided input and feedback from a district perspective. These committees met monthly during the school years 2018-2019 and 2019-2020 to work on the various sections of the plan.
- Sections of the plan describe the program administration and implementation plans, a budget and how the funds will be administered, and how the state will determine if the programs are successful through a variety of academic and CTE performance measures.
- The plan will be reviewed by the Office of the Governor, go out for public comment, and then be submitted to OCTAE in April 2020.
- The draft plan will be posted here on March 1, 2020.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

♦ OPTIONS

This is an information item. No action is necessary.

Perkins V State Plan Timeline

Transition Plan- Phase 1-Submitted to the Office of Career, Technical, and Adult Education (OCTAE)

The transition plan was **submitted in May 2019** to OCTAE. OCTAE only required a partial plan to help states transition to the full plan due in April 2020. These sections were used, and in some cases modified, for the final state plan that will be submitted in April 2020.

Section	Author	Time frame	Advisory/Working Group Meetings
Section I Cover Page, Introduction	Deb Riddle	Fall 2018	February 2019 Kick-Off
Section II Narrative Descriptions		Fall- Winter 2019	
B. Program Administration (partial)		Jan.- Feb. 2019	March 2019 April 2019
• Programs of Study	Bjorn Wolter		
• Criterial for local programs	Sheila Box		
• Making information public	Team		
• Dual Credit	Bjorn Wolter		
• Advisory Board	Sheila Box		
• Special Populations	Deb Riddle		
C. Fiscal Responsibility	Deb Riddle	February 2019	March 2020
Section III Assurances, Certifications and other forms	Deb Riddle	March 2019	
Section IV Budget	Deb Riddle	March 2019	

Final State Plan Due April 2020

Section	Author	Time Frame	Advisory/Working Group Meetings
Section I- Cover Page and Introduction	Deb Riddle		
Section II Narrative Descriptions			
A. Plan Development and Coordination		Fall 2018	
• Stakeholder Engagement	Bjorn Wolter		
• Postsecondary	Bjorn Wolter		February 2019
• Public comment	Bjorn Wolter		
B. Program Administration and Implementation			
• Vision for Education & Workforce Development	Team	Fall 2019	September 2019
• Implementing CTE Programs of Study (CTEPS)		Fall 2018	April 2019
o Multiple entry and exit points	Bjorn Wolter		
o Alignment with labor market data	Team		
o Equity and access- special populations	Sheila Box		
o Coordination with state board	Deb Riddle		
o Collaboration with postsecondary	Bjorn Wolter		
o Improvement outcomes	Felicia Swanson		
o Stakeholder involvement	Bjorn Wolter		

Section	Author	Time Frame	Advisory/Working Group Meetings
o Local 4 year Application	Sheila Box	Summer 2019	September 2019
o Comprehensive Local Needs Assessment	Bjorn Wolter	Summer 2019	May 2019 February 2020
• Meeting the needs of special populations	Sheila Box	Winter 2019	October 2019 November 2019
o Programs provided designed help special populations meet state determined levels of performance	Sheila Box		
o Instruction and work based learning are integrated	Sheila Box		
• Preparing Teachers and Faculty	Bjorn Wolter	Winter 2019	
o Support for recruitment and retention of high quality CTE educators	Bjorn Wolter		
C. Fiscal Responsibility- updated from transition plan	Deb Riddle	November 2019	February 2020
D. Accountability and Results	Team	January-February 2020	September 2019 February 2020
• Identify a program quality and success indicator to collect data on	Felicia Swanson and Team		
• Provide state determined performance levels based on data	Felicia Swanson		
• Determine the adopted procedure for determining state determined levels	Team		
o Explanation of state determined levels of performance			
o Description of how levels align with goals			
• Provide a written response on the comments collected during the public comment period	Deb Riddle		
• Describe how disparities will be addressed prior to the third program year	Team		
Section IV- Budget	Deb Riddle	**March 2020**	
Section V- State determined Performance Levels	Felicia Swanson and Team	**February 2020**	September 2019 February 2020
Commissioner Review		February 2020	
State Board Review		March 2020	
Governor Review		March 2020	

Reviewed by:

- Steve Klien- Education Northwest, contractor assisting the CTE team in creating the plan
- Michael Brustein of Brustein & Manasavit

Public Comment-

- Accountability measures- January 2020
- Final State Plan- March 2020

Stakeholder Engagement Meetings

The CTE team worked with two advisory groups. The Advisory group consisted of industry, postsecondary, parent, school administrator partners. The Working Group utilized all of the CTE program leaders from all districts. Complete lists can be found at https://education.alaska.gov/cte/perkins-state-plan/working-group-advisory-commitee-lists

After each advisory working group meeting, the sections of the state plan covered in each meeting were sent to each member in a Survey Monkey to gather input/feedback. The feedback from the meetings and surveys were incorporated into the plan.

Advisory Group Members

- James Harvey - Department of Labor and Workforce Development
- Michael Johnson - Department of Education & Early Development
- Colleene LaRue - Ironworkers Local 751
- Cathy LeCompte - AVTEC
- Tamika Ledbetter - Department of Labor & Workforce Development
- Karen Melin - Department of Education & Early Development
- Deborah Riddle - Department of Education & Early Development
- John Riddle - Galena City School District
- Joni Simpson - Fairbanks School District, CTE Office
- Meg Smith - Donlin Gold LLC
- Colin Stewart - Lower Kuskokwim School District
- Pearl Strub - Bristol Bay Economic Development Corporation
- Felicia Swanson - Department of Education & Early Development
- Tammy Van Whye - Department of Education & Early Development
- Keith Williams - United States Air Force/CTE Parent
- Bjorn Wolter - Department of Education & Early Development
- Jon Woodward - Ironworkers Local 751
- Patty Woody - Yukon Koyukuk School District
- Carol Wren - Bristol Bay Native Corporation
- Trish Zugg - Mat-Su Borough School District

ADVISORY AND WORKING GROUP MEETING RECAP

February 2019 – Kick Off Meetings

- Face-to-Face meetings concurrent with DEED Career & Technical Education Work Session in Anchorage
- Advisory Committee –
    - Introductions
    - Project Goals
    - Scanning the Landscape: Career and Technical Education (CTE) in Alaska
    - Envisioning the Future: What is Career and Technical Education's Purpose?
    - Surveying the Terrain: What do Stakeholders Expect?
    - Beginning the Journey: Where is Development Work Needed?
- Working Groups –
    - February 6 - Same as Advisory
    - February 8
        - Review of February 6
        - Selecting and Prioritizing Workgroup Topics
        - Framing the Expectations: Strategy and Plan Drafting Needs
        - Beginning the Conversation: Identifying Discussion Points for Monthly Calls

March 2019 –

- Review of key findings from February 2019 face-to-face workshops
- Review of the State Transition Plan
- Review of schedule of future calls and topics

April 2019 –

- Update on statewide stakeholder surveys –
    - Survey of satisfaction with current CTE programs and offerings (students, parents, teachers, and administrators)
    - Transition plan (any interested statewide stakeholder)
- Discussion of Programs of Study (CTEPS) design options for Perkins V

May 2019 –

- Update on statewide stakeholder surveys (deadline for response extended) –
    - Survey of satisfaction with current CTE programs and offerings (students, parents, teachers, and administrators)
    - Transition plan (any interested statewide stakeholder)
- Update on progress for Programs of Study template
- Discussion of the required Comprehensive Local Needs Assessment

September 2019 –

- Review of progress after summer break
- Update on national trends in Perkins V planning
- Review on the Comprehensive Local Needs Assessment
- Update on the DEED Perkins V timeline and schedule of future webinar topics
- Review/discussion of the Perkins V 4-Year Plan & Local Application for funds

October 2019 –

- Face-to-Face meetings concurrent with Alaska ACTE Professional Development Conference in Anchorage
- Advisory Committee –
    - Recap of Perkins V State Plan status
    - Drafting of a state Vision Statement
    - Review of Work-Based Learning initiatives
    - Overview of changes to Perkins V Accountability
- Working Groups –
    - Discussion of Perkins V Accountability measures and changes
        - Proposed definitions
        - Metrics
    - Review of Perkins Special Populations and new categories
    - Draft data review using new measures and discussion

November 2019

- Advisory Committee and Working Group
    - Review Equity and Access sections of the State Plan
    - Discuss connections to expectations determined at the kick off meeting.
    - Review the Equity and Access sections of the Comprehensive Local Needs Assessment, the Four-Year Plan and Local Application, and the Annual Update in GMS.
    - Discuss connections and implications

December 2019

- Advisory Committee and Working Group
    - Review the postsecondary/secondary connections
        - Coordination between secondary and postsecondary with regards to CTEPS
            - How do programs progress from secondary to post-secondary?
            - What are the roles for each?
        - Access and Equity

        - Dual Credit
        - Professional Development

January 2020

- Advisory Committee and Working Groups
    - Review the process and celebrate the progress of the development of the state plan
    - Review the public comment process
    - Review the vision statement, the required documents for district planning and programming
    - Look at funding
    - Reinforce the need for specific work regarding special populations – equity and access
    - Review performance targets and program quality measures

Strengthening Career and Technical Education for the 21st Century Act (*Perkins V*)

FOUR-YEAR STATE PLAN

January 10, 2020

Draft Document

July 1, 2020 – June 30, 2023
Alaska Department of Education & Early Development
Division of Innovation and Education Excellence
Career and Technical Education Standards and Support

Mike Dunleavy
Governor

Dr. Michael Johnson
Commissioner

Tamara Van Wyhe
Division Director

Deborah Riddle
Division Operations Manager

Brad Billings
CTE Administrator

Sheila Box
CTE Program Specialist

Felicia Swanson
Education Associate

Bjørn Wolter
CTE Program Specialist

U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act
(*Perkins V*) State Plan

I. COVER PAGE

A. **State Name:**
Alaska

B. **Eligible Agency (State Board) Submitting Plan on Behalf of State:**
Alaska Department of Education & Early Development

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:* Deborah Riddle
2. *Official Position Title:* State Director of Career and Technical Education
3. *Agency*: Alaska Department of Education & Early Development
4. *Telephone*: (907) 465-2892
5. *Email:* deborah.riddle@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:* _____
2. *Official Position Title:* _____
3. *Agency:* _____
4. *Telephone: ( )* _____
5. *Email:* _____

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

☐ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
☑ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F. **Type of *Perkins V* State Plan Submission - *Subsequent Years* (*Check one*):**

☑ State Plan (FY 2020-23)
☐ State Plan Revisions (Please indicate year of *submission:* _____

G. **Submitting *Perkins V* State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):**

☐ Yes
☑ No

H. **Submitting *Perkins V* State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):**

☐ Yes (*If yes, please indicate year of submission:* _____*)*
☑ No

I. Governor's Signatory Authority 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 signing the State plan for submission to the Department.

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

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
2. 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) Commissioner Michael Johnson	**Telephone**: (907) 465-2800
Signature of Authorized Representative	**Date**:

Table 1: Checklist of Items Required in *Perkins V* State Plans Submitted in FY 2019

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 only)	OPTION 2: *Perkins V* State Plan (FY 2019-2023)
I. Cover Page	Required, except for the Governor's signature	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)	Required
C. Fiscal Responsibility	Required	Required
D. Accountability for Results	Not required	Not required*
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Not required	Not required

Table 2: Checklist of Items Required in *Perkins V* State Plans Submitted in FY 2020

State Plan Items	Submitted a 1-Year Transition Plan in 2019 (Option 1 from Table 1)	Submitted a *Perkins V* State Plan in 2019 (Option 2 from Table 1)
I. Cover Page	Required	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Required*	Revisions, if any
B. Program Administration and Implementation	Required in full	Revisions, if any
C. Fiscal Responsibility	Revisions, if any	Revisions, if any
D. Accountability for Results	Required	Required
III. Assurances, Certifications, and Other Forms	Revisions, if any	Revisions, if any
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Required	Required

II. Narrative Descriptions

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

1. Support ALL students to read at grade level by the end of grade 3.
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.
5. 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 using components of Career and Technical Education (CTE) to prepare, attract, and retain effective educators; increase high school graduation rates; and ensure communities and families are involved in planning quality CTE programs.

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 students who complete a sequence of high-quality CTE classes are prepared for both college and a career—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, as well as the basic employability skills employers value. 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; educational services are highly decentralized and locally controlled in the state. Alaska's rural setting, diverse population, and beautiful yet challenging natural environment profoundly influence how K–12 and postsecondary programming is organized, administered, and delivered. Consequently, Alaska's vision for CTE is shaped by various economic, social, geographic, and environmental factors that present both unique opportunities and practical constraints for the evolution of the system.

Alaska's economy remains firmly rooted in natural resources, from tourism to the extraction of oil and minerals. Although the economy is diversifying, workforce projections indicate Alaska's economic base will remain closely tied to these two industries. Changes are coming, however. In particular, the healthcare industry, which is anticipated to grow significantly over the coming decade, will act as an economic driver. Additional career areas with projected sustained growth include construction, energy, and maritime trades, although expansion will occur at a slower pace. Additionally, the large military presence in Alaska, as well as a wealth of civil service jobs, offer opportunities for CTE programs across all areas of employment.

Accordingly, the state's vision for CTE involves aligning educational and workforce systems and using labor market information to address projected employment trends and prepare learners for high-wage, in-demand jobs—balanced against the need to prepare learners for careers in developing sectors that will help 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 three 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.

Participation in CTE among high school students is lower in Alaska than the national average, with only a third of all high school students enrolled in a CTE course during 2017–18. 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 because a high proportion of students live in small, isolated communities with few employers nearby.

Alaska is committed to offering students access to high-quality CTE programs that prepare them for internships, registered apprenticeships, postsecondary education, and/or on-the-job training—and a satisfying career with a living wage. 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 in *Perkins V*.

To support the development of a comprehensive vision for CTE in the state, Alaska convened two groups of stakeholders. They were tasked with helping the Department of Education & Early Development (DEED) identify the goals and objectives for organizing CTE in Alaska, 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**, which consists of 34 members and comprises educators, parents, and industry representatives. It provides high-level guidance and feedback on the development and implementation of the Perkins V transition and state plan. The committee drafts the state vision statement and sets strategic priorities for CTE in the state.
- **The Alaska State Working Group**, which consists of 62 members and comprises CTE professionals and practitioners. The group is charged with creating realistic and workable solutions to the challenges of delivering high-quality CTE in Alaska aligned with the advisory committee's vision. Group members address specific issues to create targeted solutions.

The initial convening of the Advisory Committee and Working Group was held in 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 Alaska school district and postsecondary administrators, teachers and faculty members, students, the business community, apprenticeship coordinators, and the general public. This includes conducting a statewide survey of students, teachers, school district and college administrators, parents, employers, and community members. The survey was administered March 27–May 10, 2019, and it yielded responses from nearly 250 individuals. Feedback was received on various topics, including what is working well and should be continued, what is missing or does not work well and should be changed, and how to improve the quality of CTE programs offered in the state. Analysis of survey responses will help inform the development of Alaska's four-year *Perkins V* plan.

The activities described below outline the process Alaska is using to develop a comprehensive Four-Year state plan that will help frame local investments and the design of CTE programming over the coming decade.

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

Alaska participated in a range of activities—combining in-person and virtual meetings—to ensure the engagement of a diverse group of stakeholders in its *Perkins V* State Plan development process. Stakeholders who were consulted throughout the process included secondary and postsecondary educators, students, parents, community members, representatives of state agencies and WIOA programs, industry representatives, tribal organizations, and representatives of special populations and homeless youth. In addition, care was taken to engage representatives from rural, geographically isolated populations.

To support the development of a comprehensive vision for CTE in the state, Alaska convened two groups of stakeholders. They were tasked with helping DEED identify the goals and objectives for organizing CTE in Alaska, 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*, which comprises educators, parents, and industry representatives. It provides high-level guidance and feedback on the development and implementation of the Perkins V transition and state plan. The committee drafts the state vision statement and sets strategic priorities for CTE in the state.
- *The Alaska State Working Group*, which comprises CTE professionals and practitioners with expertise in diverse content areas. Members 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. The group addresses specific issues to create targeted solutions.

DEED staff members gathered stakeholder feedback via the following methods:

- *Alaska State Advisory Committee in-person meeting (February 5, 2019)*: At its kickoff meeting, committee members were tasked with ensuring plan development was relevant to state needs, of high quality, and designed to provide opportunities for all students. Members also identified topical areas that required specific consideration to help frame the plan-drafting process.

- *Alaska State Working Group in-person meetings (February 6 and 8, 2019):* Convened as part of the state's annual meeting of CTE practitioners, individuals from across Alaska were tasked with refining the vision and goals of CTE in the state. The primary emphasis was ensuring high-quality offerings and equitable access. Members also signed up to participate in subgroup discussions, scheduled to occur throughout the year, to address topical areas of concern raised by the Advisory Committee and Working Group.
- *Monthly webinars with both advisory committee and working group members (March-May 2019):* Advisory committee meetings focused on high-level issues related to the finalization of the one-year transition plan and topics to be addressed in the four-year state plan. Working group members examined issues the Advisory Committee including the state transition plan, programs of study design, equity and access, and the Comprehensive Local Needs Assessment (CLNA).
- *Statewide survey of CTE stakeholders (March–May 2019):* DEED designed, administered, and analyzed data from a survey of a broad cross-section of Alaskans to assess their satisfaction with existing CTE services and to identify areas of perceived need. The survey included responses from nearly 200 adults and 41 high school students. Low rates of student participation were due, in part, to the need to secure parental or district permission for youth under age 18 to participate. Respondents included school counselors; high school and college administrators, teachers, and faculty members; parents; community members; and employers.
- *Monthly webinars with both advisory committee and working group members (fall 2019):* Members reconvened after the summer to continue examining state plan components. Topics included the design of the state's local application, equity and access, review of secondary and postsecondary indicators, and setting statewide performance targets.
- *Statewide survey of CTE stakeholders (winter 2019):* DEED surveyed Advisory Committee and Working Group members, as well as the broader CTE stakeholder community, to obtain input on which of the three secondary program quality indicators it would select to structure its federal reporting.

Materials and resources on *Perkins V*, agendas and slides decks used in Advisory Committee and Working Group meetings, and state plan development efforts were posted on DEED's *Perkins V* webpage to ensure the plan development process was open and transparent.

> *2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)*

DEED is the sole state agency responsible for the supervision of postsecondary CTE (Sec. 122(e)(1)(A)) and secondary education (Sec. 122(e)(1)(B)). As such, this requirement was met through internal planning processes, which included meetings of representatives of each specified agency. Additionally, DEED met monthly with the Alaska Department of Labor and Workforce Development (DOLWD) as the

agency responsible for adult basic education to ensure access to and equity in adult learners' education (Sec. 122(e)(1)(C)).

During these meetings, DEED personnel reviewed the existing allocations of federal funds under the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* and considered whether the split of funds between secondary and postsecondary recipients and the percentage used for the CTE Reserve Fund were aligned with the state's vision and goals for CTE under *Perkins V*. Other considerations included whether resource allocations were sufficient to maintain or expand CTE program offerings and instructional supports and to promote equitable student access to services. State staff members also considered how federal resources might be braided with state funding for CTE to maximize program quality. The Alaska Career and Technical Education Plan (collaboration with the Department of Labor and Workforce Development, industry partners, school districts and postsecondary institutions), updated in 2018, identified strategies for establishing and maintaining sustainable funding mechanisms for a successful CTE system for youth and adults. The document examines CTE in Alaska as a whole, regardless of the funding source. It includes consideration of how the state might leverage local, federal, and private resources to expand student access to programs, as well as the type of experiences offered. This supports and enhances the vision for the use of Carl D. Perkins funds.

Following a review of existing financing and programming supports, DEED determined that Alaska will retain its allocation for eligible secondary and postsecondary recipients at the same ratio as under *Perkins IV*. Specifically:

- 10 percent of the 85 percent pass-through formula dollars used for the competitive CTE Reserve Fund
- 90 percent of the 85 percent pass-through formula dollars will be used for allocations
    - 85 percent of dollars to secondary CTE
    - 15 percent to postsecondary CTE

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

DEED solicited public feedback on the framing of the State Plan through an online survey administered March 21–May 10, 2019. This survey was open to educators, students, parents, community members, and industry representatives. Survey data were used to refine the state's vision and goals for offering CTE and to identify the types of activities and supports that would be developed and delivered over time.

DEED will invite the public to submit written comments on the proposed State Plan January 6–February 7, 2020. The process will be initiated with a public comments announcement, which describes the purpose of the plan and how public input will be incorporated. To publicize the opportunity to a wide range of stakeholders, the state used multiple platforms and media tools, including:

- Issuing a press release from DEED
- Listing the opportunity on the State of Alaska Online Public Notices webpage
- Publishing notifications in newsletters geared toward secondary and postsecondary education stakeholders, business and industry representatives, and community members
- Broadcasting the opportunity on the Alaska CTE group email list

- Describing the opportunity on DEED social media outlets
- Announcing the opportunity on the DEED website

Public comments will be submitted to DEED in person or in writing through the DEED website. Individuals can also provide oral feedback to DEED staff members at professional conferences and other statewide meetings. Written comments will be reviewed by state personnel, and when appropriate, suggestions will be incorporated into the plan to address identified concerns.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

Vision Statement
To empower all students to successfully transition into postsecondary and career opportunities to advance a 21st-century society.

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Over the course of the past several years, a group of organizations have come together to create a vision for CTE statewide, regardless of the funding source. In 2010 DEED, DOWLD, the University of Alaska system, industry partners, and school districts created the Alaska Career and Technical Education Plan. The Alaska Workforce Investment Board (AWIB) endorsed this plan in May of 2010. The Alaska State Board of Education approved the plan in June 2010. In 2018 this plan was updated and is supported by both DEED and DOWLD.

In creating the Perkins V State Plan, DEED included the authors of the Alaska CTE Plan in both the Advisory as well as the Working groups. The inclusion of these individuals helped provide continuity in CTE efforts in Alaska in order to build on successful work done regarding CTE.

As part of this effort, Alaska identified six strategies to promote CTE programming that take into account state and local economic development needs, industry standards, and CTE program evaluation criteria. Activities for implementing each strategy were also identified. To coordinate work, the state identified responsible parties, including DEED, DOLWD, the University of Alaska (UA), the Alaska Commission on Postsecondary Education (ACPE), Alaska PTA (AKPTA), and the DOLWD Office of Apprenticeships (OA). DEED and DOLWD have continued to partner with the University of Alaska to continue the coordination of Alaska's CTE programs. Leaders from each entity meet monthly to collaborate and support ongoing implementation of the CTE plan, as well as various CTE initiatives, as needed. The six strategies Alaska identified were:

1. Make transitions planned and accountable for both student progress and systemic cooperation
2. Align curricula at all training institutions to meet current industry standards—including academic, professional, and technical skills—from elementary through secondary to postsecondary and professional development levels
3. Identify and promote CTE delivery models that ensure all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers
4. Recruit, develop, support, and retain high-quality CTE teachers and faculty members
5. Maximize the use of public facilities for training
6. Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults

The CTE system envisioned in the plan requires the participation of education and training providers from all areas of the state. The plan places special emphasis on student transitions from one level of education and training to another—and to the workplace.

The 2018 addendum to the plan was developed in consultation with representatives from Alaska's key industry sectors (including health care, maritime trades, oil and gas, and mining), and it draws on workforce plans for many of those sectors, as well as the Alaska LNG Project.[1] The strategies in many of these plans align with the CTE plan, particularly in the areas of career awareness and planning, expanding CTE programs, and supporting CTE instructors. These plans also include priority occupations CTE supports.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's CTE programs will help to meet these goals. (Section 122(d)(2) of Perkins V*)*

Alaska's vast geography and diverse population significantly influence the organization, administration, and delivery of K–12 and postsecondary education. Additionally, considerable socioeconomic, cultural, and linguistic barriers separate districts in the state. Because of these factors, CTE programming in Alaska is highly decentralized and locally controlled. Despite these challenges, Alaska is committed to offering an excellent education for every student every day that includes comprehensive, high-quality CTE programming that prepares all learners for post-graduation success.

All Alaskan students can benefit from participating in CTE, but many districts find it difficult to deliver this programming due to fiscal and personnel constraints. Along those lines, opportunities for work-based learning are challenging to deliver in some communities. However, the state remains committed to expanding options to apply classroom learning in authentic workplace settings. To increase students' access to CTE, state personnel seek to help educators find the most effective and efficient strategies for delivering services (for example, by taking advantage of distance-delivery sharing and encouraging inter-district collaboration). In addition, Alaska will continue to support its robust system of dual credit to smooth students' transitions into postsecondary training.

Accordingly, Alaska's vision for CTE is grounded in the belief that this programming should be:

- **Inclusive:** All students, regardless of their career plans, characteristics, or geographic residence, shall have access to high-quality CTE programming.
- **Comprehensive:** CTE coursework provides students with the academic, technical, and employability skills necessary to successfully transition across education levels and into employment.
- **Accessible:** Although the number and type of programs may vary due to practical constraints (e.g., location and financing), all students are afforded the opportunity to obtain a basic level of technical and professional skills specific to their career of choice at their local institution. However, higher levels of training may require temporary relocation to a central location.

[1] https://alaska-lng.com/

- **Coordinated:** State and local government agencies adopt regulatory, procedural, and fiscal strategies and cooperate across the education and workforce systems to strengthen programmatic connections and leverage resources.
- **Collaborative:** Although the public education and workforce development systems have a primary role in delivering programs, parents, local and regional employers, Alaska Native and statewide corporations, labor unions, employment counselors, and other stakeholders have a critical role to play in setting and achieving state priorities for CTE programming.

Alaska is working to diversify its economy. However, for the near term, it will remain closely tied to natural resource development and extraction, health care, construction, and the maritime trades. Additionally, the large military presence in Alaska, as well as a wealth of civil service jobs, offer opportunities for CTE programs across all areas of employment. The state's vision for CTE involves aligning its educational and workforce systems by using labor market information to address projected employment trends balanced against the need to prepare individuals for careers in developing sectors that will help achieve the goal of a more diverse economy.

c. *Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)*

Alaska is committed to offering students access to high-quality CTE programs that prepare them for internships, registered apprenticeships, postsecondary education, and/or on-the-job training—and a satisfying career with a living wage. To help meet the need for a skilled workforce among employers in both existing and emerging in-demand industries and occupations, DEED and DOLWD collaboratively developed Alaska's *Perkins V* plan. They also partnered to provide guidance to local grantees in developing their Comprehensive Local Needs Assessment and Local Application.

Specifically, DEED and DOLWD have collaborated to conduct state and regional labor market reviews of current and projected workforce needs. This information has been provided to local grantees to help them identify the types of CTE programming needed to prepare youth and adults for successful employment. DEED expects local grantees will take economic considerations into account when designing CTE programming and take steps to ensure all students develop a well-rounded set of academic, technical, and employability skills so that they can support themselves in the future.

Careful attention is paid to collaborative opportunities within DEED. Close ties between federal programs accountability and school improvement teams ensure efficiencies are created between the Every Student Succeeds Act (ESSA) and *Perkins V* plans to maximize federal and state funding, streamline guidance, and coordinate data collection and analysis. The CTE team continues to help districts coordinate ESSA and CTE goals to increase student achievement. Required needs assessments for Title I programs, school improvement, and Perkins are in the process of becoming aligned. This coordination provides a clearer picture of how districts are using their resources and how programs can reduce the administrative burden on districts.

CTE is also a key component in the Alaska Education Challenge (AK ED Challenge), DEED's strategic plan. This plan supports close alignment between other programs within DEED. As the second priority in the AK ED Challenge, CTE works to improve graduation and attendance rates in schools in Alaska. Both graduation rate and chronic absenteeism are indicators in the state's ESSA State Plan. These data points are calculated into the accountability system for school designations.

DOLWD facilitates the WIOA program in Alaska. DEED and DOLWD work together to help facilitate both programs, when appropriate. Both departments have representatives on the Alaska Workforce Investment Board and participate in committees that provide opportunities for collaboration. DEED works to support DOWLD on initiatives focused on youth in special populations and services for individuals with disabilities. The departments also collaborate on work-based learning projects for secondary students.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V*)*

DEED will use funds provided under Section 112(a)(2) of the act to improve CTE programming for students preparing for entry into nontraditional fields in current and emerging professions, individuals who are classified as members of a special population, and individuals incarcerated at state institutions. Alaska will also seek to strengthen the recruitment, training, and retention of CTE teachers, faculty members, and specialized support personnel, as well as undertake activities to deliver technical assistance to eligible grant recipients. As required by statute, DEED will collect data to assess the state's success in achieving:

- The strategic vision and goals identified for preparing an educated and skilled workforce
- Alaska's calculated levels of performance for the legislated accountability indicators
- The reduction of disparities or performance gaps among student groups

In keeping with the state's vision for offering equitable access to high-quality programming that spans secondary and postsecondary education, DEED will prioritize the use of funds for the following permissible services identified in Section 124(b):

Ensuring Student Access
Local grant recipients face significant challenges in offering all students access to a range of programs, with students in rural communities and those with special needs most often affected. To promote equity, DEED will focus on:

- Helping districts and schools offer equitable access to CTE programs and CTEPS for all students, regardless of their ethnicity, gender, socioeconomic status, language, or homelessness status
- Improving career and academic counseling to provide students with information to help them make more informed course-taking decisions
- Providing incentive grants to high-performance secondary districts to pioneer promising practices and strategies in CTE access and instruction

Promoting High-Quality Instruction

All students should have access to high-quality CTE programming that helps them master the academic, technical, and employability skills needed to pursue advanced education or training and enter the workforce following their program completion. To expand student access, DEED will offer technical assistance to help districts and postsecondary institutions:

- Support the development and approve the creation of locally developed CTEPS that are aligned between secondary and postsecondary education providers
- Develop statewide CTEPS that align to WIOA and state economic priorities so that learners may seamlessly transition between programs and into the workforce
- Establish partnerships between secondary and postsecondary entities that promote dual-credit opportunities so that high school students may earn college credit that will enable them to begin college with advanced standing
- Support the integration of employability skills across all CTE programs and CTEPS
- Support work-based learning opportunities

Strengthening the Quality of CTE Instruction

The technologies and instructional strategies used to deliver CTE programming are constantly evolving. Many Alaska school districts—particularly those in rural areas—face challenges in finding qualified CTE instructors. To ensure all school districts are able to offer high-quality programs staffed with knowledgeable instructors, DEED will apply state leadership funding to:

- Support high-quality CTE professional development opportunities for faculty members, counselors, paraprofessionals, and administrators
- Support Career and Technical Student Organizations (CTSOs) equitably across the state and provide training for officers and advisors
- Make instructional content widely available

2. Implementing Career and Technical Education Programs 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)

DEED is responsible for approving and administering the delivery of statewide CTE programming, and it serves as the fiscal agent for federal *Perkins V* funding. Alaska is a local-control state; districts have the flexibly to create their own CTE programs to fit the needs and capacity of their local communities. Alaska does not have state-developed CTE programs or CTEPS. However, DEED recently began to develop and identify statewide courses that may be used in local CTEPS.

To guide local programming in addressing statewide needs and to ensure students have access to quality CTE programs, Alaska provides resources that support program development within the National Career Clusters Framework, which comprises the following:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Perkins V requires that each recipient of federal funding offer at least one CTEPS. Although local providers have flexibility in choosing the field in which this offering will occur, DEED works with secondary and postsecondary administrators to select fields that align with state workforce and/or local or regional labor market needs. State priority industries for CTEPS development under *Perkins V* will use the Alaska WIOA-identified industry needs, such as Oil & Gas Development, Maritime Trades, Mining, Construction, and Health Care. DOLWD's 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.

Alaska is in the process of developing guidance to help local providers create uniformly high-quality programming that is consistent across the state. The goal is that, beginning with the onset of *Perkins V* legislation in 2020–21, all locally developed CTE programs and CTEPs will address 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. In addition, as a starting point for the discussion, Alaska plans to draw on the 12 components specified in the Quality CTE Program of Study Framework from the Association for Career and Technical Education (ACTE):[2]

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 students' attainment of relevant knowledge and skills
6. **Access and equity:** Promoting programs that support access and equity for diverse student populations to ensure all students have the opportunity to participate in quality CTE programs

[2] ACTE High Quality CTE Framework 2018.pdf

7. **Facilities, equipment, technology, and materials:** Ensuring the alignment, appropriateness, and safety of equipment students use in CTE programs
8. **Business and community partnerships:** Using key partnerships to provide a variety of experiences to engage students in 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 them learn about careers
10. **Career and technical student organizations:** Participating in activities that promote leadership though engaging real-world situations
11. **Work-based learning:** Providing opportunities for sustained, meaningful interactions with industries that foster in-depth engagement with tasks required in a given career field
12. **Data and program improvement:** Using data to drive decision-making that promotes a continuous cycle of improvement for CTE programs

DEED will educate districts on the critical components that should be included in CTE coursework. In doing so, DEED will help establish a shared understanding of how CTE programming in Alaska should be constructed. Although not all these criteria will be mandatory, they will lay a common foundation that will be reinforced with professional development over time. These criteria will also serve as a basis for institutional memory, providing stability in year-to-year programming, even if there is staff turnover at the state and local levels.

In addition, DEED will provide ongoing professional development and technical assistance to support CTE educators in retooling their programming. Alaska promotes biannual statewide conferences at which state CTE administrators develop their knowledge of programming, Perkins compliance, collaboration, and data collection and analysis. Alaska also holds regularly scheduled webinars on topics to help support districts.

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—

i. promote continuous improvement in academic achievement and technical skill attainment;
ii. expand access to career and technical education for special populations; and
iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

DEED/CTE program managers will evaluate locally developed CTEPS using a rubric developed during the transition year by the Alaska CTE Perkins Working Group. The rubric is adapted from ACTE's Quality CTE Program of Study Framework, a tool that many districts are currently using. Stakeholder input was utilize to create a tool that accommodates the unique needs of school districts in Alaska.

Once it is developed, state program managers will use the rubric to review the locally developed programs to determine whether 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 (i.e., targeted technical assistance or statewide webinars) to help local providers improve the quality of their CTE programming over time. Sites will also be encouraged to address the recommended components identified

by the Alaska CTE Perkins Working Group. Each CTEPS will support the Local Education Agency's comprehensive needs assessment and local application. These documents will require districts to contextualize their CTEPS in relation to local/regional need and implementation.

i. Promote continuous improvement

Integration of academic and technical skills is the foundation for 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 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
- Simulated, virtual, or on-site work-based learning experiences

As the Alaska State Working Group convenes 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 its CLNA in combination with both state and local data sources to identify gaps in instruction and explore potential innovative solutions.

ii. Expand access to CTE for special populations

Alaska is committed to ensuring equal access to, opportunity for, and success in CTE for all student groups. By law, all state-approved secondary CTE programs must comply with state and federal requirements regarding access and nondiscrimination, as well as meet performance expectations for special populations, including preparation for careers in sectors requiring technical expertise.

Special population students will be offered services to ensure equitable participation, such as special population coordinators at the local level, peer tutoring, computer-aided instructional programs, after-school programs, and/or parenting programs. These services will help ensure equitable representation of special populations in programs that prepare learners for high-skill, high-wage, or in-demand occupations. Strategies to ensure access to 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 CTE teachers, faculty members, counselors, and administrators
- *Planning and coordinating supplemental services* for special population students enrolled in CTE programs

- *Providing multi-tiered plan*s for coordinated transitions for students with disabilities
- *Providing access to virtual or in-person* work-based learning experiences
- *Providing evidence-based multi-tiered systems of support* for struggling students
- *Providing access to comprehensive career guidance and counseling* to enable special population students to prepare for and participate in nontraditional opportunities in high-skill, high-wage, or in-demand programs

iii. Support the inclusion of employability skills

In response to an evolving and more global economy, as well as changes in employers' expectations, Alaska promotes the use of the Alaska Career Information System (AKCIS) for all students. The system is aligned with the state's WIOA priority workforce areas to support students' employability skills.

Employability skills embedded in Alaska CTEPS are supported by various experiential learning opportunities, providing students with experience in and an understanding of all aspects of an industry. Work-based learning opportunities are an integral programmatic component, and they exist through multiple opportunities that align 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;*

ii. *facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*

iii. *use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align CTE with such needs, as appropriate;*

iv. *ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;*

v. *coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;*

vi. *support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and*

vii. *improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)*

i. Disseminate information on CTEPS

During meetings of the Alaska CTE Perkins Advisory Committee, members reported that educators, families, and students often lack understanding about the benefits of CTE. To counter this perception, DEED proposes holding three to four focus groups that consist of students and past students, parents, school career counselors, and community members. Comments and ideas from these groups will help DEED determine the best content and format for presenting CTEPS and career information. DEED expects to use various communication tools to inform districts and CTE stakeholders about the opportunities state-approved CTEPS offer students and the various forms coursework may take, such as including links to statewide labor

forecasts, salary ranges, and Alaska postsecondary and employment resources. Posting podcasts and videos that highlight local programs to the website will provide easy access to a variety of CTE possibilities. DEED/CTE webpages will provide overarching information regarding CTE, CTEPS, and frequently asked questions. In addition, Info-Exchange (a weekly statewide electronic communication), CTE weekly newsletters, and the CTE group email list will allow DEED to effectively communicate information about CTE in Alaska to stakeholders.

ii. Facilitate communication among eligible recipients

DEED has developed strategies to motivate eligible recipients to work together to solve the many challenges instructors face in delivering high-quality CTE programming to students across Alaska's demanding geographic landscape.

Alaska's goal is to create a sequenced and aligned CTE system that spans educational levels and aligns with the labor market. This means programming needs to be interconnected, with endpoints in one aligning with start points in another. At the secondary level, Alaska requires providers to offer all students the opportunity to engage in challenging CTE curricula and foundational coursework that applies across pathways. Over time, as students progress in their programs, providers are required to deliver more advanced skill instruction, wherever possible, offering students opportunities to obtain dual credit or an industry-recognized credential. At the postsecondary level, entry points are connected to specific CTE programs, with students entering coursework at a level coincident with their skills.

Alaska holds providers accountable for offering "multiple exit points" as part of CTEPS. This means that upon completing a program, students are expected to receive a postsecondary credential, such as an industry-recognized certification, certificate of completion for an apprenticeship, or an associate or baccalaureate degree. The intent is that these credentials will be stackable and have labor market value, which will allow individuals to continue their education; they will have the ability to reenroll in a program that picks up where they left off, and their credits and credentials will count toward the next certification or degree they pursue.

DEED plays an important role in facilitating collaboration among eligible recipients in the creation and coordination of CTE programs and CTEPS. For example, DEED provides guidance regarding each of the requirements for the development of CTEPS. This guidance outlines the use of Advisory Committees, minimum requirements regarding course progressions, and how postsecondary institutions and districts create viable pathways for students. Training on the development and maintenance of CTEPS is provided annually at the DEED-sponsored work session each February. This training introduces CTEPS to new Perkins district coordinators, and it provides a refresher for all attendees.

At the front end, DEED has developed a program-approval process that requires secondary and postsecondary educators to communicate when designing programs. Districts and postsecondary institutions create an agreement outlining the roles and responsibilities of each entity. This agreement also provides evidence that the CTEPS and courses move a student from a secondary to postsecondary program, whereby they can continue in the same program once they matriculate into postsecondary study. In addition, the agreement provides incentive grants to high-performing districts seeking to develop multi-district partnerships to formulate unique responses and equitable access to programs.

Throughout the year, DEED supports districts' participation in statewide CTE conferences to promote collaboration and networking. It also hosts an annual CTE directors meeting, at which districts are

encouraged to brainstorm ideas for partnerships, develop joint initiatives, and plan for future collaborations. In addition, DEED program managers facilitate the sharing of information and resources between eligible recipients, where appropriate, providing introductions or disseminating examples of promising practices. DEED also works with the University of Alaska system and DOLWD to identify opportunities to share resources and facilities. Finally, DEED is in the process of developing statewide curricular frameworks that have the potential to allow districts to share instructional time and resources.

iii. Use state, regional, or local labor market data

DEED will partner with DOLWD to make current Labor Market Information (LMI) available to districts. Through the DOLWD website, districts will be able to access statewide and borough/municipality labor data, as well as projected statewide employment needs. This will allow districts to align programs to high-need and high-growth local, regional, and statewide job prospects, as well as identify potential areas for program development or expansion.

Alaska LMI data is available from the following websites:

- Employment and wage information (statewide and by borough/municipality)
- Job forecast information (statewide)

DEED will liaise with both DOLWD and the University of Alaska system to continuously review and revise alignment of secondary and postsecondary CTEPS in light of current LMI data. DEED will also continue to coordinate with both the statewide WIOA plan and the Alaska Workforce Investment Board to ensure K–12 districts and postsecondary providers have access to the most current employment and labor information and resources.

iv. Ensure equal access to CTE for special populations

DEED will provide professional development for CTE faculty members and administrators across the state to increase awareness of Perkins special populations, including requirements for and strategies to ensure equitable access to CTE programs. DEED will support understanding of disparities and gaps in performance for special populations through analysis of local data to identify where targeted attention is needed and to train local educators on how to use the data.

Professional development will occur at conferences and workshops, as well as via distance learning opportunities. DEED encourages eligible grantees to provide training in career guidance, including how to meet the needs of special populations, to school counselors and administrators. DEED partners with institutions of higher education when possible to offer professional development opportunities to help faculty members, administrators, counselors, and paraprofessionals understand the specialized needs of these at-risk students. DEED will also explore the use of technology to offer high-quality technical assistance and just-in-time professional development to rural and remote districts. This support will be delivered through webinars, recordings, and asynchronous instruction.

DEED will closely review program outcomes and plans of improvement for all special populations, including those struggling to access or succeed in CTE. As part of routine site monitoring, DEED will ensure administrators, instructors, and guidance counselors understand issues related to special population performance—and where appropriate, offer strategies to improve students' access to and success in CTE.

v. Coordinate with the State Board of Education

The DEED CTE team provides regular updates to the State Board of Education & Early Development on Perkins plans and initiatives. The team also provides a report on the status of the CTE state plan at each quarterly State Board of Education and Early Development (SBOE) meeting. Additionally, members of the SBOE are included in all advisory committee meetings and receive opportunities for feedback.

Further, CTE personnel fully participate in the Alaska Workforce Investment Board and various committees. Reports on the state plan are presented at each quarterly meeting. AWIB members are also included in all advisory committee meetings.

vi. Support effective and meaningful collaboration

DEED will work with AWIB, DOLWD, secondary districts, and postsecondary partners to promote access to and interest in internships, work-based learning, and post-graduation apprenticeships throughout the state. In addition, DEED will use existing models from high-performing districts in Alaska to provide examples and guidance to smaller secondary districts. DEED will also continue to work closely with statewide postsecondary institutions to provide secondary students access to high-quality dual-credit opportunities that incorporate work-based learning.

vii. Improve outcomes and reduce performance gaps

Local grantees will be required to submit Performance Improvement Plan annually for all Core Performance Indicators when the performance does not meet the determined levels. These plans must identify the disparities based on disaggregated data, including special populations, and describe evidence-based strategies or activities to address the identified disparities. To help grantees improve outcomes and reduce performance gaps (including those involving special populations), DEED will provide targeted technical assistance.

Each fall, schools receive a designation, calculated from the state's approved accountability system (ESSA). DEED has identified areas and strategies that can promote academic improvement or increase graduation rates. CTE programs have been identified as one support for graduation rates for Comprehensive Support and Improvement districts. Schools with a graduation rate of less than 66.67 percent must create a plan to raise it. State data show that students who participate in CTE programs have a higher graduation rate than their peers. Incorporating or increasing CTE programs is one strategy used in many school improvement plans across the state.

d. Describe how the eligible agency, if it opts 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*)*

Program participation guidelines for students in dual or concurrent enrollment is outlined in Appendix A. DEED will further support participation in dual- or concurrent-enrollment programs or middle college (early college high school) opportunities by providing additional funding to districts that qualify for the minimum allocation using the funding formula for *Perkins V*. In Alaska, the majority of districts lack the ability to offer dual-credit opportunities due to fiscal and geographic limitations. Therefore,

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Alaska will continue to involve all stakeholders in the planning and implementation process. Our primary Advisory Group consists of representatives from family groups, business, industry, state government departments, the military, secondary education, and postsecondary education. This core group has been and will continue to be key in providing high-level feedback on implementation policy and Perkins plan development. Our Working Group comprises field practitioners and administrators in both secondary and postsecondary education, and it provides targeted feedback on the development of Perkins plan strategies, metrics, course alignment, and secondary-postsecondary alignment.

DEED conducted a statewide survey to solicit feedback on CTE programs from students and families, teachers and faculty members, district and college administrators, business and industry representatives, and the larger community. This feedback was—and will be—used to identify topics for consideration in plan development and implementation. Following plan development, DEED will provide continuous opportunities for the public to comment on the proposed systemic approach and implementation activities.

In addition, DEED will annually review available statewide CTE data and poll statewide consumers of CTE (students, families, and teachers) through online surveys or an online survey to gather feedback on successes and challenges and to identify where improvements may be made.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. *See Text Box 4 for the statutory requirements for local applications under section 134(b) of* Perkins V.

All eligible recipients seeking funding under this Act must complete the local application. Alaska's Four-Year Plan and Local Application template is attached as Appendix B.

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. *See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of* Perkins V.

The results of the CLNA are included in the local application and completed once every two years. Alaska's Comprehensive Local Needs Assessment template is in Appendix C.

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 secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope: A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Postsecondary

Size: A postsecondary CTE Program of Study (CTEPS) is a sequence of courses in a specific career pathway –

- where at least one education sequence in a specific CTE pathway;
  - that allows a learner to earn at least 12 technical or academic credits (360 contact hours of coursework at non-credit institutions) or,
  - complete a program year in a short-term CTE program sequence that consists of at least six credits (at least 180 contact hours for non-credit institutions) and,
  - results in an industry-recognized credential, a credential (as established by the postsecondary program) that-
    - leads to an industry-recognized credential, or
    - a credential (as recognized by the institution).

Scope: A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the postsecondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

Quality: The postsecondary institution and its respective CTE stakeholder advisory committee(s) must approve all CTE courses in the CTEPS. The program curriculum must contain the necessary industry-defined content to lead to a terminal program certification that can demonstrate a learner has acquired the knowledge, skills, and abilities to successfully enter the workforce in a high-skill, high-wage, and in-demand career area.

3. 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;

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

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

iv. will be provided with appropriate accommodations; and

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V*).*

i. Equal access to activities

The geographic size of Alaska and the distribution of small, often isolated, and diverse communities makes equity for all students—and members of special populations in particular—a paramount concern. 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 student groups that may be struggling to access or succeed in CTE.

ii. Nondiscrimination for special populations

As part of the program application process and as recipients of federal funding, all secondary CTE providers must agree to ensure nondiscrimination and equitable access for CTEPS 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 CTEPS.

Districts will provide information regarding how they will develop communication and collaboration mechanisms to ensure all students, including members of special populations, have the opportunity to participate in CTE classes. Additionally, in their application, districts will describe how CTE teachers will be consulted regarding appropriate placement and/or needed support. The Individuals with Disabilities Education Act (IDEA) requires equal access to educational opportunities. Accommodations are documented in a student's individual education program (IEP) or 504 plan, which is monitored annually by the state at the district/school level, as required by federal statute.

Per state regulations, students cannot be identified based on their qualification for special education services. Secondary transitions are required for special populations. To ensure students with disabilities are meeting requirements set forth in IDEA, districts will consider the goals and objectives outlined in transition plans created for students, including CTE coursework.

iii. Provision of programs to enable special populations attain state levels of performance

DEED will provide professional development for CTE administrators and faculty members across Alaska regarding the state-determined levels of performance described in Section 113—particularly how they

relate to members of special populations. This professional development will be delivered through conferences, distance learning opportunities, and workshops.

Specifically, the state will work with local grantees to help them understand how their performance on the federal accountability indicators specified in Section 113 (as well as any additional indicators adopted by the state) compares with the state-determined levels of performance for each indicator.

All school districts are required to comply with IDEA to ensure they meet the educational needs of eligible students with disabilities. At the postsecondary level, all Alaska colleges comply with the federal Americans with Disabilities Act (ADA), which requires that public and private colleges provide equal access to postsecondary education for students with disabilities. Although these provisions apply to CTE programming, DEED recognizes the need to focus local grantees' attention on the performance of special population students participating in CTE.

Accordingly, to draw attention to students' performance (especially for members of special populations), the state requires that district personnel describe in their application strategies or processes they will use to strengthen student performance. Grantees are also required to provide an annual update to the application that describes their proposed improvement plans for student groups, including members of special populations, for each core performance indicator that is not met.

In addition, through periodic monitoring of districts, DEED will interview CTE administrators, instructors, and guidance counselors regarding the performance of special population students on the core performance indicators, as well as improvement plans that are in place (as necessary) and strategies relating to further learning and entry into high-skill, high-wage, or in-demand industries.

iv. Provision of appropriate accommodations

The district application will include procedures regarding the determination and communication of student accommodations among the CTE teacher, counselor, and a child study or IEP team to ensure relevant accommodations are provided for instruction and when taking recognized postsecondary credentials, when possible. The Four-Year Plan and Local Application Guidance provides special population guidelines for districts when creating applications. Accommodations for members of special populations need to include providing instruction in the least restricted environment with the appropriate equipment, presentation mode, response time, and setting to ensure students have the most meaningful CTE experience.

v. Provision of instruction and work-based learning opportunities

DEED will provide professional development for CTE administrators and faculty members across the state to help them offer instruction and work-based learning opportunities for members of special populations. As mentioned earlier, this professional development will be delivered through conferences, distance learning opportunities, and workshops. DEED will also partner with workforce development and industry partners, as needed, to expand awareness of programs and strategies that may be replicated. In addition, through periodic monitoring of districts, DEED will interview CTE administrators, instructors, guidance counselors, work-study facilitators, and/or industry partners regarding their understanding of and strategies to provide access to work-based learning opportunities for members of special populations.

Emphasis will be placed on ensuring special population students participating in CTE will be provided classroom learning options offered in integrated settings; to the greatest extent possible, special population

students will participate in programming along with peers in the general CTE student population. The goal is to deliver academic and technical instructional services equitably to all students, and educators will be offered guidance and strategies to ensure appropriate learning supports and accommodations are provided for all who qualify.

DEED will also design professional development to increase awareness among educators regarding the need to provide special population students with opportunities to participate in authentic work-based learning, offered at employers' offices or job sites wherever possible, as some rural sites in Alaska have limited options for employment.

DEED's expectation is that all students participating in work-based learning opportunities will meet the academic, technical, and other programmatic standards established by their program. However, in keeping with standard workplace practice, it is anticipated that students with special needs will be offered similar accommodations as that of other workers with similar needs, in keeping with ADA standards.

4. 4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V*)*

Recruiting and retaining high-quality teachers, faculty members, and counselors with the technical and pedagogical skills to offer CTE programming is one of the greatest challenges facing Alaska at both the secondary and postsecondary education levels. Roughly two-thirds of all state teachers and administrators are hired from out of state, with many leaving Alaska after obtaining up to two years of experience.[3] Shortages are pronounced in CTE, in part because schools and colleges are unable to compete with industry, which offers substantially higher wages for individuals with technical competence. Offering high-quality CTE programming is particularly challenging for small, rural, geographically isolated schools, which have difficulty retaining instructors (including those who choose to remain in the state). This is because, after gaining a few years of experience, instructors seek to transfer to a larger school district in a more urban setting, such as Anchorage or Fairbanks. Because rural districts have small student populations, resulting in few teachers across all sites, the loss of even a single instructor can cause an entire CTE program to shut down.

DEED will provide professional development for CTE faculty members across the state through conferences, distance learning opportunities, asynchronous learning, workshops, partnerships with postsecondary institutions, and district-led coursework. Additionally, DEED will support professional conferences and workshops for CTE and school counselors each year, including travel to participate in leadership development and content skill enhancement. Perkins incentive grants will be offered to high-performing districts to develop and deliver quality professional development content for in-demand industries in Alaska. DEED will also partner with the University of Alaska system and other institutions of higher education to offer content, pedagogical, and special populations professional development opportunities for faculty members, administrators, counselors, and paraprofessionals. Further, DEED will explore the use of

[3] https://www.juneauempire.com/news/alaskas-teachers-are-leaving-at-much-higher-than-the-national-average-heres-whats-being-done-about-it/

technology to offer high-quality technical assistance and just-in-time professional development to rural and remote districts through webinars, recordings, learning modules, and asynchronous instruction.

C. Fiscal Responsibility

5. 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

All Local Education Agencies (LEAs) eligible to receive assistance under Section 131 and institutions of higher education eligible to receive assistance under Section 132 will continue the local planning and application process established under *Perkins IV*, with modifications to ensure compliance with *Perkins V*. DEED personnel will be responsible for ensuring that each eligible recipient addresses the following components:

1. Complete the CLNA workbook and respond to each of the six required elements.
2. Complete the Four-Year Plan and Local Application which address the following components:
   a. **Consultation and public access:** Identify and meet with a broad spectrum of stakeholders and identify an advisory committee that will support local grant recipients in conducting the CLNA and participate in ongoing planning.
   b. **Student performance:** Collect and analyze student data using the core performance indicators, with separate analysis of special population student performance, and identify the core performance indicators in which they are deficient, how the recipient intends to prioritize addressing deficiencies, and whether and how Perkins funds will be used for this purpose.
   c. **Program quality:** Describe how the grantee will use its CLNA and local industry connections to determine which courses and activities to develop, the ability of the district to maintain a robust program, and how collaboration with CTSOs, local workforce boards, and industry contribute to high-quality learning opportunities for students.
   d. **CTEPS and CTE programs:** How the grantee will develop CTEPS that comply with the state-established definition of a program of study.
   e. **Recruitment, retention, and training of CTE educators:** Describe how the grantee will coordinate with the state and postsecondary institutions to support the recruitment, preparation, retention, and professional development of licensed/certified teachers, administrators, and specialized support personnel and paraprofessionals, including those underrepresented in teaching professions.
   f. **Equity and access:** Plans for how the grantee will improve access to and success in CTE for all students and collaborate with local workforce entities to develop a system of career guidance that includes providing students with current information on high-skill, high-wage, in-demand career opportunities. Description of how the grantee will provide activities to prepare members of special populations for high-skill, high-wage, in-demand career opportunities, including preparing CTE students for nontraditional fields, providing equal access and nondiscriminatory practices for special population students.

a. each eligible recipient will promote academic achievement;

A key principle of *Perkins V* is that CTE courses are academically rigorous and provide industry-aligned engagement for students. Further, CTE courses must incorporate state content standards, cultural and employability standards, and nationally recognized industry standards. DEED/CTE requires a course

crosswalk form for each course that outlines the main topics taught in the class, as well as the standards addressed by each topic. Specific occupational skill standards must be progressively rigorous as a student advances through a CTEPS, and they must be aligned to industry standards.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

One of the principles of *Perkins V* is that students learn skills valued by industry. Quality Perkins programs and CTEPS will include opportunities for students to earn postsecondary credits (e.g., dual-credit or concurrent programs or credit-transfer agreements), participate in work-based learning (e.g., job-shadowing or work-study program), and the ability to attain Recognized Postsecondary Credentials.

Alaska used industry-recognized certifications for *Perkins IV* Technical Skill Assessments and will continue to use a similar list as a Recognized Postsecondary Credentials (RPC) for approved courses. RPCs demonstrate to potential employers that students have skills they value. RPCs may be incremental, and achieving them allows a student to develop a portfolio of marketable skills that makes them more employable. Some RPCs, such as *Red Cross CPR and First Aid*, may be embedded in multiple courses, such as culinary and construction. Others, such as the *American Welding Society D1.1 FCAW 3F ½" Steel Vertical Fillet, Flux Cored certification*, would be earned only in specific courses.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V*)*

Perkins V continues to focus on aligning programs of study to high-skill, high-wage, and in-demand occupations. In the local CLNA, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. DEED/CTE and DOLWD will provide the state and regional labor market alignment data that local grant recipients will need to consider in drafting their application. As part of this work, grantees will need to rate their capacity in the following areas:

- Extent of program alignment to projected industry demands
- Policies in place to respond to changes in the labor market
- Consultation with industry partners to assess graduates' readiness to enter high-skill, high-wage, and in-demand industries without remediation
- Program graduates' ability to thrive in the workplace
- Ability to offer opportunities for students with disabilities, English learner students, or other special populations to access the local labor market

For each area, grantees must identify their strengths and/or focus for improvement, supplying evidence to support their review.

6. 2. 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

Funds made available under Section 111 of the act will be allocated to both secondary and postsecondary CTE programs.

Alaska will distribute funding during the Four-Year State Plan timeline as outlined below. This is further explained in Section IV: Budget and Appendix D.

1. **State administration:** DEED will retain the maximum 5 percent of the state award to conduct state-level administration activities.
2. **State leadership:** DEED will retain the maximum 10 percent of the state award to conduct state-level leadership activities.
3. **Local funds:** DEED will distribute no less than 85 percent of the state award to eligible recipients as subrecipients. Of the amount distributed as local funds:
   - **a.** No less than 85 percent will be distributed for basic program improvement. DEED will continue to fund programs using the current split of formula funds between secondary and postsecondary CTE programs during the state plan period (2020 to 2023): 85 percent to secondary CTE programs and 15 percent to postsecondary CTE programs. Our formula-funding split ensures adequate support for quality secondary and postsecondary CTE programs, as well as appropriate levels of funding for our subrecipients at both the secondary and postsecondary levels. This funding consistency, combined with stakeholder engagement throughout the planning process, will provide the financial means necessary for students' success as they prepare to enter the workforce.
   - **b.** No more than 10 percent will be distributed to promote equitable access to CTEPS and CTE programs through the reserve.

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*)*

Alaska does not provide for consortia among secondary schools and eligible institutions. Given communication and travel costs created by the large distances between most LEAs and postsecondary institutions, the state uses its reserve funds to ensure all eligible grantees funded through the Act receive the minimum allocation of $15,000 for LEA and $50,000 for postsecondary institutions.

7. *3. For the upcoming program year, 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)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of* Perkins V*)*

Secondary funding is determined by a formula, based on the requirements of the Act (see Appendix G). Grant awards are distributed to subrecipients following receipt and approval of a local application and budget that meets the requirements for local programs. Funds are distributed on a reimbursement basis after detailed billings are made to 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 the following year. Alaska's public charter schools and area CTE schools are organized within local school districts; the educational service agency provides short-term training at the WIOA organization.

Following the criteria included in the Act, DEED will distribute secondary funds using the legislated formula:

- 30 percent based on the number of 5- to 17-year-olds who reside in the school district served by the LEA
- 70 percent based on the number of 5- to 17-year-olds who reside in the school district served by the LEA and are from families below the poverty level

DEED will not authorize basic CTE program improvement funds at the secondary level in limited-jurisdiction agencies, as defined in Section 131(d) of the Act, or LEAs or institutions of higher education that do not offer at least one CTEPS.

8. *4. For the upcoming program year, 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.*

Not less than 15 percent of the total basic CTE program improvement allotment will be distributed to postsecondary institutions. Alaska will use the competitive grant option allowed in Section 133(a)(1)(A).

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 effectives; (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.

Postsecondary	2020
University of Alaska Anchorage - AHEC	$150,000.00
UAA – Prince William Sound College	$75,000.00
LABOR - AVTEC	$150,000.00
Ilisqavik	$150,000.00
University of Alaska Fairbanks - K-12 Outreach	$75,000.00
TOTAL	**$600,000.00***

***FY2020** = $578,038.44
FY2019 = $ 21,961.56

9. *5. Describe how the eligible agency will adjust the data used to make the allocations to 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)*

School district boundaries have not changed since the authorization of *Perkins IV*. If boundaries do change, the data used to make allocations will be updated accordingly, using the criteria established by DEED for use with the Elementary and Secondary Education Act of 1965.

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

10. *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 Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of* Perkins V*)*

DEED will not seek a waiver for the secondary allocation formula, per Section 131 (b) of the Act. No eligible recipient at the secondary level receiving funds under this Act will receive less than the $15,000 minimum allocation, per Section 131 (c) of the Act.

11. *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*

b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V*)*

DEED will not seek a waiver for the postsecondary allocation formula, per Section 132 (b) of the Act. No postsecondary institution receiving funds under this Act will receive less than the $50,000 minimum allocation, per Section 132 (c) of the Act.

12. 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.*

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

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.

13. 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*)*

The Perkins State Career and Technical Education Maintenance of Effort (MOE) can be determined either by aggregate expenditures or per-student expenditures. The aggregate expenditure basis will be performed first. If the state does not meet the MOE based on aggregate expenditures, then a per-pupil calculation must be made.

The calculation will be based on actual state expenditures that are appropriated by the Alaska Legislature specifically for vocational education. The General Fund (GF) assessment expenditures are calculated from the expenditures for testing contractors for test development and scoring divided by the number of students who receive the statewide comprehensive assessment to arrive at the cost per student. The cost per student is then multiplied by the number of secondary vocational education students—to arrive at the total GF cost for secondary vocational education students.

A student count will be taken from the Consolidated Annual Report, as required by *Perkins V*. The long-term secondary CTE student count will be based on the enrollment of CTE concentrators. The long-term postsecondary enrollment will be based on the enrollment of CTE students across the state.

The total aggregate expenditures (previously calculated) will be divided by the total number of long-term secondary and postsecondary students.

Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality –
a. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; *b. The percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or* *c. The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of* Perkins V*)* *d. Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of* Perkins V*)*
Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality program indicator(s) the eligible agency selects to use.

For the secondary performance indicator of program quality, Alaska will measure the percentage of CTE concentrators graduating from high school who attained have attained a recognized postsecondary credential(s). School districts across the state have varied capacity and opportunity to attain a recognized postsecondary credential (RPC), and rural and remote communities have few locations that value the experience. In an effort to capture the spectrum of RPCs earned across Alaska, the follow table explains the RPCs Alaska looks to collect at the secondary level.

5S1: Program Quality Indicator - Postsecondary Credential

Recognized Postsecondary Credential	**CERTIFICATE**	**CERTIFICATION**	**LICENSE**
Awarded by . . .	Education Institution	Business, trade associations, industry	Government Agency
Results from . . .	Course of Study	Assessment	Meeting Requirements
Indicates . . .	Education	Skill Mastery	Legal Permission
Completed in . . .	<2 Years	Variable	Variable
Maintained by . . .	N/A	Skill practice, re-assessment	Re-application, continuing education
Example . . .	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (AWS), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Registered Nurse (RN), Cosmetologist, Master Plumber

14. *2. Provide on the form in Section V, Form B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary indicators, with levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of* Perkins V*)*

See Section V, Form B, for the secondary and postsecondary indicators for levels of performance.

15. *3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of* Perkins V*, which at a minimum shall include –*

a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V *as part of the development of the State determined levels of performance;*

DEED held a series of webinars with members of the Alaska CTE Perkins Advisory Committee and Alaska CTE Perkins Working Group in October 2019 focused on the accountability indicators to be included in the state plan. During these webinars, the process used to set the state-determined levels of performance was reviewed. Subsequent webinars focused on setting the state-determined levels of performance.

In-person meetings and webinars were available to various stakeholder groups, including secondary and postsecondary CTE teachers and administrators, as well as state personnel.

These meetings were used to determine appropriate definitions, and they included discussions of what data were available and could be gathered. Since many Perkins performance metrics and the definition of "concentrators" have changed under this law, Alaska does not currently have all the data needed to recalculate historic student data. Thus, we calculated three years of historic trends to reflect the new metrics as closely as possible to help guide where to set performance targets. Where applicable, Alaska's ESSA plan was reviewed to ensure secondary metrics are aligned with DEED's goals related to graduation rates and assessment. Further, as we have not previously collected data on work-based learning at the state level, we consulted with other states that have relevant data to establish an informed starting plan.

Agendas and information from the meetings were also posted on the Alaska CTE Perkins State Plan webpage for public review. In addition, public comments were collected as part of the state plan review process, as described previously.

b. An explanation for the State determined levels of performance that meet each of the statutory requirements; and

Perkins V Secondary Measurement Calculation Explanation

1S1: Four-Year Graduation Rate - calculated using

- performance target identified in Alaska's ESSA plan

1S2: Extended-Year Graduation Rate (Alaska is Five-Year) - calculated using

- performance target identified in Alaska's ESSA plan

2S1: Academic Proficiency in Reading/Language Arts - calculated using

- percentage based on performance cut scores identified in Alaska's ESSA plan

2S2: Academic Proficiency in Mathematics - calculated using

- percentage based on performance cut scores identified in Alaska's ESSA plan

2S3: Academic Proficiency in Science - calculated using

- percentage based on performance cut scores identified in Alaska's Accountability plan

3S1: Secondary Post-Program Placement - calculated using

- percentage based on the average of the three historical years of data using the new concentrator definition in the denominator
    - 2018–19
    - 2017–18
    - 2016–17

4S1: Nontraditional Program Concentration - calculated using

- percentage based on the average of the three historical years of data using the new concentrator definition in the denominator
    - 2018–19
    - 2017–18
    - 2016–17

Program Quality Measure: Alaska must report on one of the following

5s1 - Postsecondary Credential - Recognized Postsecondary Credential (RPC)

- percentage based on the average of the three historical years of data for Technical Skill Assessments(TSAs) using the new concentrator definition in the denominator
    - 2018–19
    - 2017–18
    - 2016–17
- Three year average was reduced by 5% to adjust for the reported TSAs that do not meet the new more stringent RPC definition

Alaska will not be reporting the following:

- 5S2: Program Quality Indicator - Postsecondary Credit
- 5S3: Program Quality Indicator – Work-Based Learning

Perkins V Postsecondary Measurement Calculation Explanation

1P1: Postsecondary Placement

- percentage based on the average of the three historical years of data using the new concentrator definition in the denominator
    - 2018–19

- 2017–18
- 2016–17

2p1: Earned Recognized Postsecondary Credential

- percentage based on the average of the three historical years of data using the new concentrator definition in the denominator
  - 2017–18
  - 2016–17
  - 2015-16

3P1: Nontraditional Program Concentration

- percentage based on the average of the three historical years of data using the new concentrator definition in the denominator
  - 2018–19
  - 2017–18
  - 2016–17

c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws. (Section 122 (d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

DEED personnel reviewed historical three-year trend data to assess the levels of performance for each indicator, using the new state definition of a CTE concentrator. For indicators for which data were not available, the state is in the process of developing collection tools and procedures so that it can obtain data in 2019-2020 and 2020–2021. These data will be used to set performance targets for subsequent program years. As trend data become available, the state will consider resetting performance targets as provided for in the Act.

16. *4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of* Perkins V. *(Section 113(b)(3)(B)(iii)of* Perkins V*).*
17.
18. *As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.*

To be determined after public comment period.

19. *5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of* Perkins V *in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of* Perkins V*).*

DEED will review the overall state performance on each core indicator, overall and for student subgroups and special populations. Where performance gaps exist statewide (i.e., where performance levels fall below 90 percent of the statewide target), in the first program year following, DEED will develop and implement a program improvement plan that includes an analysis of the performance gaps and actions that will be taken to address them. This plan will be developed in consultation with appropriate agencies, individuals, and organizations. Where appropriate, technical assistance and supports (e.g., presentations at annual conferences, consultations with state education leaders, resources, and trainings) will be provided.

Ultimately, statewide performance is determined by local grant recipients. DEED will provide each LEA and postsecondary institution with an annual report summarizing its performance on each of the core indicators described in Section 113. This will include a description of the recipient's performance in the reporting year both overall and compared with the state-established performance level for the indicator. Disaggregated data will also be provided for each student group and special population.

Grant recipients will be expected to analyze their performance overall and in relation to the student groups noted. Where appropriate, specific improvement efforts will be required in the Annual Update provided to DEED via the state Grants Management System (GMS) each year. This will include a description of the performance gap, factors contributing to the gap, and steps to be taken to close the gap over time.

If the 90 percent performance target is not achieved for a given indicator over time, DEED will take corrective action. Recipients will be required to explain to DEED in their annual report why the 90 percent performance target was not achieved and the corresponding action steps to be taken.

III. Assurances, Certifications, and Other Forms

A. Statutory Assurances

☑ The eligible agency assures that:

1. The State plan has been made 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. Funds will be used 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. Local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided 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. The State 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*).

B. Edgar Certifications

☑ By submitting this *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)

IV. Budget (PROJECTED-based on FY2020 allocation and demographic data)

State Name: Alaska
Fiscal Year: 2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total *Perkins V* Allocation**	**Not applicable**	$ 5,037,372
2	**State Administration**	5.00 %	$ 251,869
3	**State Leadership**	10.00 %	$ 503,737
4	• Individuals in State Institutions	0.60 %	$ 30,000
4a	- Correctional Institutions	**Not required**	$ 30,000
4b	- Juvenile Justice Facilities	**Not required**	$
4c	- Institutions that Serve Individuals with Disabilities	**Not required**	$
5	• Non-traditional Training and Employment	**Not applicable**	$ 60,000
6	• Special Populations Recruitment	0.10 %	$ 5,037
7	**Local Formula Distribution**	85.00 %	$ 4,281,766
8	• Reserve	8.50 %	$ 428,177
9	- Secondary Recipients	8.50 %	$ 289,127
10	- Postsecondary Recipients	0 %	$ 0
11	• Allocation to Eligible Recipients	76.50 %	$ 3,853,589
12	- Secondary Recipients	65.03 %	$ 3,275,551
13	- Postsecondary Recipients	11.47 %	$ 578,038
14	**State Match *(from non-federal funds)***	**Not applicable**	$ 251,869

V. State-Determined Performance Levels

***Perkins V* Secondary Data Definitions**

Participant: A participant at the secondary/postsecondary level is an individual who completes not less than one course in an approved career and technical education (CTE) program or CTE program of study (CTEPS).

Concentrators: A CTE concentrator at the secondary level is an individual who has completed at least two technical courses (at least one technical credit when totaled) in a single state-approved career and technical education (CTE) program or CTE program of study (CTEPS).

***Perkins V* Secondary Measurement Definitions**

1S1: Four-Year Graduation Rate

Alaska Numerator: Number of CTE concentrators who, in the reporting year, **graduated** with a diploma in Alaska's computation of its **four-year graduation rate,** as defined in Section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA).

Alaska Denominator: Number of CTE concentrators who, in the reporting year, were **counted** in Alaska's computation of its **four-year graduation rate,** as defined in Section 8101 of ESEA.

1S2: Extended-Year Graduation Rate (Alaska is five-year)

Alaska Numerator: Number of CTE concentrators who, in the reporting year, **graduated** with a diploma in Alaska's computation of its **five-year graduation rate,** as defined in Section 8101 of ESEA.

Alaska Denominator: Number of CTE concentrators who, in the reporting year, were **counted** in Alaska's computation of its **five-year graduation rate,** as defined in Section 8101 of ESEA.

2S1: Academic Proficiency in Reading/Language Arts

Alaska Numerator: Number of CTE concentrators who were proficient and above in the grade 9 academic assessment of **English language arts** standards in Alaska and graduated school in the reporting year.

Alaska Denominator: Number of CTE concentrators who participated in the grade 9 academic assessment of **English language arts** standards in Alaska and graduated school in the reporting year.

Since the Alaska exam is administered in grade 9, before most students have the chance to participate in two CTE courses, this measure will include students who:

- Participated in the grade 9 exam
- Are considered a concentrator during the reporting year
- Graduated school during the reporting year

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2S2: Academic Proficiency in Mathematics

Alaska Numerator: Number of CTE concentrators who were proficient and above in the grade 9 academic assessment of **mathematics** standards in Alaska and graduated school in the reporting year.

Alaska Denominator: Number of CTE concentrators who participated in the grade 9 academic assessment of **mathematics** standards in Alaska and graduated school in the reporting year.

Since the Alaska exam is administered in grade 9, before most students have the chance to participate in two CTE courses, this measure will include students who:

- Participated in the grade 9 exam
- Are considered a concentrator during the reporting year
- Graduated school during the reporting year

2S3: Academic Proficiency in Science

Alaska Numerator: Number of CTE concentrators who were proficient and above in the grade 10 academic assessment of **science** standards in Alaska and graduated school in the reporting year.

Alaska Denominator: Number of CTE concentrators who participated in the grade 10 academic assessment of **science** standards in Alaska and graduated school in the reporting year.

Since the Alaska exam is administered in grade 10, before most students have the chance to participate in technical CTE courses, this measure will include students who:

- Participated in the grade 10 exam
- Are considered a concentrator during the reporting year
- Graduated school during the reporting year

3S1: Secondary Post-Program Placement

Alaska Numerator: Number of CTE concentrators from the **prior year** who graduated secondary education and who were found to be one of the following between October 1 and December 31 of the **current reporting year**:

- In postsecondary education
- In advanced training
- In military service
- In a service program/Peace Corps
- Placed in employment

Alaska Denominator: Number of CTE concentrators who graduated from secondary education during the **prior reporting** year.

4S1: Nontraditional Program Concentration

Alaska Numerator: Number of CTE concentrators from the underrepresented gender group (males **or** females) in a CTE program or CTEPS that leads to employment in nontraditional fields and graduated school in the reporting year.

Alaska Denominator: Number of CTE concentrators (males **and** females) in a CTE program or CTEPS that leads to employment in nontraditional fields and graduated school in the reporting year.

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This measure will include students during the reporting year who are:

- Considered a concentrator during the reporting year
- In a nontraditional field
- Enrolled during the reporting year
- Graduated school in the reporting year

Nontraditional Fields: *individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work (e.g., males in early childhood education or nursing and females in welding or construction).*

Program Quality Indicators – Alaska is only required to report one of the following measures and will be reporting on 5s1 – Postsecondary Credential

5S1: Program Quality Indicator – Postsecondary Credential

Alaska Numerator: Number of CTE concentrators that have graduated from high school in the reporting year and have attained a **recognized postsecondary credential(s)**.

Alaska Denominator: Number of CTE concentrators who have graduated from high school in the reporting year.

Alaska will not be reporting the following:
5S2: Program Quality Indicator - Postsecondary Credit
5S3: Program Quality Indicator – Work-Based Learning

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***Perkins V* Postsecondary Data Definitions**

Participant: A participant at the postsecondary level is an individual admitted to a postsecondary CTE program who completes not less than one course in a CTE program or CTEPS at an eligible recipient/institution.

Concentrators: A CTE concentrator at the postsecondary level is an individual taking courses from an eligible recipient/institution who has done one of the following:

- Earned at least 12 credits in a CTE program or CTEPS
- Completed such a program if the program encompasses fewer than 12 credits (or fewer than 360 contact hours for non-credit institutions) or the equivalent in total

***Perkins V* Postsecondary Measurement Definitions**

1P1: Postsecondary Placement

Alaska Numerator: Concentrators who completed a postsecondary program in the **prior year** and found to be one of the following between October 1 and December 31 of the **current reporting year**:

- Remain enrolled in postsecondary education
- Are in advanced training
- Are in military service
- Are in a service program/Peace Corps
- Placed or retained in employment

Alaska Denominator: All prior year concentrators who completed a program.

2p1: Earned Recognized Postsecondary Credential

Alaska Numerator: Concentrators in the previous year who finished a CTE program and received a recognized postsecondary credential during participation in or within one year of program completion.

Alaska Denominator: Concentrators in the previous year who finished a CTE program.

Example for 2018–19 reporting:
Denominator: Identify the cohort that completed a program in June 2017–18
Numerator: In 2018–19, run the 2017–18 cohort for credentials

3P1: Nontraditional Program Concentration

Alaska Denominator: Number of CTE concentrators (males **and** females) in a CTE program or CTEPS that leads to employment in nontraditional fields who exited school in the reporting year.

Alaska Numerator: Number of CTE concentrators from the underrepresented gender group (males **or** females) in a CTE program or CTEPS that leads to employment in nontraditional fields who exited school in the reporting year.

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Nontraditional Fields: *Individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work (e.g., males in early childhood education or nursing and females in welding or construction).*

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Form V. B: State-Determined Performance Levels

State Levels of Performance and Targets by Reporting Year

Secondary Metric	2020	2021	2022	2023	2024
1S1 - Four-Year Graduation Rate	**80.59%**	81.77%	82.94%	84.12%	85.30%
1S2 - Extended Graduation Rate	**83.66%**	84.82%	85.99%	87.16%	88.33%
2S1 - Academic Proficiency in Reading/Language Arts	**38.25%***	41.34%	44.43%	47.51%	50.60%
2S2 - Academic Proficiency in Mathematics	**33.03%***	36.38%	39.73%	43.08%	46.42%
2S3 - Academic Proficiency in Science	**61.53%**	63.45%	65.38%	67.3%%	69.22%
3S1 - Post-Program Placement	**42.72%**	42.97%	43.22%	43.47%	43.72%
4S1 - Nontraditional Concentration	**27.60%**	27.85%	28.10%	28.35%	28.60%

*baseline collection year for new assessment

Program Quality Measure Options:	2020	2021	2022	2023	2024
5s1 - Postsecondary Credential Recognized Postsecondary Credential (RPC)	**22.98%**	23.23%	23.48%	23.73%	23.98%
5S2 - Postsecondary Credit	Not reporting	Not reporting	Not reporting	Not reporting	Not reporting
5S3 - Work-Based Learning	Not reporting	Not reporting	Not reporting	Not reporting	Not reporting

Postsecondary Metric	2020	2021	2022	2023	2024
1P1 - Postsecondary Retention and Placement	**74.11%**	74.36%	74.61%	74.86%	75.11%
2P1 - Earned Recognized Postsecondary Credential	**40.39%**	40.64%	40.89%	41.14%	41.39%
3P1 - Nontraditional Program Concentration	**12.07%**	12.32%	12.57%	12.82%	13.07%

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Appendix A

Alaska Perkins V:

CTE Program of Study (CTEPS)
Guidance and Form

CTEPS Introduction

The CTE Program of Study (CTEPS) process is intended to help Alaska high schools and postsecondary institutions support and prepare students in the acquisition of demanding industry-based technical and academic knowledge and skills needed for success in high school and beyond. Ultimately, student success in their chosen career path will be the true measure of CTE program effectiveness and quality. CTEPS are complex, multi-year sequences of courses including both academic and technical skills designed to present a student with a clear idea of the requirements and rewards of a particular career choice, and an attainable pathway to achieve that choice beginning in high school and transitioning to postsecondary education or training. The Department of Education & Early Developments CTEPS approval process provides an external measurement of a CTE program's readiness and sustainability, quality and continuous improvement.

This Rubric Guidance is intended to help districts complete the CTEPS form (# 05-20-035) in a way that meets state and federal requirements, and also provides a completed document that is useful. This document may be used by students and parents as a planning tool, as well as by career counselors and district staff as part of a broader system of career exploration and development activities. This district support should be designed to aid students, including those in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and goals.

Program of Study (CTEPS) [§3(41)]

The term 'program of study' means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

A. Incorporates challenging State academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
B. Addresses both academic and technical knowledge and skills, including employability skills;
C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
E. Has multiple entry and exit points that incorporate credentialing; and
F. Culminates in the attainment of a recognized postsecondary credential.

CTEPS Template Guidance

In the following narrative, you will find a description of what DEED/CTE expects to see in each section of the CTEPS template.

Header

Use this section to provide overarching, structural information about the CTEPS.

On the left include the local CTEPS name and which of the Advance CTE National Career Clusters and Pathways this CTEPS falls under. The *National Career Clusters Framework* (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) provides structure for organizing and delivering quality CTE programs. There are 16 Career Clusters and 79 Pathways. DEED/CTE recommends districts review Career Cluster planning documents available via the *Advance CTE website* (careertech.org/career-clusters). These documents will aid districts in developing an organized planning framework for Career and Technical Education in their communities. Providing this information ensures that every district's CTEPS' are aligned to a consistent organizational framework, which will make it easier to share across districts and eventually to search within the Perkins Portal.

On the right, list the submitting district's name and who developed the CTEPS. This information will assist in contacting the correct individual should questions arise from DEED or other districts. A development or revision date is also required to ensure that CTEPS are current. Beginning with Perkins V, every CTEPS will need to be updated on a 5-year cycle just like course submissions.

CTEPS Description

Provide a brief description of the CTEPS focus, goals, and outcomes based on your local needs. Remember, this document is meant to be used as a planning tool by the district, students, and parents, so avoid jargon and word it in such a way that everyone can understand. Think of this section as the CTEPS elevator pitch. Why should students choose to pursue this particular CTEPS?

Secondary Program Components [§3(41)(A-B & D)]

In this section, outline the CTE courses a student can take during middle and high school that align to the CTEPS focus and postsecondary study. Please identify any career assessments or planning tools the CTEPS will utilize by marking them in **bold** in the second row. If middle school courses are included, identify the grade during which it is recommended and the course name. Identify any middle school courses that may be taken for high school credit with *italics*. In high school grades, please identify both academic and CTE courses (**bold** CTE courses) and the semesters in which it is recommended they be taken. Finally, please identify any Recognized Postsecondary Credentials (RPCs) that will be taken during either middle school or each year of high school. A minimum of one RPC is required in each CTEPS.

Perkins V requires CTEPS include both academic and technical skills, do not duplicate courses or skills, and progress in level of difficulty and focus in an occupational area. Further, Alaska requires each CTEPS include a minimum of 2 high school CTE credits, one credit of which may be foundational and not specific to the CTEPS (e.g. Employability Skills, Career Exploration). The second credit must be career specific and progressively rigorous (e.g. Welding I and Welding II, or Culinary Arts I and Culinary Arts II). Courses may not be repeated.

Again, please remember this document is meant to be a planning tool for both the district and students/parents to map out participation and anticipate goals and challenges that may arise. By filling this information out as fully and completely as possible, the district provides the best picture possible to end users contemplating study in various CTEPS.

Alignment to Industry Need [§3(41)(C)]

Use this section to demonstrate how the district's CTEPS aligns to the economic drivers of your community, tribal area, region, or the state. Also identify which (if any) of the state *priority workforce strategic plans* (labor.alaska.gov/awib/ppi.htm) the CTEPS might align to. For example, a welding CTEPS might align to the fishing industry at a local level, construction at a regional level, and pipeline development at a state level. It might then also align to the state Gasline Workforce Plan and Construction Plan. This section should be robust, but concise. The point here is to demonstrate the CTEPS was developed in

partnership with industry, is responsive to the employment needs of Alaska, and has real career prospects for students in a range of areas.

Optional Program Components

Perkins V emphasizes the importance of real-world experiences as part of a student's CTE experience. To this end, DEED/CTE encourages (but does not require) districts to consider including participation in Career and Technical Student Organizations (CTSOs) or work-based learning opportunities as part of CTEPS. CTSOs are an important component of local career and technical education in Alaska that build student leadership skills, provide job and career training, develop employability and communication skills, and provide opportunities to achieve goals through statewide and national competitions. Your DEED/CTE program manager can provide your district more information about CTSOs that might apply to your CTEPS. Work-based learning benefits students by establishing a clear connection between school and work, improving post-graduation employment opportunities, developing positive work habits, and involving local businesses in CTE education. Work-based learning may take the form of work experience credits, job-shadowing, or apprenticeships.

General Postsecondary Options [§3(41)(F)]

Every CTEPS is required to align to at least one postsecondary opportunity for study. Remember that "postsecondary" means any study after graduation from high school and does ***not*** mean college only. It is possible—even likely—that multiple options for postsecondary study exist through participation in the CTEPS. To provide the best picture of the CTEPS utility and applicability, identify all possible postsecondary outcomes for students.

Specific Postsecondary Option Details [§3(41)(F)]

District must complete this section for ***each*** postsecondary option identified under General Postsecondary Options. Districts should engage in ongoing consultation with postsecondary entities to ensure that district CTEPS align with postsecondary programs, and that no remedial work will be required for CTEPS participants. Where possible, secondary programs should offer dual-credit opportunities that will give a CTE participant a jump start in postsecondary pathways.

Identify the specific postsecondary partner (e.g. AVTEC or UAA-Kodiak) and the specific program pathway (e.g. Able Seaman or AAS Technical Welding). Using the table provided and in consultation with your postsecondary partner, identify the courses required to (a) achieve the occupational endorsement, certificate, license, two-year degree, or (b) the first two years of a four-year program resulting in a Recognized Postsecondary Credential (RPC). Identify those courses that may be completed in high school by marking them in **bold**. Total the number of credits per semester at the bottom of each column, and then the total number of credits for the outcome at the very bottom of the table. Be sure to identify the outcome of the program.

Detailing the possible postsecondary pathways of study for students is an important component of the CTEPS because it demonstrates multiple exit points and ensures both district personnel and students understand the potential benefits and outcomes of engaging in the CTEPS.

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

Identify the jobs and careers students may reasonably expect to enter through participation in the CTEPS. At minimum, each CTEPS should identify one entry-level, one technical, and one professional career. Entry-level jobs are those a student could enter directly from high school with specialized CTE training. Technical jobs may require education beyond that available in high school. Professional jobs will likely require extensive further training. For example, in a healthcare pathway an entry-level career

might be a phlebotomist, while a technical career might be a sonographer, and a professional career might be a registered nurse.

This section aids students in making informed plans and decisions about future education and career opportunities. Districts should provide as many local options as possible, but may also reference national sources such as *Career Trees* (tfsresults.com/careertree/) or the *National Career Clusters Framework* (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf).

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

Perkins V requires that all CTEPS have multiple entry and exit points to make them more accessible to more students.

CTE Program of Study (CTEPS) - Form (#05-20-035)

CTE Program of Study (CTEPS) Name:	Date: (Note: CTEPS expire after 5 years)
Career Cluster: Choose an item.	**District Name:**
Pathway (https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) **:**	**Developed By:**

CTEPS Description:

SECONDARY PROGRAM COMPONENTS (Please designate CTE courses in **bold**; designate middle school courses for HS credit with *italics*) [§3(41)(A-B & D)]**:**

Middle School		9th Grade		10th Grade		11th Grade		12th Grade	
Career Clusters Interest Inventory, AKCIS Jr. Portfolio, KeyTrain/Career Ready 101		Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		Career Interest Inventory, AKCIS Portfolio, PLCP		PSAT, SAT, ACT, Accuplacer/ALEKS, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/ ALEKS, AKCIS Portfolio, PLCP	
Grade	**Course Name**	**Courses**		**Courses**		**Courses**		**Courses**	
		Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):	

ALIGNMENT TO INDUSTRY NEED [§3(41)(C)]**:**

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

***OPTIONAL PROGRAM COMPONENTS:**

Career and Technical Student Organizations	Work-Based Learning Opportunities

GENERAL POSTSECONDARY OPTIONS [§3(41)(F)]**:**

One or Two-Year Postsecondary Programs	Adult Registered Apprenticeships	Four-Year College and University Programs	Occupational Certifications and Licenses	On-The-Job Training, Certificates, etc.
•	▪	▪	▪	▪

SPECIFIC POSTSECONDARY DETAILS:

NAME OF POSTSECONDARY PARTNER(S):
NAME OF POSTSECONDARY PROGRAM(S):

***OPTIONAL ADDITIONAL PROGRAM INFORMATION** (Please designate courses possible to complete at high school level in **bold**):

Year 13		**Year 14**	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
Credits	**Credits**	**Credits**	**Credits**
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)]**:**

Entry-Level Careers	**Technical Careers**	**Professional Careers**

STRATEGIC ENTRY AND EXIT POINTS [§3(41)(E)]**:**

Entry	**Exit**

Appendix B

Alaska Perkins V:

Four-Year Plan and Local Application
Guidance and Form

Alaska Perkins V:
Four-Year Plan and Local Application Guidance and Form

Career and Technical Education Programs
FY2021 – 2025

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Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), signed into law July 31, 2018, reauthorizes the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV). The new law was effective July 1, 2019 and the first year of implementation will be considered a "transition year". The new law introduces a Comprehensive Local Needs Assessment (CLNA) requiring data-driven decision-making for all Perkins expenditures, significant stakeholder consultation, and a two-year update cycle. Perkins V includes formal definitions of Programs of Study (which Alaska calls CTEPS) and CTE Concentrator. It shifts the development of required program targets for core performance indicators primarily to states, and includes those targets in state and local plans. It consolidates the two non-traditional accountability indicators into one, and adds an indicator of "program quality" at the secondary level that includes at least one of the following: a recognized postsecondary credential, postsecondary credits, or participation in work-based learning. (States may also include another measure of student success that is statewide, valid, and reliable, if desired). It also increases the focus on serving special populations with an expanded definition of these subgroups, a new required use of state leadership funds, and additional consultation and stakeholder involvement. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education (USED). Districts receiving an allocation for Perkins funds are also required to submit plans with the same timeline commitments as the State in order to facilitate the State's plan submissions to USED.

The purpose of Perkins V is to provide supplemental funding to districts to develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who choose to enroll in CTE programs and Programs of Study (CTEPS). It focuses on delivering challenging academic and technical standards to prepare student for high-skill, high-wage, or in-demand occupations; aligning secondary and postsecondary education for CTE students, supporting partnerships among secondary schools, postsecondary institutions including technical schools, local workforce investment boards, and local business and industry; and increasing the education and employment opportunities for populations who are underserved or underemployed.

The ***Comprehensive Local Needs Assessment Guidance and Workbook (CLNA)*** document is an optional workbook districts may use to gather and organize data under five required categories to evaluate their program and plan for the future. Perkins V requires that funding decisions be directly tied to needs determined by this assessment. The CLNA must be updated every two years. The CLNA workbook is designed to help districts determine priorities for funding based on data.

The ***Four-Year Plan and Local Application*** document is a framework for the description, maintenance, and improvement of districts' Perkins V Career and Technical Education (CTE) programs. Responses to the questions in the Four-Year Plan and Local Application should give a reasonably complete overview of what the district intends to do to provide a quality CTE program to students and meet the requirements of Perkins V for the next four years. Readers of this plan should come away with a clear picture of what the district is currently offering under Perkins V, and what improvements or changes the district plans to make in the next four years. This plan, in conjunction with the CLNA, guides grantees through the planning, implementation, and evaluation strategies and activities necessary to meet the intent of Perkins V. Districts may update their Four-Year Plan and Local Application at any time as local, state, or national conditions change. Districts must address and DEED must approve all sections of the Four-Year Plan and Local Application in order for districts to qualify for Perkins funding.

The ***Annual Amendment*** submitted in GMS, DEED's Grants Management System, will provide details of any changes made to the Four-Year Plan and Local Application based on updated data and community trends. Districts may revise their Annual Amendment at any time during the fiscal year as expenditures or other program details change. At the end of each fiscal year, the Annual Amendment should reflect the activities and expenditures the district completed as part of their Four-Year Plan and Local Application during that year. Districts must address and DEED must approve all sections of the Annual Amendment submitted in GMS, in order for districts to qualify for Perkins funding.

Guidance

Consultation and Public Access [§134(d-e)]

Perkins V requires consultation with a broad spectrum of stakeholders as part of the CLNA process, as well as throughout implementation of the program. DEED recommends districts build a core Advisory Committee of stakeholders that participates in the CLNA as well as ongoing Perkins V planning for the district. Please see the Comprehensive Local Needs Assessment Guidance and Workbook for details and worksheets regarding the building of an effective stakeholder group.

Advisory Committee Identification

Districts are required to identify the current members of the Advisory Committee, and to update this information annually. Membership in all categories listed in the law is required. One person may fulfil more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfill a required role, the district must keep records indicating the efforts made to fill the role each year. Perkins V requires, at a minimum, the following participants be engaged in the CLNA, Four-Year Plan and Local Application development, and continued consultation:

- Representatives of CTE programs from secondary and postsecondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals
  - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board or local workforce development boards
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations, which include [§3(48)]:
  - Individuals with disabilities
  - Individuals from economically disadvantaged families
  - Individuals preparing for non-traditional fields
  - Single parents, including single pregnant women
  - Out-of-workforce individuals
  - English learners
  - Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
  - Youth who are in or have aged out of the foster care system
  - Youth with a parent who is an active duty member of the armed forces (as defined in 10 U.S.C. 101(a)(4) and (10 U.S.C. 101(d)(1))

- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Continued Consultation

Perkins V requires continued consultation with the Advisory Committee. Consultation may be face to face, via Webex, audio conference, or email. Consultation must be documented. DEED requires complete minutes (including date, attendance, agenda, and summary of the discussion) each year as part of the Annual Amendment submitted in GMS. A template for Advisory Committee minutes is available for district use. DEED recommends districts hold an annual CTE Advisory Committee meeting in the spring. At this time of year the district will have data from the previous year to share with the committee, and planning may take place for the following school year. This will also enable the district to complete the Annual Amendment submitted in GMS (an online system that tracks annual funding and expenditures, as well as any changes or updates to the Four-Year Plan and Local Application that made each year) prior to the June 30 deadline. Consultation may include:

- Providing information and gathering input on updates to the CLNA
- Providing information on the requirements of Perkins V
- Providing an annual review of the district's current Perkins data **(This item is required)*
- Gathering input to ensure Perkins programs are
    - responsive to community employment needs
    - aligned with state, regional, tribal, or local employment priorities
    - informed by labor market information
    - designed to meet current, intermediate, or long-term labor market projections
    - allow employer and industry input into the development and implementation of Perkins programs and CTEPS to ensure they align with skills required by local employers including identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment
- Identifying and encouraging opportunities for work-based learning
- Ensuring Perkins funding is used based on the findings of the CLNA, and in a coordinated manner with other local resources

Local Application [§134 (a-e)]

The Four-Year Plan and Local Application is the application for Perkins funding. It is a framework for the required elements of the local application. Districts must describe how the district intends to provide, maintain and improve the CTE program over the next four years. The required components of the four-year plan are organized into five main parts, which align with the work that was done in the CLNA (see Appendix A). Each part must be described with enough detail to meet the requirements and serve as a planning tool for the next four years. Changes that occur over the life of the plan (due to changes in local staffing, data, student population, available employers, etc.) must be noted in the Annual Amendment submitted in GMS along with the budget each year.

Funding

Perkins V emphasizes the need for Perkins funding to be data-driven. Expenditure of Perkins funds must be driven by the needs identified by the CLNA. In each of the sections of the Four-Year Plan and Local Application, districts should outline roughly whether or not requirements in those sections will be targeted for implementation or improvement using Perkins V funding, as indicated by the results of the CLNA. Remember that Perkins V funding, as a Federal grant, must also be supplemental to other state and local funding sources. Perkins V outlines six broad categories of requirements for uses of funds, see Appendix B. Districts with questions regarding what is allowable using Perkins V funds are welcome to contact DEED/CTE staff at any time.

Application Contents

Section 134(b) of Perkins V states that each state shall determine the contents of the local plans. However, each plan must include:

1. Results of the Comprehensive Local Needs Assessment, and a description of the plan for continued consultation with a stakeholder group or Advisory Committee at least annually to include information on the requirements of Perkins V, current local data analysis, public dissemination of current Perkins data, and collection of feedback from this committee
2. Description of expenditures (all of which must be tied to the CLNA)
3. Plans to address any gaps in student performance on state and local levels of performance for required indicators and for all required subgroups and all special populations groups
4. Description of the CTE program the district will provide, including not less than one complete Program of Study (CTEPS) and: how the results of the CLNA influence the structure of the Perkins V program and activities; and what if any new CTEPS the district intends to develop over the life of the plan.
5. Description of work-based learning opportunities that the district will provide in conjunction with employers
6. Description of how the district will collaborate with local workforce development boards and other agencies to provide career exploration and development coursework, and career information on local occupations
7. Description of how a district will improve the academic and technical skills of CTE students through rigorous content aligned with challenging academic and technical standards
8. Inclusion of postsecondary credit opportunities for high school CTE students
9. Support for recruitment, preparation, and retention of CTE teachers, admin, and specialized support personnel, including those underrepresented in the teaching profession
10. Description of how the district will provide access for all students by maintaining an organized system of career guidance and academic counseling that includes current industry information, as well as additional supports to promote equity for members of special populations and students pursuing non-traditional fields

Part A: Student Performance

CLNA Components	Local Application Requirements
Part A: Student Performance **134(c)(2)(A)**	**134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps.

Perkins V requires that districts collect and analyze student data using defined core performance indicators, which includes an analysis of special populations defined by Perkins V as well as subgroups defined by ESSA. DEED collects district data each June 15 through the All-In-One document on the CTE Portal (education.alaska.gov/tls/CTE/Perkins/). This data is verified by DEED, organized by core performance indicators, and returned to the Portal for district use. DEED recommends reviewing this data over time, considering variables such as demographics, stakeholder perceptions, and student interests. DEED has developed a *Multi-Year Data Template* using line graphs by core performance indicator for this purpose. The *Four-Year Plan and Local Application* should state which core performance indicators are deficient, which the district intends to prioritize, how the district plans to address gaps in performance at both overall and subgroup levels, and whether Perkins funds will support these plans. The *Four-Year Plan and Local Application* must describe what additional actions districts will take to address deficiencies in the third year, if meaningful progress towards closing gaps is not made in the first two years. In addition, each year in the Annual Update submitted in GMS, districts that have not met core performance indicator(s) must also review and update (if applicable) the improvement plan for each indicator, which will include the subpopulation group(s) effected, what action steps will be taken, and responsible staff.

The Perkins V required core performance indicators are (see Appendix C – *Perkins V Definitions*):

1S1: Four-Year Graduation Rate
1S2: Extended-Year Graduation Rate (5 years in Alaska)
2S1: Academic Proficiency in Reading/Language Arts
2S2: Academic Proficiency in Mathematics
2S3: Academic Proficiency in Science
3S1: Secondary Post-Program Placement
4S1: Non-Traditional Program Concentration
5S3: CTE Program Quality Indicator – Work Based Learning

Plans to address gaps in Perkins performance for core performance indicators (DEED recommends reviewing at least three years of data if possible) must also be disaggregated by subpopulation groups [§1111(h)(1)(C)(ii)] of ESSA and special populations [§3(48)] of Perkins V, which include:

- Gender
- Race and ethnicity (African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or More Races)
- Migrant status
- Individuals with disabilities
- Individuals from economically disadvantaged families including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents including single pregnant women
- Out of work individuals
- English learners

- Homeless individuals
- Youth who are in or who have aged out of the foster care system
- Youth with a parent who is an active duty member of the armed forces

Part B: Program Quality

CLNA Components	Local Application Requirements
Part B: Program Quality **134(c)(2)(B)** B-1: Program Size, Scope and Quality B-2: Labor Market Alignment	**134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How the results of the CLNA informed the selection of CTE programs and activities to be funded • Description of any new programs of study the district will develop and submit to the SEA **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide Career exploration and career development coursework, activities, services

Program quality includes many elements. Among them are; how the district uses the CLNA and local industry connections to determine which courses and activities to develop, the ability of the district to maintain a robust program, and how collaboration with CTSOs, local workforce boards and industry contribute to high quality learning opportunities for students.

Size, Scope, and Quality

Each Perkins program must be of sufficient size, scope and quality (SSQ) to qualify for funding. Generally, SSQ means that the Perkins funded program is sufficient to meet all of the requirements of Perkins and deliver a quality program that meets the intent of the law and serves all students. DEED has defined SSQ as follows:

Size:

A sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Other resources include:

- *High Quality CTE Framework* (acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018_WithRubric.pdf)

Rural Considerations

Many small districts may face hiring and budget challenges for CTE instruction. As long as a student could complete a CTEPS (see Part C for CTEPS requirements) within a standard high school tenure, it is not required that districts teach all courses in a CTEPS every year. DEED recommends districts consider stacking courses (i.e. a single instructional period with a single instructor containing students of different skill levels). For example, a small district might stack Culinary Arts I and Culinary Arts II together in the same hour. Make sure the district's data reporting system records students in the correct level within the course. Other options might be to partner with other districts to provide a course or CTEPS, develop or send students to onsite intensive courses outside of their local school operated by other districts.

Other resources include:

- *Connecting Rural Learners with the World of Work* (cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_World_Work_2017FINAL.pdf)
- *Rural CTE Strategy Guide* (cte.careertech.org/sites/default/files/files/resources/CTE_RuralStrategyGuideFINAL.pdf)

CTSOs

Additional supports for Perkins programs include Career and Technical Student Organizations (CTSOs). These student organizations allow students work together at the local, state, and/or national level, providing experiences in leadership, teamwork, self-confidence and character development. Examples of CTSOs are:

- *Educators Rising - Alaska* (educatorsrisingalaska.org/)
- *Health Occupations Students of America (HOSA) - Alaska* (alaskahosa.org/)
- *Skills USA - Alaska* (alaskaskillsusa.org/)
- *Distributive Educational Clubs of America (DECA) - Alaska* (alaskadeca.weebly.com/)
- *Family, Career and Community Leaders of America (FCCLA) - Alaska* (ctsoalaska.org/fccla.html)
- *Business Professionals of America (BPA) - Alaska* (alaskabpa.org/)
- *National FFA Organization - Alaska* (alaskaffaassociation.com/)

Other resources include:

- *Expanding Career Readiness Through Career and Technical Student Organizations* (acteonline.org/wp-content/uploads/2018/03/CTSO_Career_Readiness.pdf)

Work-Based Learning

An increased emphasis on work-based learning in Perkins V encourages districts to work with local employers and workforce development boards to increase the number of opportunities students will have to work directly with and learn from local industry. The intent of Perkins has always been to focus CTE instruction on high-skill, high-wage, in-demand occupations for students. To ensure that instruction meets local need, districts are required to collaborate with regional and local industry to determine appropriate courses and pathways, and wherever possible, provide opportunities for students to experience local employment opportunities. These could be job-shadowing, tours of local industry, apprenticeships, or work-study programs. Wherever possible, Perkins courses and CTEPS should lead to industry-recognized credentials, and align to standards recognized by national and/or local industry, so that students earning these credentials are immediately employable.

Other resources include:

- *Alaska Apprenticeship Plan - AWIB October 2018* (labor.alaska.gov/awib/Alaska_Apprenticeship_Plan-10-2018.pdf)
- *Alaska Work-based Learning Policy Guide* (education.alaska.gov/)

- *Defining Quality: Business and Community Partnerships* (acteonline.org/wp-content/uploads/2019/03/HQ_Partnerships_March2019.pdf)

Part C: CTE Programs and Programs of Study (CTEPS)

CLNA Components	Local Application Requirements
Part C: CTE Programs/Programs of Study (CTEPS) **134(c)(2)(C)**	**134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA) **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable

Perkins funds can only be used to support programs that at minimum comprise a complete CTE Program of Study [§3(41)], which Alaska calls a CTEPS.

> **Sec 3(41):** ***Program of Study***. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*
> - *Incorporates challenging State academic standards;*
> - *Addresses both academic and technical knowledge and skills, including employability skills;*
> - *Is aligned with local, Tribal, regional, or State workforce needs;*
> - *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
> - *Has multiple entry and exit points that incorporates credentialing; and*
> - *Culminates in the attainment of a recognized postsecondary credential.*

This may include middle school courses, *(above and beyond the minimum required two high school credits) if desired,* which should lead into a High School CTEPS and be identified in the CLNA. In addition to the definition above, order for a CTEPS to be considered complete, a student must be able to:

- Complete at least two credits in a single occupation-specific CTEPS. One of these credits may be foundational – e.g. life skills or exploratory, but the other must be in technical content – Welding I, Medical Terminology, Culinary II, etc.
- Complete these two credits within a typical high school tenure, in the order of progression (e.g. Welding I leading to Welding II, and so on) and without duplicating courses
- Complete a CTEPS that includes alignment to a postsecondary entity (e.g. dual credit, an agreement with a technical school that a student completing the CTEPS could enter into the program without the need for technical remediation, etc.)

When creating multiple CTEPS within their Perkins program, districts should consider how courses will 'fit' within the CTEPS. A single course may fit within all CTEPS (e.g. 'Employability Skills', or 'Career Exploration') while others may fit within one or two CTEPS (e.g. a 'Shop Safety' or 'NCCER Core' course could fit under either a construction or welding CTEPS). Remember that data is collected on concentrators – graduating seniors who have completed at least two technical courses (at least one credit when totaled) in a single state-approved CTE program or CTEPS. Advance CTE (careertech.org/) has defined 16 Career Clusters and 79 Career Pathways (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) – groupings of occupations and broad industries based on commonalities. Advance CTE's Career Clusters Matrix (careertech.org/career-clusters-1) has links for each Cluster and Pathway to Common Career Technical Core standards, Knowledge and Skill Statements, Plans of Study, Career Cluster Frames.

High Quality CTEPS will give students a complete picture of the industry they are studying. Examples of methods to accomplish this include:

- Providing an overview of the potential jobs and salaries in a CTEPS

- Outlining the range of skills needed to be proficient
- Using facility tours or talks with industry partners to highlight opportunities and expectations
- Participation in CTSOs (Career and Technical Student Organizations)
- Providing information about potential postsecondary study options

A key principal of Perkins V is that CTE courses are both academically rigorous and provide industry-aligned engagement for students. CTE courses must incorporate a variety of standards into each course offered, including state academic content standards, cultural and employability standards, and industry recognized standards. DEED/CTE requires a Course Crosswalk (form# 05-20-038) for each course that outlines the main topics taught in the course, and the standards addressed by each topic. Standards that must be included in order for a CTE course to be approved for Perkins funding include:

- *Alaska Academic Standards - Language Arts, Math, Science* (education.alaska.gov/standards)
- Industry Recognized Standards (these will be course-specific)
- *Cultural Standards (Alaska)* (ankn.uaf.edu/Publications/CulturalStandards.pdf)
- *Alaska Employability Standards* (education.alaska.gov/21cclc/pdf/alaskaemployabilitystandards.pdf), or
- *APICC YES* (Alaska Process Industry Careers Consortium)(apicc.org/wp-content/uploads/2017/05/YES-POSTER-5.23.2017-Final.pdf)

Optional: These standards are optional, and may be used if Industry Recognized Standards are not available.

- *Common Career Technical Core Standards* (cte.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf)

Industry recognized standards must be progressively rigorous as a student advances through a CTEPS. A few examples of these are:

- Welding – *American Welding Society (AWS)* (aws.org/) or *National Center for Construction Education and Research (NCCER)* (nccer.org)
- Marine Tech – *Alaska Marine Safety Education Association*, (amsea.org/) or *US Coast Guard Boating Safety* (uscgboating.org/)
- Culinary – *American Culinary Federation* (acfchefs.org/) or *National Restaurant Association Educational Foundation (ProStart)* (chooserestaurants.org/ProStart)
- Pilot Training – *Federal Aviation Administration (FAA)* (faa.gov/pilots/)
- Education - *Educators Rising Alaska* (educatorsrisingalaska.org/)
- Health – *National Consortium for Health Science Education (NCHSE)* (healthscienceconsortium.org/national-health-science-standards/)

Other resources include:

- *Capitalizing on Context: Curriculum Integration in Career and Technical Education* (nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf)

One of the principles of Perkins V is that students learn skills valued by industry. Quality Perkins programs and CTEPS will include opportunities for students to earn postsecondary credits (e.g. dual or concurrent programs or credit transfer agreements), participate in work-based learning (e.g. job shadowing or work-study), and the ability to attain recognized postsecondary credentials. Perkins V references the WIOA definition below, but

limits the list for the purposes of Perkins V to industry-recognized credentials, certificates, or associate degrees, to ensure funding remains focused on sub-baccalaureate credentials.

> **WIOA Sec 3(52): Recognized postsecondary credential**. *A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.*

A Recognized Postsecondary Credential (RPC) could include a welding certificate, ETT certification, or a Certified Nurse's Assistant Certification (CNA), among many other possibilities. RPCs demonstrate to potential employers that students have skills they value. RPCs can be incremental, and achieving them allows a student to develop a portfolio of marketable skills. Some RPCs may be embedded in multiple courses, while others would only be given within very specific courses.

Part D: Recruitment, Retention, and Training of CTE Educators

CLNA Components	Local Application Requirements
Part D: Recruitment, Retention and Training of CTE Educators **134(c)(2)(D)**	**134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and specialized support personnel and paras, including those underrepresented in teaching professions

Perkins professional development is not limited to CTE faculty. It is important to include counselors in CTE professional development because of the critical role they play in guiding students into course choices. It is also important to include administrators in CTE professional development so they understand the positive student outcomes and benefits of CTE study, and support it at a building level. All professional development funded with Perkins must be directly tied to courses approved by DEED, or the CTE functions of a person's job. Examples of training for Perkins programs are:

- CTE content - Training in a field of study that allows the instructor to keep current with changes to the field and develop new skill sets.
- CTE pedagogical - Training in classroom skills (such as management and lesson development) that make the CTE instructor a more effective teacher.
- Cross-curricular integration – Training in combining instruction from core academic areas (e.g. English, Math) with CTE instruction

Part E: Equity and Access

CLNA Components	Local Application Requirements
Part E: Equity and Access **134(c)(2)(E)**	**134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE

CLNA Components	Local Application Requirements
	134(b)(5) How the district will – • Provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against

All Students

Improving Equity and Access includes improving access and participation in CTE for all students, as well as providing the means for students in special populations as defined by Perkins V to participate equitably.

Access - Career Guidance and academic counseling plays a powerful role in the career exploration and development of students. Districts are required, in collaboration with local workforce entities, to develop a system of career guidance that provides students with current information on high-skill, high-wage, in-demand career opportunities, and provides guidance and activities that help students with career awareness, career exploration, and career planning, including identifying training and work-based learning opportunities in CTE beyond high school. A comprehensive career guidance system would include:

- Development of an ongoing Personal Learning and Career Plan (PLCP) for each student in grades 7-12 (Alaska Administrative Code 4 AAC 51.390) using the *Alaska Career Information System (AKCIS)* (acpe.alaska.gov/PLANNING/AKCIS) or another planning tool *(*Required by DEED as part of an organized system of career guidance and academic counseling)*
- Providing all students with current information on national, state, and local careers through career fairs, facility tours, pamphlets, speakers, job shadowing, etc.
- Providing each student information on CTE courses offered in the district, and how those courses fit into CTEPS, provide dual credit opportunities, include work-based study or CTSO opportunities, and lead to credentials or postsecondary opportunities, including financial aid assistance
- Providing each student in a special population as defined by Perkins V with the information and support they need to participate fully in CTE opportunities in the district (This may require support or outreach beyond what the district provides for the general student population)
- A process to ensure that CTE instructors, Administrators, and Career Guidance counselors communicate regarding appropriate placement and needed supports or accommodations for students in special populations, including providing instruction in the least restricted environment with the appropriate equipment, presentation mode, response time, and setting to ensure students have the most meaningful CTE experience

Equity

Perkins V expands the definition of special populations. Equity for these subcategories may mean additional interventions or district policies in order for them to participate and succeed in Perkins programs. Categories for Perkins special populations are:

> ***Sec. 3(48) Special Populations.*** *The term "special populations" means –*
>
> - *Individuals with disabilities;*
> - *Individuals from economically disadvantaged families, including low income youth and adults;*
> - *Individuals preparing for non-traditional fields;*

- *Single parents, including single pregnant women;*
- *Out-of-work-individuals;*
- *English learners;*
- *Homeless individuals described in section 725 of the McKinney-Vento Act;*
- *Youth who are in, or have aged out of, the foster care system;*
- *Youth with a parent who is an active duty member of the armed forces*

Within the district's Four-Year Plan, DEED is looking for policies or activities that support special populations to both access and be successful in Perkins programs. It is not enough to say a district will provide equal access. Students in special populations may face unique barriers preventing them from participating in CTE. They may need additional supports in order to participate and be successful. Districts should review disaggregated data on the Perkins core performance indicators in Part A: Student Performance for special populations already present in the district, but must also plan for services to subgroups they may serve in the future. Some examples of barriers are:

- Fees for course supplies, CTSO fees or uniforms, travel fees
- Lack of transportation to school fairs, activities, or clubs outside the school day
- Lack of information on district CTE courses and CTEPS
- Academic pre-requisites for courses
- Courses that lack accommodations or supports specifically designed for students in special populations
- Insufficient career counseling (special populations may need counseling in addition to what other students receive)
- Language isolation
- Lack of exposure to information regarding non-traditional fields
- Difficulty completing outside course assignments due to homelessness

Examples of ways to overcome these barriers might include:

- Fee waivers for low income students
- Language translations or support
- Additional one-on-one support in the classroom
- Additional counseling such as
    - Intensive career counseling including postsecondary counseling
    - FAFSA completion
    - Postsecondary scholarship or housing assistance opportunities
- Encouragement for students to enroll in non-traditional fields
    - NTF (Non-Traditional Fields) speakers at career fairs or in classrooms
    - Recruit women into welding, or men into nursing with NTF-based advertising
    - A women's only welding course or club, men's only nursing course or club
- Support practice to prepare for assessments
- Competency-based course structure

Other resources to consider:

- *Student Success Plan Crosswalk with Individual Plans for Students with Disabilities or Medical Conditions* (Connecticut State Department of Education)
  (cte.careertech.org/sites/default/files/files/resources/ssp_crosswalk_with_individual_plans_for_students_with_disabilities%20%281%29.pdf)

- *Solving the Education Equation: A New Model for Improving STEM Workforce Outcomes through Academic Equity* (napequity.org/nape-content/uploads/Report-Solving-the-Education-Equation_9-15-15_final.pdf)
- *Increasing Access, Equity and Diversity: NAPE's Program Improvement Process for Equity* (napequity.org/nape-content/uploads/PIPE-Article_NOV_DEC_ACTE-Techniques-2016_Williams.pdf)
- *Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed* (inacol.org/wp-content/uploads/2018/03/CompetencyWorks-DesigningForEquity.pdf)
- *Seizing the Moment: A District Guide to Advance Equity Through ESSA* (aspeninstitute.org/longform/seizing-moment-district-guide-advance-equity-essa/)

Non-Traditional Fields

The federal government defines a Non-Traditional Field as one where one gender represents less than 25% of the workforce in that field. Commonly envisioned as women in the trades, it is important to remember that this definition applies to ***both*** males and females. Every Perkins course is identified as NTF-Female, NTF-male, or NTF-neutral based on Classification of Instructional Programs (CIP) codes provided by the National Center for Education Statistics and assigned by DEED. Perkins V continues to highlight the need to break down gender overrepresentation in CTE fields and requires that all districts receiving Perkins funds have a plan of action to contribute to this effort. Resources to consider:

- *Non-Traditional Occupations by Cluster and CIP Code* (napequity.org/nape-content/uploads/Non-Trad-CIPs_Cluster-Table-3_rev1-28-13.pdf)
- *Providing Learners Access to Diverse Career Pathways* (cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_Diverse_Pathways_2017.pdf)
- *Overcoming Barriers: Supporting Nontraditional, Underserved and Special Populations* (mnfso.org/pdf/Overcoming_Barriers.pdf)
- *Nontraditional Career Preparation: Root Causes and Strategies* (napequity.org/nape-content/uploads/Root-Causes-Document.pdf)

Appendix A: Crosswalk - CLNA/Local Application Requirements

Comprehensive Local Needs Assessment (CLNA) Components (134(c)(2)(A-E))	**Local Application Required Components (134(b)(1-9) and (d-e))**
	134(b)(1) Description of the results of the CLNA
A: Student Performance – 134 (c)(2)(A) - *An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the Elementary and Secondary Education Act of 1965*	**134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps.
B: Program Quality – 134(c)(2)(B) – B-1: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served;* and *B-2: are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*	**134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins $ (not less than one CTEPS) including - • How the results of the CLNA informed the selection of CTE programs and activities to be funded • Description of any new programs of study the district will develop and submit to the SEA **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career exploration and career development coursework, activities, services
C: CTE Programs/Programs of Study (CTEPS) – 134(c)(2)(C) - *An evaluation of progress toward the implementation of career and technical education programs and programs of study*	**134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA) **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable
D: Recruitment, Retention and Training of CTE Educators – 134(c)(2)(D) - *A description of how the eligible recipient will improve*	**134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and

Comprehensive Local Needs Assessment (CLNA) Components (134(c)(2)(A-E))	Local Application Required Components (134(b)(1-9) and (d-e))
recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	specialized support personnel and paras, including those underrepresented in teaching professions
E: Equity and Access – 134(c)(2)(E) - *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:* • *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;* • *Providing programs that are designed to enable special populations to meet the local levels of performance; and* • *Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*	**134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins $ (not less than one CTEPS) including - • How students (including spec pops) will learn about the CTE course offerings and whether each course is part of a CTEPS **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE **134(b)(5)(A-D)** How the district will – • Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against
Continued Consultation	**134(d)** In conducting the Comprehensive Local Needs Assessment and developing the local application, the district shall involve a diverse body of stakeholders **134(e)** The district shall consult with stakeholders on an ongoing basis including in order to • Provide input on annual updates to the CLNA • Ensure programs of study are responsive to community employment needs, aligned with state/local employment priorities, informed by labor market information/projections, and allow local employer input • Identify and encourage opportunities for work-based learning • Ensure Perkins funding is coordinated with local resources

Appendix B: Required Use of Funds [135(a-b)]

Perkins V – Required Use of Funds
Support CTE programs that are of sufficient size, scope and quality to be effective
Provide Career exploration and development activities through an organized, systemic framework • Middle grades 7-12 (Alaska Administrative Code - 4 AAC 51.390) • Introductory courses or activities on exploration, awareness and nontrade • Career and labor market information • Development of career and graduation plans • Counselors that provide information on postsecondary education and career options • Assistance in making informed decisions about future education or employment goals • Strong experience in all aspects of industry
Provide professional development for CTE personnel • Individualized instruction, integration strategies • Use of labor market information • Advanced knowledge, skills and understanding of all aspects of industry including the latest workplace equipment, technology, standards, and credentials • Administration management and support strategies for CTE programming • Strategies to improve student achievement and close gaps in participation and performance in CTE programs • Advanced knowledge, skills and understanding of pedagogical practices • Training on appropriate accommodations for students with disabilities • Training in frameworks to effectively teach students – particularly English learners and students with disabilities – using universal design, multi-tier systems of support and positive behavioral interventions • Training in using maker spaces and libraries to promote learning and entrepreneurship
Provide skills in CTE programs to pursue careers in high skill, high wage, or in demand industry sectors or occupations
Support integration of academic skills into CTE programs and programs of study to support • CTE secondary participants to meet state academic standards • CTE postsecondary participants in achieving academic skills
Plan and carry out elements that support CTE programs and programs of study that improve student achievement and performance – may include: • Curriculum alignment • Relationship building with partners • Expanding opportunities for secondary CTE concentrators to participate in accelerated learning opportunities • Development of articulation agreements • Equipment, technology and instructional materials aligned to business and industry need • A continuum of work-based learning opportunities including simulated work environments • Industry-recognized certification examinations leading toward a recognized postsecondary credential • Efforts to recruit and retain CTE professionals

Perkins V – Required Use of Funds (cont.)

Plan and carry out elements that support CTE programs and programs of study that improve student achievement and performance – may include:

- Coordination with education and workforce development programs to support transitions for students with disabilities
- Expanding CTE distance learning and blended-learning programs
- Participation in competency-based education programs
- Improved career guidance and academic counseling programs – including academic and financial aid counseling
- Integration of employability skills into CTE, including through FACS programs
- Promoting access and engagement in STEM fields for students who are members of underrepresented groups in specific fields
- Providing CTE for adults or out of school youth to complete secondary education or upgrade technical skills
- Supporting CTSOs including preparation for and participation in competitions aligned with program standards and curricula
- Making instructional content widely available which may include the use of open educational resources
- Integration of arts and design skills when appropriate
- Partnering with qualified intermediary to improve development of partnerships, systems development, capacity-building, and scalability of high quality CTE
- Reduce out of pocket expenses for special populations in CTE including in dual/concurrent enrollment, fees, transportation, child care, or mobility challenges for special populations
- Other activities to improve CTE

Develop and implement evaluations of activities funded, and/or costs to conduct the comprehensive local needs assessment.

Districts shall not use more than 5% of Perkins funds for costs associated with the administration of Perkins activities.

Each district receiving Perkins funds shall use the funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the CLNA described in [§ 134(c)].

Appendix C: Common Definitions

This list represents new and/or most commonly referenced terms under Perkins V. It is not a complete list. DEED has paraphrased these definitions for length and readability. Use the statute references given to review the unedited definitions.

Term	Definition	Statute
Articulation Agreement	A written commitment that is agreed upon at the State level or approved annually by the lead administrators of – • a secondary institution and a postsecondary educational institution; or • a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and to a program that is— • designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and • linked through credit transfer agreements between the two institutions described above	§ 3(4)
AWIB (Alaska Workforce Investment Board)	Alaska Workforce Investment Board. Created under the Workforce Innovation and Opportunity Act (WIOA). The Board is tasked with reviewing plans and providing recommendations to the State of Alaska to further train and prepare Alaskans for the workforce and help grow Alaska's economy.	AWIB webpage
Career Guidance and Academic Counseling	Guidance and counseling that – • Provides access for students (parents and out-of-school youth as appropriate) to information and planning for career awareness exploration • Provides information about career options, financial aid, job training, secondary and postsecondary options, dual/concurrent enrollment programs, work-based learning, early college high schools, financial literacy, and support services as appropriate, and • May provide assistance for special populations to enable them to complete CTE Programs of Study	§ 3(7)

Term	Definition	Statute
Career and Technical Education	Organized educational activities offering a sequence of courses that – • Provide individuals with rigorous academic content and relevant technical skills needed to prepare for further education or careers, which may include high-skill, high-wage, or in-demand occupations. These courses shall be aligned with challenging state academic standards, provide technical skill proficiency or a recognized postsecondary or industry recognized credential, certificate, or associates degree. They may include prerequisite courses (other than a remedial course), • Include competency-based, work-based, or applied learning that develops academic knowledge, problem-solving skills, employability skills, technical and occupation-specific skills, and knowledge of all aspects of an industry, • To the extent practicable, coordinates between secondary and postsecondary entities through programs of study, which may include coordination through articulation agreements, early college H.S. programs, dual/concurrent enrollment, or other credit transfer agreements, • May include career exploration as early as the middle grades. *(Alaska regulation 4AAC 51.390 limits vocational education programs to grades seven through twelve)*	§ 3(5) 4AAC 51.390
CTE Concentrator	*Secondary*: An individual who has completed at least two courses in a single CTE program or program of study (CTEPS). In Alaska this must be two <u>technical</u> courses (at least one credit when totaled) in a State approved CTE program or CTEPS. *Postsecondary*: An individual enrolled in an eligible postsecondary CTE program who has earned at least 12 credits within a CTE program or program of study; or completed that program if it contains fewer than 12 credits (360 contact hours for non-credit institutions) or the equivalent in total.	§ 3(12) PV State Plan (pg. 39 & 42)
CTE Participant	*Secondary*: An individual who completes not less than one course in an approved career and technical education (CTE) program or CTE Program of Study (CTEPS). *Postsecondary*: An individual enrolled in a postsecondary CTE program who completes not less than one course in a career and technical education (CTE) program or CTE program of study (CTEPS) of an eligible recipient.	§ 3(13) PV State Plan (pg. 39 & 42)

Term	Definition	Statute
CTEPS (CTE Program of Study)	A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that - • Incorporates challenging State academic standards; • Addresses both academic and technical knowledge and skills, including employability skills; • Is aligned with local, Tribal, regional, or State workforce needs; • Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); • Has multiple entry and exit points that incorporates credentialing; and • Culminates in the attainment of a recognized postsecondary credential. *Note: Perkins funds may only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired.*	§ 3(41)
Dual or Concurrent Enrollment Program	A partnership between an institution of higher education and a school district through which a high school student who does not yet hold a regular high school diploma may earn postsecondary credit that is transferable to the institution of higher education and applies towards a degree or recognized credential.	§ 3(15)
In-Demand Industry Sector or Occupation	An industry that has a substantial current or potential impact on the state, regional or local economy, including through jobs that lead to self-sufficiency and opportunities for advancement, and through contributing to the growth or stability of other supporting industries. Also, an occupation that currently has or is projected to have a number of positions in an industry that will likely have significant impact on state regional or local economy. The determination of whether an industry or occupation is in-demand shall be made by the state or local board using State and regional labor market projections and information.	§ 3(26), WIOA § 3
NTF (Non-Traditional Field)	*(Replaces NTO, Non-Traditional Occupation).* Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.	§3(33)

Term	Definition	Statute
Out-of-School Youth	An individual who is - • Not attending any school • Not younger than 16 or older than 24, and is: o A school dropout o Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter o Has a high school diploma or equivalent and is low-income and basic skills deficient, or an English language learner o Is subject to the juvenile or adult justice system o Is homeless, a runaway, in foster care, or has aged out of the foster care system o an individual who is pregnant or parenting o a youth who is an individual with a disability o a low-income individual who requires additional assistance to enter/complete an educational program or to secure/hold employment.	§ 3(35), WIOA § 3
Out-of-Workforce Individual	An individual who is a displaced homemaker, or – • has worked without pay to care for a home and family, and therefore has fewer marketable skills • is a parent who's youngest dependent child will become ineligible for TANF not later than 2 years after the parent applied for assistance • is unemployed or underemployed and having difficulty obtaining or upgrading employment	§ 3(36), WIOA § 3
PLCP (Personal Learning and Career Plan)	A planning tool for students that should include career interest inventories, career information, postsecondary institution information, resume building, and other tools designed to inform and empower students as they plan for future education and careers. Required in Alaska as part of an organized system of career guidance and academic counseling, this tool should be used with students in grades 7-12, using either Alaska Career Information System (AKCIS), or another similar planning tool.	Alaska Specific
RPC (Recognized Postsecondary Credential)	An industry- recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree. *Note: This replaces TSA – Technical Skills Assessment, and is not required for all courses*	§ 3(43), WIOA § 3
Specialized Instructional Support Personnel	School counselors, social workers, or psychologists, and other qualified professional personnel such as school nurses, speech language pathologists, and school librarians who are involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services including special education as part of a comprehensive program to meet student needs.	§ 3(46), ESSA § 8101

Term	Definition	Statute
Special Populations	Special populations under Perkins V means – • individuals with disabilities; • individuals from economically disadvantaged families, including low- income youth and adults; • individuals preparing for non- traditional fields; • single parents, including single pregnant women; • out-of-workforce individuals; • English learners; • homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); • youth who are in, or have aged out of, the foster care system; and • youth with a parent who is an active duty member of the armed forces (as defined in 10 U.S.C. 101(a)(4) and (10 U.S.C. 101(d)(1))	§3(48)
SSQ - Size, Scope, Quality (Secondary)	**Size:** A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding. **Scope:** A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that – • incorporates challenging State academic standards; • addresses both academic and technical knowledge and skills, including employability skills; • is aligned with the needs of industries in the economy of the State, region, or local area; • progresses in specificity; • has multiple entry and exit points that incorporate credentialing; and, • culminates in the attainment of a recognized postsecondary credential. A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry. **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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.	PV State Plan (pg.19)

Term	Definition	Statute
WIOA (Workforce Innovation & Opportunity Act)	An act signed into law July 22, 2019. Designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.	
Work-Based Learning	Work-based learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.	§ 3(55)
1S1 – (Four-Year Graduation Rate)	*Numerator:* Number of CTE concentrators who, in the reporting year, graduated with a diploma in Alaska's computation of its 4-Year graduation rate, as defined in section 8101 of the ESEA. *Denominator:* Number of CTE concentrators who, in the reporting year, were counted in Alaska's computation of its 4-Year graduation rate, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA)**.**	PV State Plan (pg. 39)
1S2 – (Extended-Year Graduation Rate (5 years in Alaska)	*Numerator:* Number of CTE concentrators who, in the reporting year, graduated with a diploma in Alaska's computation of its 5-Year graduation rate, as defined in section 8101 of the ESEA. *Denominator:* Number of CTE concentrators who, in the reporting year, were counted in Alaska's computation of its 5-Year graduation rate, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA).	PV State Plan (pg. 39)
2S1 – (Academic Proficiency in Reading / Language arts)	*Numerator:* Number of CTE concentrators that were proficient and above in the 9th grade academic assessment of English Language Arts standards in Alaska, and exited school in the reporting year. *Denominator:* Number of CTE concentrators that participated in the 9th grade academic assessment of English Language Arts standards in Alaska and exited school in the reporting year. *Note: Since the Alaska exam takes place in the 9th grade, before most students have the chance to participate in two CTE courses, this measure will include students that –* • *Participated in the 9th grade exam,* • *Are considered a concentrator during the reporting year, and* • *Exited school during the reporting year.*	PV State Plan (pg. 39)
2S2 – (Academic Proficiency in Mathematics)	*Numerator:* Number of CTE concentrators that were proficient and above in the 9th grade academic assessment of Mathematics standards in Alaska and exited school in the reporting year. *Denominator:* Number of CTE concentrators that participated in the 9th grade academic assessment of Mathematics standards in Alaska and exited school in the reporting year. *Note: Since the Alaska exam takes place in the 9th grade, before most students have the chance to participate in two CTE courses, this measure will include students that –*	PV State Plan (pg. 40)

Term	Definition	Statute
2S2 – cont.	• *Participated in the 9th grade exam,* • *Are considered a concentrator during the reporting year, and* • *Exited school during the reporting year*	
2S3 – (Academic Proficiency in Science)	*Numerator:* Number of CTE concentrators that were proficient and above in the 10th grade academic assessment of Science standards in Alaska and exited school in the reporting year. *Denominator:* Number of CTE concentrators that participated in the 10th grade academic assessment of Science standards in Alaska and exited school in the reporting year. *Note: Since the Alaska exam takes place in the 10th grade, before most students have the chance to participate in two CTE courses, this measure will include students that –* • *Participated in the 10th grade exam,* • *Are considered a concentrator during the reporting year, and* • *Exited school during the reporting year*	PV State Plan (pg. 40)
3S1 – (Secondary Post-Program Placement)	*Numerator:* Number of CTE concentrators from the prior year who exited secondary education and who were found to be one of the following between October 1 and December 31 of the current reporting year – • In postsecondary education, • In advanced training, • In military service, • In a service program/Peace Corps, or • Placed in employment. *Denominator:* Number of CTE concentrators who exited from secondary education during the prior reporting year.	PV State Plan (pg. 40)
4S1 – (Non-Traditional Program Concentration)	*Non-Traditional Program Concentration* *Numerator:* Number of CTE concentrators from the underrepresented gender group (males **or** females) in a CTE program or CTEPS that leads to employment in non-traditional fields and exited school in the reporting year. *Denominator:* Number of CTE concentrators (males **and** females) in a CTE program or CTEPS that leads to employment in non-traditional fields and exited school in the reporting year. *Note: This measure will include students who during the reporting year* • *Are considered a concentrator during the reporting year, and* • *In a nontraditional field* • *Are enrolled during the reporting year, and* • *Exited school in the reporting year.*	PV State Plan (pg. 40)

Term	Definition	Statute
5S3 – (Program Quality Indicator – *Work-Based Learning*)	*Numerator:* Number of CTE concentrators that have graduated from high school in the reporting year and participated in work-based learning. *Denominator:* Number of CTE concentrators that have graduated from high school in the reporting year. *Note: Perkins data All-In-One will include the following three levels as options for student reporting.* 1. Career Awareness (Observation/Short Term Interaction) – Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions. • Employment related field trips • Career planning • Career days • Career presentations • Industry speakers • Informational interviews • Job shadowing • Worksite tours 2. Career Exploration (Employment Involvement) – Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community. • Student-run enterprises • Virtual enterprises • Clinical experiences • Credit-for-work experiences • Service learning • Mentoring/tutoring • Internships • Problem or project-based research • Project-Based Learning 3. Career Preparation (Experience in Career Area) – Career Training occurs at a work site and prepares individuals for employment. • Internships • Clinicals • Cooperative education • On-the-job training • Work study • Employment training • Employee development *Alaska is only required to report on one Program Quality Measure and will not be reporting on* *5S1: Program Quality Indicator - Postsecondary Credential* *5S2: Program Quality Indicator - Postsecondary Credit*	PV State Plan (pg. 41)

Term	Definition	Statute
5S1 (Program Quality Indicator – Recognized Postsecondary Credential)	The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	113(b)(2)(A)(IV)
5S2 (Program Quality Indicator – Postsecondary Credits)	The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.	113(b)(2)(A)(IV)

Perkins V
Four-Year Plan and Local Application
FY2021-2025

District / Institution Name:	
CTE Contact:	
Phone #:	
Email:	

Authorized Representative Signature:	**Date:**

Four-Year Plan – Advisory Committee/Consultation

1. Advisory Committee Identification

Identify the current members of your Advisory Committee/stakeholder group. Membership in all categories is required, except where indicated. One person may fulfil more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfil a required role, records must be kept of the effort to do so for each year the seat remains empty.

Role	***Name(s)***
Secondary CTE Teachers, Instructors, Faculty	
Secondary Career Guidance and Advisory Professionals	
Secondary Administrators, Principals	
Postsecondary CTE Teachers, Instructors, Faculty	
Postsecondary Administrators, Principals	
Representatives of the State board or local workforce development boards	
Representatives of regional economic development organizations and local business and industry	
Parents	

Students	
Representatives of special populations (section 3(48)) • Individuals with disabilities • Economically disadvantaged • Individuals preparing for non-traditional fields • Single parents, including single pregnant women • Out-of-workforce individuals • English learners • Homeless individuals • Youth who are in or have aged out of foster care • Youth with a parent who is an active duty member of the armed forces	
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	
Representatives of Indian Tribes and Tribal organizations in the State, where applicable	
Other Interested Individuals *(not required)*	

2. Continued Consultation

Briefly describe how continued consultation with the Advisory Committee listed above will take place. Include:

- an anticipated time frame for each meeting (every spring, each January, etc.)
- whether focus groups, surveys, or other strategies will be used in conjunction with whole committee meeting(s)
- how Advisory Committee input directing the development and implementation of the Perkins program in the district over the life of the plan will be gathered and documented

3. Comprehensive Local Needs Assessment (CLNA) Results

☐ Please attach a copy of the most recent *CLNA Results* (Form # 05-20-036)

Four-Year Plan – Local Application

Part A: Student Achievement

Describe the district's plan(s) for addressing any core performance indicators that have fallen below the 90% thresholds required by DEED. Indicate whether Perkins funds will be used as part of the improvement plan, and what additional actions will be taken beginning in the 3rd year if improvement is not made.

CLNA Component	Local Application Requirements
Part A: Student Performance **134(c)(2)(A)**	**134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps. 1S1: Four-Year Graduation Rate 1S2: Extended-Year Graduation Rate (5 years in Alaska) 2S1: Academic Proficiency in Reading/Language Arts 2S2: Academic Proficiency in Mathematics 2S3: Academic Proficiency in Science 3S1: Secondary Post-Program Placement 4S1: Non-Traditional Program Concentration 5S3: CTE Program Quality Indicator – Work-Based Learning

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part B: Program Quality

Describe the district's plan to provide and maintain the Perkins V program over the next four years. Include:

- Description of the Perkins V-supported CTE program in the district, including:
  - Description of the Perkins supported CTE program currently provided in the district
  - Description of a minimum of one CTEPS the district is currently offering, including all required elements, which is required to receive a Perkins V grant. Include measures that will be taken to ensure continuity of this CTEPS if it is the only CTEPS the district offers.
  - Career pathways that will be offered, and how they will be delivered (face-to-face, distance delivery, intensives, etc.)
  - District's plan to maintain/improve the program throughout the Four-Year Plan
- Description of all new CTEPS the district plans to develop over the next four years, and how those were informed by the CLNA, Advisory Committee, student population, and local industry
- Description of all work-based learning opportunities the district currently includes or intends to implement under Perkins within the Four-Year Plan
- Description of all CTSOs associated with Perkins programs, and whether the district plans to add any within the Four-Year Plan

CLNA Components	Local Application Requirements
Part B: Program Quality **134(c)(2)(B)** B-1: Size, Scope and Quality B-2: Labor Market Alignment	**134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How the results of the CNA informed the selection of CTE programs and activities to be funded • Description of any new programs of study the district will develop and submit to the SEA **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide Career exploration and career development coursework, activities, services

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part C: CTE Programs and Programs of Study (CTEPS)

Describe the district's plan to provide and maintain CTE Programs and CTEPS over the next four years. Include:

- Description of the process the district uses to imbed both academic and technical standards into Perkins funded courses, inform and train teachers to ensure fidelity to these standards, and evaluates whether students obtain the standards
- Description of any recognized postsecondary credentials or industry related activities the district currently provides under Perkins in collaboration with local workforce entities or additions the district intends to add within the Four-Year Plan
- Description of any current dual/concurrent enrollment programs the district offers, and whether it plans to add any within the Four-Year Plan

CLNA Components	Local Application Requirements
Part C: CTE Programs/Programs of Study (CTEPS) **134(c)(2)(C)**	**134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA) **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part D: Recruitment, Retention, and Training of CTE Educators

- Description of the Professional Development plan for CTE teachers, counselors, administrators and specialized support personnel for the duration of the Four-Year Plan

CLNA Components	Local Application Requirements
Part D: Recruitment, Retention and Training of CTE Educators **134(c)(2)(D)**	**134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and specialized support personnel and paras, including those underrepresented in teaching professions

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part E: Equity and Access

- Describe your district's plan to provide an organized system of career and academic guidance to students, including additional descriptions specific to special populations. Include:
  - How collaboration with industry will take place
  - How students will receive current information on high-skill, high-wage, in-demand careers
  - How students will learn about Perkins program opportunities available in the district, including how courses fit into CTEPS, and opportunities for dual credit, work-based learning, CTSO participation, and postsecondary transitions
  - How students will build a PLCP throughout their secondary school career including what tools will be used and how often students will utilized these tools
- What strategies or policies will be in place to ensure students in special populations will be included in career and academic guidance in an equitable manner
- What strategies or policies will your district utilize to ensure that students in special population categories do not face barriers to participation or success in Perkins programs?
- What strategies will your district employ to encourage students to consider enrolling in courses and CTEPS outside of traditional gender norms? How will the district support these students?

- What strategies or processes will be in place to ensure CTE teachers, guidance counselors, and administrators communicate with each other to ensure appropriate placement and support for students in special populations

CLNA Components	Local Application Requirements
Part E: Equity and Access **134(c)(2)(E)**	**134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE **134(b)(5)** How the district will – • Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Appendix C

Alaska Perkins V:

Comprehensive Local Needs Assessment
Guidance, Workbook, and Form

Learning that works for Alaska CTE™

Alaska Perkins V: Comprehensive Local Needs Assessment Guidance and Workbook

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful tool to engage stakeholders in building a common understanding and vision for the future of CTE in your community.[1]

The comprehensive local needs assessment presents an unprecedented opportunity to:

- Create programs and opportunities that lead to high-skill, high-wage, and in-demand occupations to ensure access and success for each student;
- Ensure CTE Programs of Study (CTEPS) are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

This guide is intended to give Perkins V applicants a framework from which to structure their approach to the comprehensive local needs assessment by translating the legal language into actionable steps. Use the framework to ensure that you address the federal requirements and engage stakeholders in thoughtful program improvement.

This document has been created with resources from Advance CTE and ACTE. Anyone engaged in this process is encouraged to consult their work cited in Appendix A.

Stakeholder Engagement

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

Required Stakeholder Participants

Perkins V requires, at a minimum, the following Advisory Committee participants be engaged in the initial CLNA, *Four-Year Plan and Local Application* development, and continued consultation:

- Representatives of CTE programs from secondary and postsecondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals

[1] Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

    - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board or local workforce development boards
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations, which include [§3(48)]:
    - Individuals with disabilities
    - Individuals from economically disadvantaged families
    - Individuals preparing for non-traditional fields
    - Single parents, including single pregnant women
    - Out-of-workforce individuals
    - English learners
    - Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
    - Youth who are in or have aged out of the foster care system
    - Youth with a parent who is an active duty member of the armed forces (as defined in Title X, §101(a)(4) U.S.C.)
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don't be afraid to think of consultation in a broad fashion. Appendix B outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in Appendix C to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

Section One: Gathering Information

The comprehensive local needs assessment has five required elements, including:

1. An evaluation of student performance;
2. An evaluation of CTE program quality; (including Size, Scope, and Quality; and Labor Market Alignment)
3. Progress toward implementation of full Programs of Study (CTEPS);
4. A reflection on how the district will recruit and retain high-quality CTE staff;
5. A discussion of how the district will address equity issues and access to high-quality CTE programs for all students.

Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find information for each part, including a brief description and suggested materials to gather. Additionally, Section Two will provide you with worksheets to aid in completing each section, including key questions to ask.

When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind. Below is a list of suggested stakeholders and methods for engaging them. See Appendix B for protocols on engagement.

Suggested Stakeholders to Consult

- Required stakeholders, plus…
- Data staff
- Business and community partners

- Local workforce development and economic development boards
- Former students

Suggested Strategies for Consultation

- Work groups
- Focus groups
- Individual interviews
- Surveys
- Study circles

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.

***Share the load**. Assign two people to be responsible for each part of the CLNA. While completing the CLNA will require all members to work together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.*

PART A: Student Performance

The comprehensive local needs assessment must include an evaluation of student performance including special populations and each subgroup. Additionally, the CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators with respect to State determined and local levels of performance (Section 134(c)(2)(A). While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

Consider

- Perkins performance data for all current core performance indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
  - Gender
  - Race and ethnicity
  - Migrant status
  - Individuals with disabilities
  - Individuals from economically disadvantaged families including low-income youth and adults
  - Individuals preparing for nontraditional fields
  - Single parents including single pregnant women
  - Out of work individuals
  - English learners
  - Homeless individuals
  - Youth who are in or who have aged out of the foster care system
  - Youth with a parent who is an active duty member of the armed forces
- Comparison data for 'all' students:
  - Secondary students – Statewide assessment data comparisons for:
    - Graduation rate
    - Academic achievement
    - Placement –

- Postsecondary – Institutional data comparisons for:
  - Credential attainment
  - Placement
- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

PART B: Program Quality

This second part of the CLNA examines CTE program quality. Participants will conduct self-examination to describe how local CTE programs are:

- Of sufficient size, scope and quality to meet the needs of all students;
- Aligned to State, regional, Tribal or local in-demand industry sectors identified by the State workforce development board; and
- Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Size:

A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Section 134(c)(2)(B)(i) states the needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Consider

- Size (capacity focus):
  - Total number of programs;
  - Total number of courses within each program;
  - CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
  - Capacity of each program for the past three years;
  - Survey results assessing student interest in CTE programs.
- Scope (curricular focus):
  - Documentation of all CTEPS, including secondary sequences; articulation to postsecondary; and postsecondary pathways of study;
  - Data on student retention and transition from secondary to postsecondary within each CTEPS;
  - Descriptions of dual/concurrent enrollment programs, and data on student participation;
  - Data on student credential attainment in each program disaggregated by student demographic and value of credential;
  - Curriculum standards showing depth and breadth of program;
  - Opportunities for extended learning within and across CTE programs of study (e.g. work study, apprenticeship, OJT).
- Quality (outcome focus):
  - Curriculum standards and frameworks showing alignment to industry need;
  - Assessments leading to industry recognized credentials;
  - Documentation of partnership communication and engagement activities;
  - Documentation of adherence to safety requirements;
  - Documentation of Career and Technical Student Organization (CTSO) activities and alignment to curriculum;
  - Data collection mechanisms;
  - Program improvement processes;
  - Data on placement in employment following program participation;
  - Results of outside evaluation tools.

PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high–skill, high-wage, and in-demand occupations. In the local CLNA, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. DEED/CTE and the Alaska Department of Labor and Workforce Development (DOLWD) will provide the state and regional labor market alignment.

Section 134(c)(2)(B)(ii) states the needs assessment must include: *A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

Consider

- State and Local Labor Market Information (LMI) current and projected employment;
- DOLWD long- and intermediate- term labor market forecasts;
- Third party data dashboards (such as Career Coach);

- Input from local business and industry representatives, with reference to opportunities for special populations;
- Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
- CTE Program of Study concentrator data for three years;
- Program size, scope and quality analysis.

PART C: CTE Programs/Programs of Study (CTEPS)

Section 134(c)(2)(C) states the needs assessment must include: *An evaluation of progress toward the implementation of career and technical education programs and Programs of Study (CTEPS).*

Sec 3(41): ***Program of Study***. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*

- *Incorporates challenging State academic standards;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Is aligned with local, Tribal, regional, or State workforce needs;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporates credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

Perkins funds can only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired. Districts including middle school courses should include them in the CLNA.

Consider

- Documentation of course sequences and aligned curriculum for each CTE program;
- Standards for academic, technical and employability skills taught per course;
- Trend data on dual and concurrent enrollment in CTE programs;
- Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
- Trend data on student participation;
- Advisory Committee notes/minutes;
- Data on credential attainment by type;
- Notes on industry participation.

PART D: Recruitment, Retention and Training of CTE Educators

The CLNA will assess the educator workforce in your programs. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Section 134(c)(2)(D) states the needs assessment must include: *A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

Consider

- Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
- Student demographic data;
- Description of recruitment process;
- Description of retention process;
- Description of professional development, mentoring and externship opportunities;
- Data on educator participation in professional development, mentoring and externships;
- Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
- Survey or focus results conducted with educators regarding needs and preferences;
- Trend data on educator and staff shortage areas in terms of CTE area and demographics;
- Trend data on educator and staff retention in terms of CTE area and demographics;

PART E: Equity and Access

Here the CLNA requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

Section 134(c)(2)(E) states the needs assessment must include: *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:*

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- *Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

It is important to remember who is included under the definition of special populations to ensure every special population is addressed in the needs assessment, plan, and instructional services. The definition has broadened under Perkins V, so it is important to check your data systems for access to information.

Consider

- Program promotional materials;
- Recruitment activities for each special population;
- Career guidance activities for each special population;
- Processes for communicating and providing accommodations, modifications and supportive services for special populations;
- Available services to support all students, including special populations;
- Procedures for work-based learning for special population students;
- Data on CTE participation and performance by each career area and each special population;
- Data on participation in CTSO in terms of special populations;
- Findings from the Student Performance section;
- Findings from the Program Quality section;
- Findings from surveys/focus groups with student, parents and/or community representatives of special populations.

Section Two: Discussing and Recording Your Findings

At this point in the process, the information is collected. Each part of the CLNA has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in to have the details available when you refer back and try to set priorities.

Ratings

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

Further Questions to Consider

DEED/CTE includes a list of questions for districts to consider as they complete the CLNA. Use these to guide your discussion and ratings.

***Keep it straight**. There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.*

CLNA Results Form (#05-20-036) Upload to GMS

Use of Perkins V funding is based on the results of the CLNA. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need.

The CLNA must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the Four-Year Plan and Local Application, or GMS Annual Amendment to the grant application. The CLNA Results Form (05-20-036) from the most recent CLNA must be dated and uploaded into the Related Documents area of the GMS Annual Amendment to the grant application in whichever year it is due before grant approval will be given.

Comprehensive Local Needs Assessment Workbook

PART A: Student Performance

Use the prompts on this worksheet to evaluate how your district's CTE programs support and improve student performance on ESEA and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Students in each CTE program perform acceptably on federal core performance indicators in comparison to non-CTE students.					
Students from special populations perform acceptably in each CTE program.					
Students from different genders, races, and ethnicities perform acceptably in each CTE program.					
Performance gaps exist between subgroups of students.					
There are CTE programs where special populations are performing above average.					
There are CTE programs where special populations are performing below average.					

Further questions to consider:

- Which student groups are struggling the most in CTE programs?
- Which CTE programs overall have the highest outcomes and which have the lowest?
- Is there a trend across all CTE programs?
- What are the potential root causes of inequities in performance in each CTE program?

Summarize your findings for Part A here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B: Program Quality

PART B-1: Size, Scope and Quality

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your district's CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district offers programs in which students choose to enroll.					
The district offers a sufficient number of courses, and course sections, within programs.					
All students who wish to access district CTE programs are able to do so.					
Students are able to complete each program of study (CTEPS) in a normal 4-year high school tenure.					
Programs are aligned to rigorous standards developed by a relevant third party or by the state.					
Programs are strongly aligned to postsecondary and local business/industry requirements.					
Programs develop a robust skill set in students.					

Further questions to consider:

- Does the district offer programs with too low an enrollment to justify the costs in offering those programs?
- What populations of students are and are not accepted into programs? What are some of the reasons?
- Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
- How do specific program areas compare in quality?
- How do specific components of programs, such as work-based learning or instruction, compare in quality?

Summarize your findings for Part B-1 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B-2: Labor Market Alignment

Use the prompts on this worksheet to determine how well your district's CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are aligned to projected industry demand.					
The district has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.					
Industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation.					
Programs graduate employees that thrive in the workplace					
Programs provide opportunities for students with disabilities, English learners, or other special populations to access the local labor market.					

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations and are programs available for students in those areas?

Summarize your findings for Part B-2 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART C: CTE Programs/Programs of Study (CTEPS)

Use the prompts on this worksheet to determine how well your district's CTE programs are implemented with fidelity and aligned to postsecondary options. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are fully aligned across secondary and postsecondary education.					
Programs incorporate relevant academic, technical and employability skills at every learner level.					
Students can earn dual-credit through participation in programs.					
Students in programs of study (CTEPS) have multiple entry and exit points.					
Students in programs earn recognized postsecondary credentials.					

Further questions to consider:

- Are students being retained in the same program of study (CTEPS)?
- What is the role of secondary and postsecondary partners in current program of study (CTEPS) design and delivery?
- What is the role of business and industry partners in the current program of study (CTEPS) development and delivery?

Summarize your findings for Part C here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART D: Recruitment, Retention and Training of CTE Educators

Use the prompts on this worksheet to analyze your district's strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district's CTE staff reflects the demographic makeup of the student body.					
There are processes are in place to recruit new CTE educators.					
The district has onboarding processes in place to bring new professionals into the system.					
All educators teaching in programs are adequately credentialed.					
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.					
There is a process to develop or recruit CTE instructors from existing staff.					

Further questions to consider:

- Are onboarding processes efficient and effective, especially for educators coming from industry?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- In what CTE subject areas are more educators needed?

Summarize your findings for Part D here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART E: Equity and Access

Use the prompts on this worksheet to investigate the steps your district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district provides equal access to all CTE programs for all Perkins subpopulations.					
There are no enrollment discrepancies for students from special populations in programs that lead to high-skill, high-wage, and in-demand occupations.					
Processes are in place to encourage all students to complete programs.					
The district actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.					
Accommodations, modifications, and supportive services are provided to CTE students as required.					
The district actively recruits to encourage special population students to enroll in high quality CTE programs.					

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? And in each program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Summarize your findings for Part E here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Performance Measures

- *As part of your comprehensive local needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Rating	Met	Not Met for at least one but not more than two consecutive years	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Concentrator graduation rate				
Concentrator proficiency in academic subjects				
Concentrator placement (post-graduation)				
Program quality				
Program quality – Recognized Postsecondary Credential attainment				
Concentrator NTF status				

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Appendix A: Reference Documents

Perkins V Guidance:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (this guide is also available in Word)
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE.

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval (careertech.org/resource/program-approval-policy-benchmark-tool)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Other Resources:

Also, the needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide
Council of Chief State School Officers. December 5, 2018
(ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)

Worksheets From: Using Needs Assessment for School and District Improvement
Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017.
(ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

Needs Assessment Guidebook
State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018
(statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)

Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input

Toolkit developed by the US EPA (epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input).

Excerpt from the online toolkit:

The following table lists some basic in-person tools for obtaining public input.

In-Person Tools for Generating Input

Link to Online Tool	# of Participants	Best Suited for
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives

Link to Online Tool	# of Participants	Best Suited for
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Appendix C: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** by Perkins V unless noted with *.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of the State board or local workforce development boards**:**			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations: ***Individuals with disabilities, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, *corrections.***			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
*** Members of regional economic development organizations:**			
*** Other stakeholders as desired:**			
*** Representatives of local populations: gender, race, ethnicity, migrant status**			

Appendix D: Program Quality Evaluation Tools

ACTE's Quality CTE Program of Study Framework
(https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf)
ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

Design Specification for Implementing the College and Career Pathways System Framework
(https://ccrscenter.org/sites/default/files/CareerPathways_Chapter4_FacilitatorsGuide.pdf)
American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system.

Learning that works for Alaska CTE™

Alaska Perkins V: Comprehensive Local Needs Assessment Guidance and Workbook

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful tool to engage stakeholders in building a common understanding and vision for the future of CTE in your community.[1]

The comprehensive local needs assessment presents an unprecedented opportunity to:

- Create programs and opportunities that lead to high-skill, high-wage, and in-demand occupations to ensure access and success for each student;
- Ensure CTE Programs of Study (CTEPS) are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

This guide is intended to give Perkins V applicants a framework from which to structure their approach to the comprehensive local needs assessment by translating the legal language into actionable steps. Use the framework to ensure that you address the federal requirements and engage stakeholders in thoughtful program improvement.

This document has been created with resources from Advance CTE and ACTE. Anyone engaged in this process is encouraged to consult their work cited in Appendix A.

Stakeholder Engagement

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

Required Stakeholder Participants

Perkins V requires, at a minimum, the following Advisory Committee participants be engaged in the initial CLNA, *Four-Year Plan and Local Application* development, and continued consultation:

- Representatives of CTE programs from secondary and postsecondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals

[1] Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

    - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board or local workforce development boards
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations, which include [§3(48)]:
    - Individuals with disabilities
    - Individuals from economically disadvantaged families
    - Individuals preparing for non-traditional fields
    - Single parents, including single pregnant women
    - Out-of-workforce individuals
    - English learners
    - Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
    - Youth who are in or have aged out of the foster care system
    - Youth with a parent who is an active duty member of the armed forces (as defined in Title X, §101(a)(4) U.S.C.)
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don't be afraid to think of consultation in a broad fashion. Appendix B outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in Appendix C to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

Section One: Gathering Information

The comprehensive local needs assessment has five required elements, including:

1. An evaluation of student performance;
2. An evaluation of CTE program quality; (including Size, Scope, and Quality; and Labor Market Alignment)
3. Progress toward implementation of full Programs of Study (CTEPS);
4. A reflection on how the district will recruit and retain high-quality CTE staff;
5. A discussion of how the district will address equity issues and access to high-quality CTE programs for all students.

Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find information for each part, including a brief description and suggested materials to gather. Additionally, Section Two will provide you with worksheets to aid in completing each section, including key questions to ask.

When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind. Below is a list of suggested stakeholders and methods for engaging them. See Appendix B for protocols on engagement.

Suggested Stakeholders to Consult

- Required stakeholders, plus…
- Data staff
- Business and community partners

- Local workforce development and economic development boards
- Former students

Suggested Strategies for Consultation

- Work groups
- Focus groups
- Individual interviews
- Surveys
- Study circles

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.

***Share the load**. Assign two people to be responsible for each part of the CLNA. While completing the CLNA will require all members to work together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.*

PART A: Student Performance

The comprehensive local needs assessment must include an evaluation of student performance including special populations and each subgroup. Additionally, the CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators with respect to State determined and local levels of performance (Section 134(c)(2)(A). While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

Consider

- Perkins performance data for all current core performance indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
  - Gender
  - Race and ethnicity
  - Migrant status
  - Individuals with disabilities
  - Individuals from economically disadvantaged families including low-income youth and adults
  - Individuals preparing for nontraditional fields
  - Single parents including single pregnant women
  - Out of work individuals
  - English learners
  - Homeless individuals
  - Youth who are in or who have aged out of the foster care system
  - Youth with a parent who is an active duty member of the armed forces
- Comparison data for 'all' students:
  - Secondary students – Statewide assessment data comparisons for:
    - Graduation rate
    - Academic achievement
    - Placement –

- Postsecondary – Institutional data comparisons for:
  - Credential attainment
  - Placement
- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

PART B: Program Quality

This second part of the CLNA examines CTE program quality. Participants will conduct self-examination to describe how local CTE programs are:

- Of sufficient size, scope and quality to meet the needs of all students;
- Aligned to State, regional, Tribal or local in-demand industry sectors identified by the State workforce development board; and
- Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Size:

A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Section 134(c)(2)(B)(i) states the needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Consider

- Size (capacity focus):
  - Total number of programs;
  - Total number of courses within each program;
  - CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
  - Capacity of each program for the past three years;
  - Survey results assessing student interest in CTE programs.
- Scope (curricular focus):
  - Documentation of all CTEPS, including secondary sequences; articulation to postsecondary; and postsecondary pathways of study;
  - Data on student retention and transition from secondary to postsecondary within each CTEPS;
  - Descriptions of dual/concurrent enrollment programs, and data on student participation;
  - Data on student credential attainment in each program disaggregated by student demographic and value of credential;
  - Curriculum standards showing depth and breadth of program;
  - Opportunities for extended learning within and across CTE programs of study (e.g. work study, apprenticeship, OJT).
- Quality (outcome focus):
  - Curriculum standards and frameworks showing alignment to industry need;
  - Assessments leading to industry recognized credentials;
  - Documentation of partnership communication and engagement activities;
  - Documentation of adherence to safety requirements;
  - Documentation of Career and Technical Student Organization (CTSO) activities and alignment to curriculum;
  - Data collection mechanisms;
  - Program improvement processes;
  - Data on placement in employment following program participation;
  - Results of outside evaluation tools.

PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high–skill, high-wage, and in-demand occupations. In the local CLNA, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. DEED/CTE and the Alaska Department of Labor and Workforce Development (DOLWD) will provide the state and regional labor market alignment.

Section 134(c)(2)(B)(ii) states the needs assessment must include: *A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

Consider

- State and Local Labor Market Information (LMI) current and projected employment;
- DOLWD long- and intermediate- term labor market forecasts;
- Third party data dashboards (such as Career Coach);

- Input from local business and industry representatives, with reference to opportunities for special populations;
- Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
- CTE Program of Study concentrator data for three years;
- Program size, scope and quality analysis.

PART C: CTE Programs/Programs of Study (CTEPS)

Section 134(c)(2)(C) states the needs assessment must include: *An evaluation of progress toward the implementation of career and technical education programs and Programs of Study (CTEPS).*

Sec 3(41): ***Program of Study***. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*

- *Incorporates challenging State academic standards;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Is aligned with local, Tribal, regional, or State workforce needs;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporates credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

Perkins funds can only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired. Districts including middle school courses should include them in the CLNA.

Consider

- Documentation of course sequences and aligned curriculum for each CTE program;
- Standards for academic, technical and employability skills taught per course;
- Trend data on dual and concurrent enrollment in CTE programs;
- Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
- Trend data on student participation;
- Advisory Committee notes/minutes;
- Data on credential attainment by type;
- Notes on industry participation.

PART D: Recruitment, Retention and Training of CTE Educators

The CLNA will assess the educator workforce in your programs. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Section 134(c)(2)(D) states the needs assessment must include: *A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

Consider

- Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
- Student demographic data;
- Description of recruitment process;
- Description of retention process;
- Description of professional development, mentoring and externship opportunities;
- Data on educator participation in professional development, mentoring and externships;
- Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
- Survey or focus results conducted with educators regarding needs and preferences;
- Trend data on educator and staff shortage areas in terms of CTE area and demographics;
- Trend data on educator and staff retention in terms of CTE area and demographics;

PART E: Equity and Access

Here the CLNA requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

Section 134(c)(2)(E) states the needs assessment must include: *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:*

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- *Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

It is important to remember who is included under the definition of special populations to ensure every special population is addressed in the needs assessment, plan, and instructional services. The definition has broadened under Perkins V, so it is important to check your data systems for access to information.

Consider

- Program promotional materials;
- Recruitment activities for each special population;
- Career guidance activities for each special population;
- Processes for communicating and providing accommodations, modifications and supportive services for special populations;
- Available services to support all students, including special populations;
- Procedures for work-based learning for special population students;
- Data on CTE participation and performance by each career area and each special population;
- Data on participation in CTSO in terms of special populations;
- Findings from the Student Performance section;
- Findings from the Program Quality section;
- Findings from surveys/focus groups with student, parents and/or community representatives of special populations.

Section Two: Discussing and Recording Your Findings

At this point in the process, the information is collected. Each part of the CLNA has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in to have the details available when you refer back and try to set priorities.

Ratings

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

Further Questions to Consider

DEED/CTE includes a list of questions for districts to consider as they complete the CLNA. Use these to guide your discussion and ratings.

Keep it straight. *There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.*

CLNA Results Form (#05-20-036) Upload to GMS

Use of Perkins V funding is based on the results of the CLNA. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need.

The CLNA must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the Four-Year Plan and Local Application, or GMS Annual Amendment to the grant application. The CLNA Results Form (05-20-036) from the most recent CLNA must be dated and uploaded into the Related Documents area of the GMS Annual Amendment to the grant application in whichever year it is due before grant approval will be given.

Comprehensive Local Needs Assessment Workbook

PART A: Student Performance

Use the prompts on this worksheet to evaluate how your district's CTE programs support and improve student performance on ESEA and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Students in each CTE program perform acceptably on federal core performance indicators in comparison to non-CTE students.					
Students from special populations perform acceptably in each CTE program.					
Students from different genders, races, and ethnicities perform acceptably in each CTE program.					
Performance gaps exist between subgroups of students.					
There are CTE programs where special populations are performing above average.					
There are CTE programs where special populations are performing below average.					

Further questions to consider:

- Which student groups are struggling the most in CTE programs?
- Which CTE programs overall have the highest outcomes and which have the lowest?
- Is there a trend across all CTE programs?
- What are the potential root causes of inequities in performance in each CTE program?

Summarize your findings for Part A here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B: Program Quality

PART B-1: Size, Scope and Quality

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your district's CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district offers programs in which students choose to enroll.					
The district offers a sufficient number of courses, and course sections, within programs.					
All students who wish to access district CTE programs are able to do so.					
Students are able to complete each program of study (CTEPS) in a normal 4-year high school tenure.					
Programs are aligned to rigorous standards developed by a relevant third party or by the state.					
Programs are strongly aligned to postsecondary and local business/industry requirements.					
Programs develop a robust skill set in students.					

Further questions to consider:

- Does the district offer programs with too low an enrollment to justify the costs in offering those programs?
- What populations of students are and are not accepted into programs? What are some of the reasons?
- Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
- How do specific program areas compare in quality?
- How do specific components of programs, such as work-based learning or instruction, compare in quality?

Summarize your findings for Part B-1 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B-2: Labor Market Alignment

Use the prompts on this worksheet to determine how well your district's CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are aligned to projected industry demand.					
The district has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.					
Industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation.					
Programs graduate employees that thrive in the workplace					
Programs provide opportunities for students with disabilities, English learners, or other special populations to access the local labor market.					

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations and are programs available for students in those areas?

Summarize your findings for Part B-2 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART C: CTE Programs/Programs of Study (CTEPS)

Use the prompts on this worksheet to determine how well your district's CTE programs are implemented with fidelity and aligned to postsecondary options. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are fully aligned across secondary and postsecondary education.					
Programs incorporate relevant academic, technical and employability skills at every learner level.					
Students can earn dual-credit through participation in programs.					
Students in programs of study (CTEPS) have multiple entry and exit points.					
Students in programs earn recognized postsecondary credentials.					

Further questions to consider:

- Are students being retained in the same program of study (CTEPS)?
- What is the role of secondary and postsecondary partners in current program of study (CTEPS) design and delivery?
- What is the role of business and industry partners in the current program of study (CTEPS) development and delivery?

Summarize your findings for Part C here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART D: Recruitment, Retention and Training of CTE Educators

Use the prompts on this worksheet to analyze your district's strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district's CTE staff reflects the demographic makeup of the student body.					
There are processes are in place to recruit new CTE educators.					
The district has onboarding processes in place to bring new professionals into the system.					
All educators teaching in programs are adequately credentialed.					
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.					
There is a process to develop or recruit CTE instructors from existing staff.					

Further questions to consider:

- Are onboarding processes efficient and effective, especially for educators coming from industry?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- In what CTE subject areas are more educators needed?

Summarize your findings for Part D here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART E: Equity and Access

Use the prompts on this worksheet to investigate the steps your district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district provides equal access to all CTE programs for all Perkins subpopulations.					
There are no enrollment discrepancies for students from special populations in programs that lead to high-skill, high-wage, and in-demand occupations.					
Processes are in place to encourage all students to complete programs.					
The district actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.					
Accommodations, modifications, and supportive services are provided to CTE students as required.					
The district actively recruits to encourage special population students to enroll in high quality CTE programs.					

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? And in each program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Summarize your findings for Part E here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Performance Measures

- *As part of your comprehensive local needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Rating	Met	Not Met for at least one but not more than two consecutive years	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Concentrator graduation rate				
Concentrator proficiency in academic subjects				
Concentrator placement (post-graduation)				
Program quality				
Program quality – Recognized Postsecondary Credential attainment				
Concentrator NTF status				

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Appendix A: Reference Documents

Perkins V Guidance:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (this guide is also available in Word)
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE.

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval (careertech.org/resource/program-approval-policy-benchmark-tool)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Other Resources:

Also, the needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide
Council of Chief State School Officers. December 5, 2018
(ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)

Worksheets From: Using Needs Assessment for School and District Improvement
Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017.
(ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

Needs Assessment Guidebook
State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018
(statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)

Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input

Toolkit developed by the US EPA (epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input).

Excerpt from the online toolkit:

The following table lists some basic in-person tools for obtaining public input.

In-Person Tools for Generating Input

Link to Online Tool	# of Participants	Best Suited for
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives

Link to Online Tool	# of Participants	Best Suited for
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Appendix C: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** by Perkins V unless noted with *.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of the State board or local workforce development boards**:**			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations: ***Individuals with disabilities, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, *corrections.***			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
*** Members of regional economic development organizations:**			
*** Other stakeholders as desired:**			
*** Representatives of local populations: gender, race, ethnicity, migrant status**			

Appendix D: Program Quality Evaluation Tools

ACTE's Quality CTE Program of Study Framework
(https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf)
ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

Design Specification for Implementing the College and Career Pathways System Framework
(https://ccrscenter.org/sites/default/files/CareerPathways_Chapter4_FacilitatorsGuide.pdf)
American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system.

Appendix A

Alaska Perkins V:

CTE Program of Study (CTEPS)
Guidance and Form

CTEPS Introduction

The CTE Program of Study (CTEPS) process is intended to help Alaska high schools and postsecondary institutions support and prepare students in the acquisition of demanding industry-based technical and academic knowledge and skills needed for success in high school and beyond. Ultimately, student success in their chosen career path will be the true measure of CTE program effectiveness and quality. CTEPS are complex, multi-year sequences of courses including both academic and technical skills designed to present a student with a clear idea of the requirements and rewards of a particular career choice, and an attainable pathway to achieve that choice beginning in high school and transitioning to postsecondary education or training. The Department of Education & Early Developments CTEPS approval process provides an external measurement of a CTE program's readiness and sustainability, quality and continuous improvement.

This Rubric Guidance is intended to help districts complete the CTEPS form (# 05-20-035) in a way that meets state and federal requirements, and also provides a completed document that is useful. This document may be used by students and parents as a planning tool, as well as by career counselors and district staff as part of a broader system of career exploration and development activities. This district support should be designed to aid students, including those in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and goals.

Program of Study (CTEPS) [§3(41)]

The term 'program of study' means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

A. Incorporates challenging State academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
B. Addresses both academic and technical knowledge and skills, including employability skills;
C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
E. Has multiple entry and exit points that incorporate credentialing; and
F. Culminates in the attainment of a recognized postsecondary credential.

CTEPS Template Guidance

In the following narrative, you will find a description of what DEED/CTE expects to see in each section of the CTEPS template.

Header

Use this section to provide overarching, structural information about the CTEPS.

On the left include the local CTEPS name and which of the Advance CTE National Career Clusters and Pathways this CTEPS falls under. The *National Career Clusters Framework* (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) provides structure for organizing and delivering quality CTE programs. There are 16 Career Clusters and 79 Pathways. DEED/CTE recommends districts review Career Cluster planning documents available via the *Advance CTE website* (careertech.org/career-clusters). These documents will aid districts in developing an organized planning framework for Career and Technical Education in their communities. Providing this information ensures that every district's CTEPS' are aligned to a consistent organizational framework, which will make it easier to share across districts and eventually to search within the Perkins Portal.

On the right, list the submitting district's name and who developed the CTEPS. This information will assist in contacting the correct individual should questions arise from DEED or other districts. A development or revision date is also required to ensure that CTEPS are current. Beginning with Perkins V, every CTEPS will need to be updated on a 5-year cycle just like course submissions.

CTEPS Description

Provide a brief description of the CTEPS focus, goals, and outcomes based on your local needs. Remember, this document is meant to be used as a planning tool by the district, students, and parents, so avoid jargon and word it in such a way that everyone can understand. Think of this section as the CTEPS elevator pitch. Why should students choose to pursue this particular CTEPS?

Secondary Program Components [§3(41)(A-B & D)]

In this section, outline the CTE courses a student can take during middle and high school that align to the CTEPS focus and postsecondary study. Please identify any career assessments or planning tools the CTEPS will utilize by marking them in **bold** in the second row. If middle school courses are included, identify the grade during which it is recommended and the course name. Identify any middle school courses that may be taken for high school credit with *italics*. In high school grades, please identify both academic and CTE courses (**bold** CTE courses) and the semesters in which it is recommended they be taken. Finally, please identify any Recognized Postsecondary Credentials (RPCs) that will be taken during either middle school or each year of high school. A minimum of one RPC is required in each CTEPS.

Perkins V requires CTEPS include both academic and technical skills, do not duplicate courses or skills, and progress in level of difficulty and focus in an occupational area. Further, Alaska requires each CTEPS include a minimum of 2 high school CTE credits, one credit of which may be foundational and not specific to the CTEPS (e.g. Employability Skills, Career Exploration). The second credit must be career specific and progressively rigorous (e.g. Welding I and Welding II, or Culinary Arts I and Culinary Arts II). Courses may not be repeated.

Again, please remember this document is meant to be a planning tool for both the district and students/parents to map out participation and anticipate goals and challenges that may arise. By filling this information out as fully and completely as possible, the district provides the best picture possible to end users contemplating study in various CTEPS.

Alignment to Industry Need [§3(41)(C)]

Use this section to demonstrate how the district's CTEPS aligns to the economic drivers of your community, tribal area, region, or the state. Also identify which (if any) of the state *priority workforce strategic plans* (labor.alaska.gov/awib/ppi.htm) the CTEPS might align to. For example, a welding CTEPS might align to the fishing industry at a local level, construction at a regional level, and pipeline development at a state level. It might then also align to the state Gasline Workforce Plan and Construction Plan. This section should be robust, but concise. The point here is to demonstrate the CTEPS was developed in

partnership with industry, is responsive to the employment needs of Alaska, and has real career prospects for students in a range of areas.

Optional Program Components

Perkins V emphasizes the importance of real-world experiences as part of a student's CTE experience. To this end, DEED/CTE encourages (but does not require) districts to consider including participation in Career and Technical Student Organizations (CTSOs) or work-based learning opportunities as part of CTEPS. CTSOs are an important component of local career and technical education in Alaska that build student leadership skills, provide job and career training, develop employability and communication skills, and provide opportunities to achieve goals through statewide and national competitions. Your DEED/CTE program manager can provide your district more information about CTSOs that might apply to your CTEPS. Work-based learning benefits students by establishing a clear connection between school and work, improving post-graduation employment opportunities, developing positive work habits, and involving local businesses in CTE education. Work-based learning may take the form of work experience credits, job-shadowing, or apprenticeships.

General Postsecondary Options [§3(41)(F)]

Every CTEPS is required to align to at least one postsecondary opportunity for study. Remember that "postsecondary" means any study after graduation from high school and does ***not*** mean college only. It is possible—even likely—that multiple options for postsecondary study exist through participation in the CTEPS. To provide the best picture of the CTEPS utility and applicability, identify all possible postsecondary outcomes for students.

Specific Postsecondary Option Details [§3(41)(F)]

District must complete this section for ***each*** postsecondary option identified under General Postsecondary Options. Districts should engage in ongoing consultation with postsecondary entities to ensure that district CTEPS align with postsecondary programs, and that no remedial work will be required for CTEPS participants. Where possible, secondary programs should offer dual-credit opportunities that will give a CTE participant a jump start in postsecondary pathways.

Identify the specific postsecondary partner (e.g. AVTEC or UAA-Kodiak) and the specific program pathway (e.g. Able Seaman or AAS Technical Welding). Using the table provided and in consultation with your postsecondary partner, identify the courses required to (a) achieve the occupational endorsement, certificate, license, two-year degree, or (b) the first two years of a four-year program resulting in a Recognized Postsecondary Credential (RPC). Identify those courses that may be completed in high school by marking them in **bold**. Total the number of credits per semester at the bottom of each column, and then the total number of credits for the outcome at the very bottom of the table. Be sure to identify the outcome of the program.

Detailing the possible postsecondary pathways of study for students is an important component of the CTEPS because it demonstrates multiple exit points and ensures both district personnel and students understand the potential benefits and outcomes of engaging in the CTEPS.

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

Identify the jobs and careers students may reasonably expect to enter through participation in the CTEPS. At minimum, each CTEPS should identify one entry-level, one technical, and one professional career. Entry-level jobs are those a student could enter directly from high school with specialized CTE training. Technical jobs may require education beyond that available in high school. Professional jobs will likely require extensive further training. For example, in a healthcare pathway an entry-level career

might be a phlebotomist, while a technical career might be a sonographer, and a professional career might be a registered nurse.

This section aids students in making informed plans and decisions about future education and career opportunities. Districts should provide as many local options as possible, but may also reference national sources such as *Career Trees* (tfsresults.com/careertree/) or the *National Career Clusters Framework* (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf).

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

Perkins V requires that all CTEPS have multiple entry and exit points to make them more accessible to more students.

CTE Program of Study (CTEPS) - Form (#05-20-035)

CTE Program of Study (CTEPS) Name:	Date: (Note: CTEPS expire after 5 years)
Career Cluster: Choose an item.	**District Name:**
Pathway (https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) **:**	**Developed By:**

CTEPS Description:

SECONDARY PROGRAM COMPONENTS (Please designate CTE courses in **bold**; designate middle school courses for HS credit with *italics*) [§3(41)(A-B & D)]**:**

Middle School		9th Grade		10th Grade		11th Grade		12th Grade	
Career Clusters Interest Inventory, AKCIS Jr. Portfolio, KeyTrain/Career Ready 101		Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		Career Interest Inventory, AKCIS Portfolio, PLCP		PSAT, SAT, ACT, Accuplacer/ALEKS, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/ ALEKS, AKCIS Portfolio, PLCP	
Grade	**Course Name**	**Courses**		**Courses**		**Courses**		**Courses**	
		Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):		Recognized Postsecondary Credential(s):	

ALIGNMENT TO INDUSTRY NEED [§3(41)(C)]**:**

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

***OPTIONAL PROGRAM COMPONENTS:**

Career and Technical Student Organizations	Work-Based Learning Opportunities

GENERAL POSTSECONDARY OPTIONS [§3(41)(F)]**:**

One or Two-Year Postsecondary Programs	Adult Registered Apprenticeships	Four-Year College and University Programs	Occupational Certifications and Licenses	On-The-Job Training, Certificates, etc.
•	▪	▪	▪	▪

SPECIFIC POSTSECONDARY DETAILS:

NAME OF POSTSECONDARY PARTNER(S):
NAME OF POSTSECONDARY PROGRAM(S):

***OPTIONAL ADDITIONAL PROGRAM INFORMATION** (Please designate courses possible to complete at high school level in **bold**):

Year 13		**Year 14**	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
Credits	**Credits**	**Credits**	**Credits**
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)]**:**

Entry-Level Careers	**Technical Careers**	**Professional Careers**

STRATEGIC ENTRY AND EXIT POINTS [§3(41)(E)]**:**

Entry	**Exit**

Appendix B

Alaska Perkins V:

Four-Year Plan and Local Application
Guidance and Form

Alaska Perkins V:
Four-Year Plan and Local Application Guidance and Form

Career and Technical Education Programs
FY2021 – 2025

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Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), signed into law July 31, 2018, reauthorizes the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV). The new law was effective July 1, 2019 and the first year of implementation will be considered a "transition year". The new law introduces a Comprehensive Local Needs Assessment (CLNA) requiring data-driven decision-making for all Perkins expenditures, significant stakeholder consultation, and a two-year update cycle. Perkins V includes formal definitions of Programs of Study (which Alaska calls CTEPS) and CTE Concentrator. It shifts the development of required program targets for core performance indicators primarily to states, and includes those targets in state and local plans. It consolidates the two non-traditional accountability indicators into one, and adds an indicator of "program quality" at the secondary level that includes at least one of the following: a recognized postsecondary credential, postsecondary credits, or participation in work-based learning. (States may also include another measure of student success that is statewide, valid, and reliable, if desired). It also increases the focus on serving special populations with an expanded definition of these subgroups, a new required use of state leadership funds, and additional consultation and stakeholder involvement. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education (USED). Districts receiving an allocation for Perkins funds are also required to submit plans with the same timeline commitments as the State in order to facilitate the State's plan submissions to USED.

The purpose of Perkins V is to provide supplemental funding to districts to develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who choose to enroll in CTE programs and Programs of Study (CTEPS). It focuses on delivering challenging academic and technical standards to prepare student for high-skill, high-wage, or in-demand occupations; aligning secondary and postsecondary education for CTE students, supporting partnerships among secondary schools, postsecondary institutions including technical schools, local workforce investment boards, and local business and industry; and increasing the education and employment opportunities for populations who are underserved or underemployed.

The ***Comprehensive Local Needs Assessment Guidance and Workbook (CLNA)*** document is an optional workbook districts may use to gather and organize data under five required categories to evaluate their program and plan for the future. Perkins V requires that funding decisions be directly tied to needs determined by this assessment. The CLNA must be updated every two years. The CLNA workbook is designed to help districts determine priorities for funding based on data.

The ***Four-Year Plan and Local Application*** document is a framework for the description, maintenance, and improvement of districts' Perkins V Career and Technical Education (CTE) programs. Responses to the questions in the Four-Year Plan and Local Application should give a reasonably complete overview of what the district intends to do to provide a quality CTE program to students and meet the requirements of Perkins V for the next four years. Readers of this plan should come away with a clear picture of what the district is currently offering under Perkins V, and what improvements or changes the district plans to make in the next four years. This plan, in conjunction with the CLNA, guides grantees through the planning, implementation, and evaluation strategies and activities necessary to meet the intent of Perkins V. Districts may update their Four-Year Plan and Local Application at any time as local, state, or national conditions change. Districts must address and DEED must approve all sections of the Four-Year Plan and Local Application in order for districts to qualify for Perkins funding.

The ***Annual Amendment*** submitted in GMS, DEED's Grants Management System, will provide details of any changes made to the Four-Year Plan and Local Application based on updated data and community trends. Districts may revise their Annual Amendment at any time during the fiscal year as expenditures or other program details change. At the end of each fiscal year, the Annual Amendment should reflect the activities and expenditures the district completed as part of their Four-Year Plan and Local Application during that year. Districts must address and DEED must approve all sections of the Annual Amendment submitted in GMS, in order for districts to qualify for Perkins funding.

Guidance

Consultation and Public Access [§134(d-e)]

Perkins V requires consultation with a broad spectrum of stakeholders as part of the CLNA process, as well as throughout implementation of the program. DEED recommends districts build a core Advisory Committee of stakeholders that participates in the CLNA as well as ongoing Perkins V planning for the district. Please see the Comprehensive Local Needs Assessment Guidance and Workbook for details and worksheets regarding the building of an effective stakeholder group.

Advisory Committee Identification

Districts are required to identify the current members of the Advisory Committee, and to update this information annually. Membership in all categories listed in the law is required. One person may fulfil more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfill a required role, the district must keep records indicating the efforts made to fill the role each year. Perkins V requires, at a minimum, the following participants be engaged in the CLNA, Four-Year Plan and Local Application development, and continued consultation:

- Representatives of CTE programs from secondary and postsecondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals
  - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board or local workforce development boards
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations, which include [§3(48)]:
  - Individuals with disabilities
  - Individuals from economically disadvantaged families
  - Individuals preparing for non-traditional fields
  - Single parents, including single pregnant women
  - Out-of-workforce individuals
  - English learners
  - Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
  - Youth who are in or have aged out of the foster care system
  - Youth with a parent who is an active duty member of the armed forces (as defined in 10 U.S.C. 101(a)(4) and (10 U.S.C. 101(d)(1))

- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Continued Consultation

Perkins V requires continued consultation with the Advisory Committee. Consultation may be face to face, via Webex, audio conference, or email. Consultation must be documented. DEED requires complete minutes (including date, attendance, agenda, and summary of the discussion) each year as part of the Annual Amendment submitted in GMS. A template for Advisory Committee minutes is available for district use. DEED recommends districts hold an annual CTE Advisory Committee meeting in the spring. At this time of year the district will have data from the previous year to share with the committee, and planning may take place for the following school year. This will also enable the district to complete the Annual Amendment submitted in GMS (an online system that tracks annual funding and expenditures, as well as any changes or updates to the Four-Year Plan and Local Application that made each year) prior to the June 30 deadline. Consultation may include:

- Providing information and gathering input on updates to the CLNA
- Providing information on the requirements of Perkins V
- Providing an annual review of the district's current Perkins data **(This item is required)*
- Gathering input to ensure Perkins programs are
    - responsive to community employment needs
    - aligned with state, regional, tribal, or local employment priorities
    - informed by labor market information
    - designed to meet current, intermediate, or long-term labor market projections
    - allow employer and industry input into the development and implementation of Perkins programs and CTEPS to ensure they align with skills required by local employers including identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment
- Identifying and encouraging opportunities for work-based learning
- Ensuring Perkins funding is used based on the findings of the CLNA, and in a coordinated manner with other local resources

Local Application [§134 (a-e)]

The Four-Year Plan and Local Application is the application for Perkins funding. It is a framework for the required elements of the local application. Districts must describe how the district intends to provide, maintain and improve the CTE program over the next four years. The required components of the four-year plan are organized into five main parts, which align with the work that was done in the CLNA (see Appendix A). Each part must be described with enough detail to meet the requirements and serve as a planning tool for the next four years. Changes that occur over the life of the plan (due to changes in local staffing, data, student population, available employers, etc.) must be noted in the Annual Amendment submitted in GMS along with the budget each year.

Funding

Perkins V emphasizes the need for Perkins funding to be data-driven. Expenditure of Perkins funds must be driven by the needs identified by the CLNA. In each of the sections of the Four-Year Plan and Local Application, districts should outline roughly whether or not requirements in those sections will be targeted for implementation or improvement using Perkins V funding, as indicated by the results of the CLNA. Remember that Perkins V funding, as a Federal grant, must also be supplemental to other state and local funding sources. Perkins V outlines six broad categories of requirements for uses of funds, see Appendix B. Districts with questions regarding what is allowable using Perkins V funds are welcome to contact DEED/CTE staff at any time.

Application Contents

Section 134(b) of Perkins V states that each state shall determine the contents of the local plans. However, each plan must include:

1. Results of the Comprehensive Local Needs Assessment, and a description of the plan for continued consultation with a stakeholder group or Advisory Committee at least annually to include information on the requirements of Perkins V, current local data analysis, public dissemination of current Perkins data, and collection of feedback from this committee
2. Description of expenditures (all of which must be tied to the CLNA)
3. Plans to address any gaps in student performance on state and local levels of performance for required indicators and for all required subgroups and all special populations groups
4. Description of the CTE program the district will provide, including not less than one complete Program of Study (CTEPS) and: how the results of the CLNA influence the structure of the Perkins V program and activities; and what if any new CTEPS the district intends to develop over the life of the plan.
5. Description of work-based learning opportunities that the district will provide in conjunction with employers
6. Description of how the district will collaborate with local workforce development boards and other agencies to provide career exploration and development coursework, and career information on local occupations
7. Description of how a district will improve the academic and technical skills of CTE students through rigorous content aligned with challenging academic and technical standards
8. Inclusion of postsecondary credit opportunities for high school CTE students
9. Support for recruitment, preparation, and retention of CTE teachers, admin, and specialized support personnel, including those underrepresented in the teaching profession
10. Description of how the district will provide access for all students by maintaining an organized system of career guidance and academic counseling that includes current industry information, as well as additional supports to promote equity for members of special populations and students pursuing non-traditional fields

Part A: Student Performance

CLNA Components	Local Application Requirements
Part A: Student Performance **134(c)(2)(A)**	**134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps.

Perkins V requires that districts collect and analyze student data using defined core performance indicators, which includes an analysis of special populations defined by Perkins V as well as subgroups defined by ESSA. DEED collects district data each June 15 through the All-In-One document on the CTE Portal (education.alaska.gov/tls/CTE/Perkins/). This data is verified by DEED, organized by core performance indicators, and returned to the Portal for district use. DEED recommends reviewing this data over time, considering variables such as demographics, stakeholder perceptions, and student interests. DEED has developed a *Multi-Year Data Template* using line graphs by core performance indicator for this purpose. The *Four-Year Plan and Local Application* should state which core performance indicators are deficient, which the district intends to prioritize, how the district plans to address gaps in performance at both overall and subgroup levels, and whether Perkins funds will support these plans. The *Four-Year Plan and Local Application* must describe what additional actions districts will take to address deficiencies in the third year, if meaningful progress towards closing gaps is not made in the first two years. In addition, each year in the Annual Update submitted in GMS, districts that have not met core performance indicator(s) must also review and update (if applicable) the improvement plan for each indicator, which will include the subpopulation group(s) effected, what action steps will be taken, and responsible staff.

The Perkins V required core performance indicators are (see Appendix C – *Perkins V Definitions*):

1S1: Four-Year Graduation Rate
1S2: Extended-Year Graduation Rate (5 years in Alaska)
2S1: Academic Proficiency in Reading/Language Arts
2S2: Academic Proficiency in Mathematics
2S3: Academic Proficiency in Science
3S1: Secondary Post-Program Placement
4S1: Non-Traditional Program Concentration
5S3: CTE Program Quality Indicator – Work Based Learning

Plans to address gaps in Perkins performance for core performance indicators (DEED recommends reviewing at least three years of data if possible) must also be disaggregated by subpopulation groups [§1111(h)(1)(C)(ii)] of ESSA and special populations [§3(48)] of Perkins V, which include:

- Gender
- Race and ethnicity (African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or More Races)
- Migrant status
- Individuals with disabilities
- Individuals from economically disadvantaged families including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents including single pregnant women
- Out of work individuals
- English learners

- Homeless individuals
- Youth who are in or who have aged out of the foster care system
- Youth with a parent who is an active duty member of the armed forces

Part B: Program Quality

CLNA Components	Local Application Requirements
Part B: Program Quality **134(c)(2)(B)** B-1: Program Size, Scope and Quality B-2: Labor Market Alignment	**134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How the results of the CLNA informed the selection of CTE programs and activities to be funded • Description of any new programs of study the district will develop and submit to the SEA **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide Career exploration and career development coursework, activities, services

Program quality includes many elements. Among them are; how the district uses the CLNA and local industry connections to determine which courses and activities to develop, the ability of the district to maintain a robust program, and how collaboration with CTSOs, local workforce boards and industry contribute to high quality learning opportunities for students.

Size, Scope, and Quality

Each Perkins program must be of sufficient size, scope and quality (SSQ) to qualify for funding. Generally, SSQ means that the Perkins funded program is sufficient to meet all of the requirements of Perkins and deliver a quality program that meets the intent of the law and serves all students. DEED has defined SSQ as follows:

Size:

A sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. *incorporates challenging State academic standards;*
b. *addresses both academic and technical knowledge and skills, including employability skills;*
c. *is aligned with the needs of industries in the economy of the State, region, or local area;*
d. *progresses in specificity;*
e. *has multiple entry and exit points that incorporate credentialing; and,*
f. *culminates in the attainment of a recognized postsecondary credential.*

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Other resources include:

- *High Quality CTE Framework* (acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018_WithRubric.pdf)

Rural Considerations

Many small districts may face hiring and budget challenges for CTE instruction. As long as a student could complete a CTEPS (see Part C for CTEPS requirements) within a standard high school tenure, it is not required that districts teach all courses in a CTEPS every year. DEED recommends districts consider stacking courses (i.e. a single instructional period with a single instructor containing students of different skill levels). For example, a small district might stack Culinary Arts I and Culinary Arts II together in the same hour. Make sure the district's data reporting system records students in the correct level within the course. Other options might be to partner with other districts to provide a course or CTEPS, develop or send students to onsite intensive courses outside of their local school operated by other districts.

Other resources include:

- *Connecting Rural Learners with the World of Work* (cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_World_Work_2017FINAL.pdf)
- *Rural CTE Strategy Guide* (cte.careertech.org/sites/default/files/files/resources/CTE_RuralStrategyGuideFINAL.pdf)

CTSOs

Additional supports for Perkins programs include Career and Technical Student Organizations (CTSOs). These student organizations allow students work together at the local, state, and/or national level, providing experiences in leadership, teamwork, self-confidence and character development. Examples of CTSOs are:

- *Educators Rising - Alaska* (educatorsrisingalaska.org/)
- *Health Occupations Students of America (HOSA) - Alaska* (alaskahosa.org/)
- *Skills USA - Alaska* (alaskaskillsusa.org/)
- *Distributive Educational Clubs of America (DECA) - Alaska* (alaskadeca.weebly.com/)
- *Family, Career and Community Leaders of America (FCCLA) - Alaska* (ctsoalaska.org/fccla.html)
- *Business Professionals of America (BPA) - Alaska* (alaskabpa.org/)
- *National FFA Organization - Alaska* (alaskaffaassociation.com/)

Other resources include:

- *Expanding Career Readiness Through Career and Technical Student Organizations* (acteonline.org/wp-content/uploads/2018/03/CTSO_Career_Readiness.pdf)

Work-Based Learning

An increased emphasis on work-based learning in Perkins V encourages districts to work with local employers and workforce development boards to increase the number of opportunities students will have to work directly with and learn from local industry. The intent of Perkins has always been to focus CTE instruction on high-skill, high-wage, in-demand occupations for students. To ensure that instruction meets local need, districts are required to collaborate with regional and local industry to determine appropriate courses and pathways, and wherever possible, provide opportunities for students to experience local employment opportunities. These could be job-shadowing, tours of local industry, apprenticeships, or work-study programs. Wherever possible, Perkins courses and CTEPS should lead to industry-recognized credentials, and align to standards recognized by national and/or local industry, so that students earning these credentials are immediately employable.

Other resources include:

- *Alaska Apprenticeship Plan - AWIB October 2018* (labor.alaska.gov/awib/Alaska_Apprenticeship_Plan-10-2018.pdf)
- *Alaska Work-based Learning Policy Guide* (education.alaska.gov/)

- *Defining Quality: Business and Community Partnerships* (acteonline.org/wp-content/uploads/2019/03/HQ_Partnerships_March2019.pdf)

Part C: CTE Programs and Programs of Study (CTEPS)

CLNA Components	Local Application Requirements
Part C: CTE Programs/Programs of Study (CTEPS) **134(c)(2)(C)**	**134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA) **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable

Perkins funds can only be used to support programs that at minimum comprise a complete CTE Program of Study [§3(41)], which Alaska calls a CTEPS.

> **Sec 3(41):** ***Program of Study***. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*
> - *Incorporates challenging State academic standards;*
> - *Addresses both academic and technical knowledge and skills, including employability skills;*
> - *Is aligned with local, Tribal, regional, or State workforce needs;*
> - *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
> - *Has multiple entry and exit points that incorporates credentialing; and*
> - *Culminates in the attainment of a recognized postsecondary credential.*

This may include middle school courses, *(above and beyond the minimum required two high school credits) if desired,* which should lead into a High School CTEPS and be identified in the CLNA. In addition to the definition above, order for a CTEPS to be considered complete, a student must be able to:

- Complete at least two credits in a single occupation-specific CTEPS. One of these credits may be foundational – e.g. life skills or exploratory, but the other must be in technical content – Welding I, Medical Terminology, Culinary II, etc.
- Complete these two credits within a typical high school tenure, in the order of progression (e.g. Welding I leading to Welding II, and so on) and without duplicating courses
- Complete a CTEPS that includes alignment to a postsecondary entity (e.g. dual credit, an agreement with a technical school that a student completing the CTEPS could enter into the program without the need for technical remediation, etc.)

When creating multiple CTEPS within their Perkins program, districts should consider how courses will 'fit' within the CTEPS. A single course may fit within all CTEPS (e.g. 'Employability Skills', or 'Career Exploration') while others may fit within one or two CTEPS (e.g. a 'Shop Safety' or 'NCCER Core' course could fit under either a construction or welding CTEPS). Remember that data is collected on concentrators – graduating seniors who have completed at least two technical courses (at least one credit when totaled) in a single state-approved CTE program or CTEPS. Advance CTE (careertech.org/) has defined 16 Career Clusters and 79 Career Pathways (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) – groupings of occupations and broad industries based on commonalities. Advance CTE's Career Clusters Matrix (careertech.org/career-clusters-1) has links for each Cluster and Pathway to Common Career Technical Core standards, Knowledge and Skill Statements, Plans of Study, Career Cluster Frames.

High Quality CTEPS will give students a complete picture of the industry they are studying. Examples of methods to accomplish this include:

- Providing an overview of the potential jobs and salaries in a CTEPS

- Outlining the range of skills needed to be proficient
- Using facility tours or talks with industry partners to highlight opportunities and expectations
- Participation in CTSOs (Career and Technical Student Organizations)
- Providing information about potential postsecondary study options

A key principal of Perkins V is that CTE courses are both academically rigorous and provide industry-aligned engagement for students. CTE courses must incorporate a variety of standards into each course offered, including state academic content standards, cultural and employability standards, and industry recognized standards. DEED/CTE requires a Course Crosswalk (form# 05-20-038) for each course that outlines the main topics taught in the course, and the standards addressed by each topic. Standards that must be included in order for a CTE course to be approved for Perkins funding include:

- *Alaska Academic Standards - Language Arts, Math, Science* (education.alaska.gov/standards)
- Industry Recognized Standards (these will be course-specific)
- *Cultural Standards (Alaska)* (ankn.uaf.edu/Publications/CulturalStandards.pdf)
- *Alaska Employability Standards* (education.alaska.gov/21cclc/pdf/alaskaemployabilitystandards.pdf), or
- *APICC YES* (Alaska Process Industry Careers Consortium)(apicc.org/wp-content/uploads/2017/05/YES-POSTER-5.23.2017-Final.pdf)

Optional: These standards are optional, and may be used if Industry Recognized Standards are not available.

- *Common Career Technical Core Standards* (cte.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf)

Industry recognized standards must be progressively rigorous as a student advances through a CTEPS. A few examples of these are:

- Welding – *American Welding Society (AWS)* (aws.org/) or *National Center for Construction Education and Research (NCCER)* (nccer.org)
- Marine Tech – *Alaska Marine Safety Education Association*, (amsea.org/) or *US Coast Guard Boating Safety* (uscgboating.org/)
- Culinary – *American Culinary Federation* (acfchefs.org/) or *National Restaurant Association Educational Foundation (ProStart)* (chooserestaurants.org/ProStart)
- Pilot Training – *Federal Aviation Administration (FAA)* (faa.gov/pilots/)
- Education - *Educators Rising Alaska* (educatorsrisingalaska.org/)
- Health – *National Consortium for Health Science Education (NCHSE)* (healthscienceconsortium.org/national-health-science-standards/)

Other resources include:

- *Capitalizing on Context: Curriculum Integration in Career and Technical Education* (nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf)

One of the principles of Perkins V is that students learn skills valued by industry. Quality Perkins programs and CTEPS will include opportunities for students to earn postsecondary credits (e.g. dual or concurrent programs or credit transfer agreements), participate in work-based learning (e.g. job shadowing or work-study), and the ability to attain recognized postsecondary credentials. Perkins V references the WIOA definition below, but

limits the list for the purposes of Perkins V to industry-recognized credentials, certificates, or associate degrees, to ensure funding remains focused on sub-baccalaureate credentials.

> **WIOA Sec 3(52): Recognized postsecondary credential**. *A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.*

A Recognized Postsecondary Credential (RPC) could include a welding certificate, ETT certification, or a Certified Nurse's Assistant Certification (CNA), among many other possibilities. RPCs demonstrate to potential employers that students have skills they value. RPCs can be incremental, and achieving them allows a student to develop a portfolio of marketable skills. Some RPCs may be embedded in multiple courses, while others would only be given within very specific courses.

Part D: Recruitment, Retention, and Training of CTE Educators

CLNA Components	Local Application Requirements
Part D: Recruitment, Retention and Training of CTE Educators **134(c)(2)(D)**	**134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and specialized support personnel and paras, including those underrepresented in teaching professions

Perkins professional development is not limited to CTE faculty. It is important to include counselors in CTE professional development because of the critical role they play in guiding students into course choices. It is also important to include administrators in CTE professional development so they understand the positive student outcomes and benefits of CTE study, and support it at a building level. All professional development funded with Perkins must be directly tied to courses approved by DEED, or the CTE functions of a person's job. Examples of training for Perkins programs are:

- CTE content - Training in a field of study that allows the instructor to keep current with changes to the field and develop new skill sets.
- CTE pedagogical - Training in classroom skills (such as management and lesson development) that make the CTE instructor a more effective teacher.
- Cross-curricular integration – Training in combining instruction from core academic areas (e.g. English, Math) with CTE instruction

Part E: Equity and Access

CLNA Components	Local Application Requirements
Part E: Equity and Access **134(c)(2)(E)**	**134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE

CLNA Components	Local Application Requirements
	134(b)(5) How the district will – • Provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against

All Students

Improving Equity and Access includes improving access and participation in CTE for all students, as well as providing the means for students in special populations as defined by Perkins V to participate equitably.

Access - Career Guidance and academic counseling plays a powerful role in the career exploration and development of students. Districts are required, in collaboration with local workforce entities, to develop a system of career guidance that provides students with current information on high-skill, high-wage, in-demand career opportunities, and provides guidance and activities that help students with career awareness, career exploration, and career planning, including identifying training and work-based learning opportunities in CTE beyond high school. A comprehensive career guidance system would include:

- Development of an ongoing Personal Learning and Career Plan (PLCP) for each student in grades 7-12 (Alaska Administrative Code 4 AAC 51.390) using the *Alaska Career Information System (AKCIS)* (acpe.alaska.gov/PLANNING/AKCIS) or another planning tool *(*Required by DEED as part of an organized system of career guidance and academic counseling)*
- Providing all students with current information on national, state, and local careers through career fairs, facility tours, pamphlets, speakers, job shadowing, etc.
- Providing each student information on CTE courses offered in the district, and how those courses fit into CTEPS, provide dual credit opportunities, include work-based study or CTSO opportunities, and lead to credentials or postsecondary opportunities, including financial aid assistance
- Providing each student in a special population as defined by Perkins V with the information and support they need to participate fully in CTE opportunities in the district (This may require support or outreach beyond what the district provides for the general student population)
- A process to ensure that CTE instructors, Administrators, and Career Guidance counselors communicate regarding appropriate placement and needed supports or accommodations for students in special populations, including providing instruction in the least restricted environment with the appropriate equipment, presentation mode, response time, and setting to ensure students have the most meaningful CTE experience

Equity

Perkins V expands the definition of special populations. Equity for these subcategories may mean additional interventions or district policies in order for them to participate and succeed in Perkins programs. Categories for Perkins special populations are:

> ***Sec. 3(48) Special Populations.*** *The term "special populations" means –*
>
> - *Individuals with disabilities;*
> - *Individuals from economically disadvantaged families, including low income youth and adults;*
> - *Individuals preparing for non-traditional fields;*

- *Single parents, including single pregnant women;*
- *Out-of-work-individuals;*
- *English learners;*
- *Homeless individuals described in section 725 of the McKinney-Vento Act;*
- *Youth who are in, or have aged out of, the foster care system;*
- *Youth with a parent who is an active duty member of the armed forces*

Within the district's Four-Year Plan, DEED is looking for policies or activities that support special populations to both access and be successful in Perkins programs. It is not enough to say a district will provide equal access. Students in special populations may face unique barriers preventing them from participating in CTE. They may need additional supports in order to participate and be successful. Districts should review disaggregated data on the Perkins core performance indicators in Part A: Student Performance for special populations already present in the district, but must also plan for services to subgroups they may serve in the future. Some examples of barriers are:

- Fees for course supplies, CTSO fees or uniforms, travel fees
- Lack of transportation to school fairs, activities, or clubs outside the school day
- Lack of information on district CTE courses and CTEPS
- Academic pre-requisites for courses
- Courses that lack accommodations or supports specifically designed for students in special populations
- Insufficient career counseling (special populations may need counseling in addition to what other students receive)
- Language isolation
- Lack of exposure to information regarding non-traditional fields
- Difficulty completing outside course assignments due to homelessness

Examples of ways to overcome these barriers might include:

- Fee waivers for low income students
- Language translations or support
- Additional one-on-one support in the classroom
- Additional counseling such as
    - Intensive career counseling including postsecondary counseling
    - FAFSA completion
    - Postsecondary scholarship or housing assistance opportunities
- Encouragement for students to enroll in non-traditional fields
    - NTF (Non-Traditional Fields) speakers at career fairs or in classrooms
    - Recruit women into welding, or men into nursing with NTF-based advertising
    - A women's only welding course or club, men's only nursing course or club
- Support practice to prepare for assessments
- Competency-based course structure

Other resources to consider:

- *Student Success Plan Crosswalk with Individual Plans for Students with Disabilities or Medical Conditions* (Connecticut State Department of Education)
  (cte.careertech.org/sites/default/files/files/resources/ssp_crosswalk_with_individual_plans_for_students_with_disabilities%20%281%29.pdf)

- *Solving the Education Equation: A New Model for Improving STEM Workforce Outcomes through Academic Equity* (napequity.org/nape-content/uploads/Report-Solving-the-Education-Equation_9-15-15_final.pdf)
- *Increasing Access, Equity and Diversity: NAPE's Program Improvement Process for Equity* (napequity.org/nape-content/uploads/PIPE-Article_NOV_DEC_ACTE-Techniques-2016_Williams.pdf)
- *Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed* (inacol.org/wp-content/uploads/2018/03/CompetencyWorks-DesigningForEquity.pdf)
- *Seizing the Moment: A District Guide to Advance Equity Through ESSA* (aspeninstitute.org/longform/seizing-moment-district-guide-advance-equity-essa/)

Non-Traditional Fields

The federal government defines a Non-Traditional Field as one where one gender represents less than 25% of the workforce in that field. Commonly envisioned as women in the trades, it is important to remember that this definition applies to ***both*** males and females. Every Perkins course is identified as NTF-Female, NTF-male, or NTF-neutral based on Classification of Instructional Programs (CIP) codes provided by the National Center for Education Statistics and assigned by DEED. Perkins V continues to highlight the need to break down gender overrepresentation in CTE fields and requires that all districts receiving Perkins funds have a plan of action to contribute to this effort. Resources to consider:

- *Non-Traditional Occupations by Cluster and CIP Code* (napequity.org/nape-content/uploads/Non-Trad-CIPs_Cluster-Table-3_rev1-28-13.pdf)
- *Providing Learners Access to Diverse Career Pathways* (cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_Diverse_Pathways_2017.pdf)
- *Overcoming Barriers: Supporting Nontraditional, Underserved and Special Populations* (mnfso.org/pdf/Overcoming_Barriers.pdf)
- *Nontraditional Career Preparation: Root Causes and Strategies* (napequity.org/nape-content/uploads/Root-Causes-Document.pdf)

Appendix A: Crosswalk - CLNA/Local Application Requirements

Comprehensive Local Needs Assessment (CLNA) Components (134(c)(2)(A-E))	**Local Application Required Components (134(b)(1-9) and (d-e))**
	134(b)(1) Description of the results of the CLNA
A: Student Performance – 134 (c)(2)(A) - *An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the Elementary and Secondary Education Act of 1965*	**134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps.
B: Program Quality – 134(c)(2)(B) – B-1: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served;* and *B-2: are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*	**134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins $ (not less than one CTEPS) including - • How the results of the CLNA informed the selection of CTE programs and activities to be funded • Description of any new programs of study the district will develop and submit to the SEA **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career exploration and career development coursework, activities, services
C: CTE Programs/Programs of Study (CTEPS) – 134(c)(2)(C) - *An evaluation of progress toward the implementation of career and technical education programs and programs of study*	**134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA) **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable
D: Recruitment, Retention and Training of CTE Educators – 134(c)(2)(D) - *A description of how the eligible recipient will improve*	**134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and

Comprehensive Local Needs Assessment (CLNA) Components (134(c)(2)(A-E))	**Local Application Required Components (134(b)(1-9) and (d-e))**
recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	specialized support personnel and paras, including those underrepresented in teaching professions
E: Equity and Access – 134(c)(2)(E) - *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:* • *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;* • *Providing programs that are designed to enable special populations to meet the local levels of performance; and* • *Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*	**134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins $ (not less than one CTEPS) including - • How students (including spec pops) will learn about the CTE course offerings and whether each course is part of a CTEPS **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE **134(b)(5)(A-D)** How the district will – • Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against
Continued Consultation	**134(d)** In conducting the Comprehensive Local Needs Assessment and developing the local application, the district shall involve a diverse body of stakeholders **134(e)** The district shall consult with stakeholders on an ongoing basis including in order to • Provide input on annual updates to the CLNA • Ensure programs of study are responsive to community employment needs, aligned with state/local employment priorities, informed by labor market information/projections, and allow local employer input • Identify and encourage opportunities for work-based learning • Ensure Perkins funding is coordinated with local resources

Appendix B: Required Use of Funds [135(a-b)]

Perkins V – Required Use of Funds
Support CTE programs that are of sufficient size, scope and quality to be effective
Provide Career exploration and development activities through an organized, systemic framework • Middle grades 7-12 (Alaska Administrative Code - 4 AAC 51.390) • Introductory courses or activities on exploration, awareness and nontrade • Career and labor market information • Development of career and graduation plans • Counselors that provide information on postsecondary education and career options • Assistance in making informed decisions about future education or employment goals • Strong experience in all aspects of industry
Provide professional development for CTE personnel • Individualized instruction, integration strategies • Use of labor market information • Advanced knowledge, skills and understanding of all aspects of industry including the latest workplace equipment, technology, standards, and credentials • Administration management and support strategies for CTE programming • Strategies to improve student achievement and close gaps in participation and performance in CTE programs • Advanced knowledge, skills and understanding of pedagogical practices • Training on appropriate accommodations for students with disabilities • Training in frameworks to effectively teach students – particularly English learners and students with disabilities – using universal design, multi-tier systems of support and positive behavioral interventions • Training in using maker spaces and libraries to promote learning and entrepreneurship
Provide skills in CTE programs to pursue careers in high skill, high wage, or in demand industry sectors or occupations
Support integration of academic skills into CTE programs and programs of study to support • CTE secondary participants to meet state academic standards • CTE postsecondary participants in achieving academic skills
Plan and carry out elements that support CTE programs and programs of study that improve student achievement and performance – may include: • Curriculum alignment • Relationship building with partners • Expanding opportunities for secondary CTE concentrators to participate in accelerated learning opportunities • Development of articulation agreements • Equipment, technology and instructional materials aligned to business and industry need • A continuum of work-based learning opportunities including simulated work environments • Industry-recognized certification examinations leading toward a recognized postsecondary credential • Efforts to recruit and retain CTE professionals

Perkins V – Required Use of Funds (cont.)

Plan and carry out elements that support CTE programs and programs of study that improve student achievement and performance – may include:

- Coordination with education and workforce development programs to support transitions for students with disabilities
- Expanding CTE distance learning and blended-learning programs
- Participation in competency-based education programs
- Improved career guidance and academic counseling programs – including academic and financial aid counseling
- Integration of employability skills into CTE, including through FACS programs
- Promoting access and engagement in STEM fields for students who are members of underrepresented groups in specific fields
- Providing CTE for adults or out of school youth to complete secondary education or upgrade technical skills
- Supporting CTSOs including preparation for and participation in competitions aligned with program standards and curricula
- Making instructional content widely available which may include the use of open educational resources
- Integration of arts and design skills when appropriate
- Partnering with qualified intermediary to improve development of partnerships, systems development, capacity-building, and scalability of high quality CTE
- Reduce out of pocket expenses for special populations in CTE including in dual/concurrent enrollment, fees, transportation, child care, or mobility challenges for special populations
- Other activities to improve CTE

Develop and implement evaluations of activities funded, and/or costs to conduct the comprehensive local needs assessment.

Districts shall not use more than 5% of Perkins funds for costs associated with the administration of Perkins activities.

Each district receiving Perkins funds shall use the funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the CLNA described in [§ 134(c)].

Appendix C: Common Definitions

This list represents new and/or most commonly referenced terms under Perkins V. It is not a complete list. DEED has paraphrased these definitions for length and readability. Use the statute references given to review the unedited definitions.

Term	Definition	Statute
Articulation Agreement	A written commitment that is agreed upon at the State level or approved annually by the lead administrators of – • a secondary institution and a postsecondary educational institution; or • a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and to a program that is— • designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and • linked through credit transfer agreements between the two institutions described above	§ 3(4)
AWIB (Alaska Workforce Investment Board)	Alaska Workforce Investment Board. Created under the Workforce Innovation and Opportunity Act (WIOA). The Board is tasked with reviewing plans and providing recommendations to the State of Alaska to further train and prepare Alaskans for the workforce and help grow Alaska's economy.	AWIB webpage
Career Guidance and Academic Counseling	Guidance and counseling that – • Provides access for students (parents and out-of-school youth as appropriate) to information and planning for career awareness exploration • Provides information about career options, financial aid, job training, secondary and postsecondary options, dual/concurrent enrollment programs, work-based learning, early college high schools, financial literacy, and support services as appropriate, and • May provide assistance for special populations to enable them to complete CTE Programs of Study	§ 3(7)

Term	Definition	Statute
Career and Technical Education	Organized educational activities offering a sequence of courses that – • Provide individuals with rigorous academic content and relevant technical skills needed to prepare for further education or careers, which may include high-skill, high-wage, or in-demand occupations. These courses shall be aligned with challenging state academic standards, provide technical skill proficiency or a recognized postsecondary or industry recognized credential, certificate, or associates degree. They may include prerequisite courses (other than a remedial course), • Include competency-based, work-based, or applied learning that develops academic knowledge, problem-solving skills, employability skills, technical and occupation-specific skills, and knowledge of all aspects of an industry, • To the extent practicable, coordinates between secondary and postsecondary entities through programs of study, which may include coordination through articulation agreements, early college H.S. programs, dual/concurrent enrollment, or other credit transfer agreements, • May include career exploration as early as the middle grades. *(Alaska regulation 4AAC 51.390 limits vocational education programs to grades seven through twelve)*	§ 3(5) 4AAC 51.390
CTE Concentrator	*Secondary*: An individual who has completed at least two courses in a single CTE program or program of study (CTEPS). In Alaska this must be two <u>technical</u> courses (at least one credit when totaled) in a State approved CTE program or CTEPS. *Postsecondary*: An individual enrolled in an eligible postsecondary CTE program who has earned at least 12 credits within a CTE program or program of study; or completed that program if it contains fewer than 12 credits (360 contact hours for non-credit institutions) or the equivalent in total.	§ 3(12) PV State Plan (pg. 39 & 42)
CTE Participant	*Secondary*: An individual who completes not less than one course in an approved career and technical education (CTE) program or CTE Program of Study (CTEPS). *Postsecondary*: An individual enrolled in a postsecondary CTE program who completes not less than one course in a career and technical education (CTE) program or CTE program of study (CTEPS) of an eligible recipient.	§ 3(13) PV State Plan (pg. 39 & 42)

Term	Definition	Statute
CTEPS (CTE Program of Study)	A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that - • Incorporates challenging State academic standards; • Addresses both academic and technical knowledge and skills, including employability skills; • Is aligned with local, Tribal, regional, or State workforce needs; • Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); • Has multiple entry and exit points that incorporates credentialing; and • Culminates in the attainment of a recognized postsecondary credential. *Note: Perkins funds may only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired.*	§ 3(41)
Dual or Concurrent Enrollment Program	A partnership between an institution of higher education and a school district through which a high school student who does not yet hold a regular high school diploma may earn postsecondary credit that is transferable to the institution of higher education and applies towards a degree or recognized credential.	§ 3(15)
In-Demand Industry Sector or Occupation	An industry that has a substantial current or potential impact on the state, regional or local economy, including through jobs that lead to self-sufficiency and opportunities for advancement, and through contributing to the growth or stability of other supporting industries. Also, an occupation that currently has or is projected to have a number of positions in an industry that will likely have significant impact on state regional or local economy. The determination of whether an industry or occupation is in-demand shall be made by the state or local board using State and regional labor market projections and information.	§ 3(26), WIOA § 3
NTF (Non-Traditional Field)	*(Replaces NTO, Non-Traditional Occupation).* Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.	§3(33)

Term	Definition	Statute
Out-of-School Youth	An individual who is - • Not attending any school • Not younger than 16 or older than 24, and is: o A school dropout o Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter o Has a high school diploma or equivalent and is low-income and basic skills deficient, or an English language learner o Is subject to the juvenile or adult justice system o Is homeless, a runaway, in foster care, or has aged out of the foster care system o an individual who is pregnant or parenting o a youth who is an individual with a disability o a low-income individual who requires additional assistance to enter/complete an educational program or to secure/hold employment.	§ 3(35), WIOA § 3
Out-of-Workforce Individual	An individual who is a displaced homemaker, or – • has worked without pay to care for a home and family, and therefore has fewer marketable skills • is a parent who's youngest dependent child will become ineligible for TANF not later than 2 years after the parent applied for assistance • is unemployed or underemployed and having difficulty obtaining or upgrading employment	§ 3(36), WIOA § 3
PLCP (Personal Learning and Career Plan)	A planning tool for students that should include career interest inventories, career information, postsecondary institution information, resume building, and other tools designed to inform and empower students as they plan for future education and careers. Required in Alaska as part of an organized system of career guidance and academic counseling, this tool should be used with students in grades 7-12, using either Alaska Career Information System (AKCIS), or another similar planning tool.	Alaska Specific
RPC (Recognized Postsecondary Credential)	An industry- recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree. *Note: This replaces TSA – Technical Skills Assessment, and is not required for all courses*	§ 3(43), WIOA § 3
Specialized Instructional Support Personnel	School counselors, social workers, or psychologists, and other qualified professional personnel such as school nurses, speech language pathologists, and school librarians who are involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services including special education as part of a comprehensive program to meet student needs.	§ 3(46), ESSA § 8101

Term	Definition	Statute
Special Populations	Special populations under Perkins V means – • individuals with disabilities; • individuals from economically disadvantaged families, including low- income youth and adults; • individuals preparing for non- traditional fields; • single parents, including single pregnant women; • out-of-workforce individuals; • English learners; • homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); • youth who are in, or have aged out of, the foster care system; and • youth with a parent who is an active duty member of the armed forces (as defined in 10 U.S.C. 101(a)(4) and (10 U.S.C. 101(d)(1))	§3(48)
SSQ - Size, Scope, Quality (Secondary)	**Size:** A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding. **Scope:** A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that – • incorporates challenging State academic standards; • addresses both academic and technical knowledge and skills, including employability skills; • is aligned with the needs of industries in the economy of the State, region, or local area; • progresses in specificity; • has multiple entry and exit points that incorporate credentialing; and, • culminates in the attainment of a recognized postsecondary credential. A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry. **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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.	PV State Plan (pg.19)

Term	Definition	Statute
WIOA (Workforce Innovation & Opportunity Act)	An act signed into law July 22, 2019. Designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.	
Work-Based Learning	Work-based learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.	§ 3(55)
1S1 – (Four-Year Graduation Rate)	*Numerator:* Number of CTE concentrators who, in the reporting year, graduated with a diploma in Alaska's computation of its 4-Year graduation rate, as defined in section 8101 of the ESEA. *Denominator:* Number of CTE concentrators who, in the reporting year, were counted in Alaska's computation of its 4-Year graduation rate, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA)**.**	PV State Plan (pg. 39)
1S2 – (Extended-Year Graduation Rate (5 years in Alaska)	*Numerator:* Number of CTE concentrators who, in the reporting year, graduated with a diploma in Alaska's computation of its 5-Year graduation rate, as defined in section 8101 of the ESEA. *Denominator:* Number of CTE concentrators who, in the reporting year, were counted in Alaska's computation of its 5-Year graduation rate, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA).	PV State Plan (pg. 39)
2S1 – (Academic Proficiency in Reading / Language arts)	*Numerator:* Number of CTE concentrators that were proficient and above in the 9th grade academic assessment of English Language Arts standards in Alaska, and exited school in the reporting year. *Denominator:* Number of CTE concentrators that participated in the 9th grade academic assessment of English Language Arts standards in Alaska and exited school in the reporting year. *Note: Since the Alaska exam takes place in the 9th grade, before most students have the chance to participate in two CTE courses, this measure will include students that –* • *Participated in the 9th grade exam,* • *Are considered a concentrator during the reporting year, and* • *Exited school during the reporting year.*	PV State Plan (pg. 39)
2S2 – (Academic Proficiency in Mathematics)	*Numerator:* Number of CTE concentrators that were proficient and above in the 9th grade academic assessment of Mathematics standards in Alaska and exited school in the reporting year. *Denominator:* Number of CTE concentrators that participated in the 9th grade academic assessment of Mathematics standards in Alaska and exited school in the reporting year. *Note: Since the Alaska exam takes place in the 9th grade, before most students have the chance to participate in two CTE courses, this measure will include students that –*	PV State Plan (pg. 40)

Term	Definition	Statute
2S2 – cont.	• *Participated in the 9th grade exam,* • *Are considered a concentrator during the reporting year, and* • *Exited school during the reporting year*	
2S3 – (Academic Proficiency in Science)	*Numerator:* Number of CTE concentrators that were proficient and above in the 10th grade academic assessment of Science standards in Alaska and exited school in the reporting year. *Denominator:* Number of CTE concentrators that participated in the 10th grade academic assessment of Science standards in Alaska and exited school in the reporting year. *Note: Since the Alaska exam takes place in the 10th grade, before most students have the chance to participate in two CTE courses, this measure will include students that –* • *Participated in the 10th grade exam,* • *Are considered a concentrator during the reporting year, and* • *Exited school during the reporting year*	PV State Plan (pg. 40)
3S1 – (Secondary Post-Program Placement)	*Numerator:* Number of CTE concentrators from the prior year who exited secondary education and who were found to be one of the following between October 1 and December 31 of the current reporting year – • In postsecondary education, • In advanced training, • In military service, • In a service program/Peace Corps, or • Placed in employment. *Denominator:* Number of CTE concentrators who exited from secondary education during the prior reporting year.	PV State Plan (pg. 40)
4S1 – (Non-Traditional Program Concentration)	*Non-Traditional Program Concentration* *Numerator:* Number of CTE concentrators from the underrepresented gender group (males **or** females) in a CTE program or CTEPS that leads to employment in non-traditional fields and exited school in the reporting year. *Denominator:* Number of CTE concentrators (males **and** females) in a CTE program or CTEPS that leads to employment in non-traditional fields and exited school in the reporting year. *Note: This measure will include students who during the reporting year* • *Are considered a concentrator during the reporting year, and* • *In a nontraditional field* • *Are enrolled during the reporting year, and* • *Exited school in the reporting year.*	PV State Plan (pg. 40)

Term	Definition	Statute
5S3 – (Program Quality Indicator – *Work-Based Learning*)	*Numerator:* Number of CTE concentrators that have graduated from high school in the reporting year and participated in work-based learning. *Denominator:* Number of CTE concentrators that have graduated from high school in the reporting year. *Note: Perkins data All-In-One will include the following three levels as options for student reporting.* 1. Career Awareness (Observation/Short Term Interaction) – Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions. • Employment related field trips • Career planning • Career days • Career presentations • Industry speakers • Informational interviews • Job shadowing • Worksite tours 2. Career Exploration (Employment Involvement) – Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community. • Student-run enterprises • Virtual enterprises • Clinical experiences • Credit-for-work experiences • Service learning • Mentoring/tutoring • Internships • Problem or project-based research • Project-Based Learning 3. Career Preparation (Experience in Career Area) – Career Training occurs at a work site and prepares individuals for employment. • Internships • Clinicals • Cooperative education • On-the-job training • Work study • Employment training • Employee development *Alaska is only required to report on one Program Quality Measure and will not be reporting on* *5S1: Program Quality Indicator - Postsecondary Credential* *5S2: Program Quality Indicator - Postsecondary Credit*	PV State Plan (pg. 41)

Term	Definition	Statute
5S1 (Program Quality Indicator – Recognized Postsecondary Credential)	The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	113(b)(2)(A)(IV)
5S2 (Program Quality Indicator – Postsecondary Credits)	The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.	113(b)(2)(A)(IV)

Perkins V
Four-Year Plan and Local Application
FY2021-2025

District / Institution Name:	
CTE Contact:	
Phone #:	
Email:	

Authorized Representative Signature:	**Date:**

Four-Year Plan – Advisory Committee/Consultation

1. Advisory Committee Identification

Identify the current members of your Advisory Committee/stakeholder group. Membership in all categories is required, except where indicated. One person may fulfil more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfil a required role, records must be kept of the effort to do so for each year the seat remains empty.

Role	***Name(s)***
Secondary CTE Teachers, Instructors, Faculty	
Secondary Career Guidance and Advisory Professionals	
Secondary Administrators, Principals	
Postsecondary CTE Teachers, Instructors, Faculty	
Postsecondary Administrators, Principals	
Representatives of the State board or local workforce development boards	
Representatives of regional economic development organizations and local business and industry	
Parents	

Students	
Representatives of special populations (section 3(48)) • Individuals with disabilities • Economically disadvantaged • Individuals preparing for non-traditional fields • Single parents, including single pregnant women • Out-of-workforce individuals • English learners • Homeless individuals • Youth who are in or have aged out of foster care • Youth with a parent who is an active duty member of the armed forces	
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	
Representatives of Indian Tribes and Tribal organizations in the State, where applicable	
Other Interested Individuals *(not required)*	

2. Continued Consultation

Briefly describe how continued consultation with the Advisory Committee listed above will take place. Include:

- an anticipated time frame for each meeting (every spring, each January, etc.)
- whether focus groups, surveys, or other strategies will be used in conjunction with whole committee meeting(s)
- how Advisory Committee input directing the development and implementation of the Perkins program in the district over the life of the plan will be gathered and documented

3. Comprehensive Local Needs Assessment (CLNA) Results

☐ Please attach a copy of the most recent *CLNA Results* (Form # 05-20-036)

Four-Year Plan – Local Application

Part A: Student Achievement

Describe the district's plan(s) for addressing any core performance indicators that have fallen below the 90% thresholds required by DEED. Indicate whether Perkins funds will be used as part of the improvement plan, and what additional actions will be taken beginning in the 3rd year if improvement is not made.

CLNA Component	Local Application Requirements
Part A: Student Performance **134(c)(2)(A)**	**134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps. 1S1: Four-Year Graduation Rate 1S2: Extended-Year Graduation Rate (5 years in Alaska) 2S1: Academic Proficiency in Reading/Language Arts 2S2: Academic Proficiency in Mathematics 2S3: Academic Proficiency in Science 3S1: Secondary Post-Program Placement 4S1: Non-Traditional Program Concentration 5S3: CTE Program Quality Indicator – Work-Based Learning

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part B: Program Quality

Describe the district's plan to provide and maintain the Perkins V program over the next four years. Include:

- Description of the Perkins V-supported CTE program in the district, including:
  - Description of the Perkins supported CTE program currently provided in the district
  - Description of a minimum of one CTEPS the district is currently offering, including all required elements, which is required to receive a Perkins V grant. Include measures that will be taken to ensure continuity of this CTEPS if it is the only CTEPS the district offers.
  - Career pathways that will be offered, and how they will be delivered (face-to-face, distance delivery, intensives, etc.)
  - District's plan to maintain/improve the program throughout the Four-Year Plan
- Description of all new CTEPS the district plans to develop over the next four years, and how those were informed by the CLNA, Advisory Committee, student population, and local industry
- Description of all work-based learning opportunities the district currently includes or intends to implement under Perkins within the Four-Year Plan
- Description of all CTSOs associated with Perkins programs, and whether the district plans to add any within the Four-Year Plan

CLNA Components	Local Application Requirements
Part B: Program Quality **134(c)(2)(B)** B-1: Size, Scope and Quality B-2: Labor Market Alignment	**134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How the results of the CNA informed the selection of CTE programs and activities to be funded • Description of any new programs of study the district will develop and submit to the SEA **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide Career exploration and career development coursework, activities, services

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part C: CTE Programs and Programs of Study (CTEPS)

Describe the district's plan to provide and maintain CTE Programs and CTEPS over the next four years. Include:

- Description of the process the district uses to imbed both academic and technical standards into Perkins funded courses, inform and train teachers to ensure fidelity to these standards, and evaluates whether students obtain the standards
- Description of any recognized postsecondary credentials or industry related activities the district currently provides under Perkins in collaboration with local workforce entities or additions the district intends to add within the Four-Year Plan
- Description of any current dual/concurrent enrollment programs the district offers, and whether it plans to add any within the Four-Year Plan

CLNA Components	Local Application Requirements
Part C: CTE Programs/Programs of Study (CTEPS) **134(c)(2)(C)**	**134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA) **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part D: Recruitment, Retention, and Training of CTE Educators

- Description of the Professional Development plan for CTE teachers, counselors, administrators and specialized support personnel for the duration of the Four-Year Plan

CLNA Components	Local Application Requirements
Part D: Recruitment, Retention and Training of CTE Educators **134(c)(2)(D)**	**134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and specialized support personnel and paras, including those underrepresented in teaching professions

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Part E: Equity and Access

- Describe your district's plan to provide an organized system of career and academic guidance to students, including additional descriptions specific to special populations. Include:
  - How collaboration with industry will take place
  - How students will receive current information on high-skill, high-wage, in-demand careers
  - How students will learn about Perkins program opportunities available in the district, including how courses fit into CTEPS, and opportunities for dual credit, work-based learning, CTSO participation, and postsecondary transitions
  - How students will build a PLCP throughout their secondary school career including what tools will be used and how often students will utilized these tools
- What strategies or policies will be in place to ensure students in special populations will be included in career and academic guidance in an equitable manner
- What strategies or policies will your district utilize to ensure that students in special population categories do not face barriers to participation or success in Perkins programs?
- What strategies will your district employ to encourage students to consider enrolling in courses and CTEPS outside of traditional gender norms? How will the district support these students?

- What strategies or processes will be in place to ensure CTE teachers, guidance counselors, and administrators communicate with each other to ensure appropriate placement and support for students in special populations

CLNA Components	Local Application Requirements
Part E: Equity and Access **134(c)(2)(E)**	**134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE **134(b)(5)** How the district will – • Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against

	District Four-Year Plan
Describe how the district will address this requirement overall.	
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	

Appendix C

Alaska Perkins V:

Comprehensive Local Needs Assessment
Guidance, Workbook, and Form

Learning that works for Alaska CTE™

Alaska Perkins V: Comprehensive Local Needs Assessment Guidance and Workbook

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful tool to engage stakeholders in building a common understanding and vision for the future of CTE in your community.[1]

The comprehensive local needs assessment presents an unprecedented opportunity to:

- Create programs and opportunities that lead to high-skill, high-wage, and in-demand occupations to ensure access and success for each student;
- Ensure CTE Programs of Study (CTEPS) are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

This guide is intended to give Perkins V applicants a framework from which to structure their approach to the comprehensive local needs assessment by translating the legal language into actionable steps. Use the framework to ensure that you address the federal requirements and engage stakeholders in thoughtful program improvement.

This document has been created with resources from Advance CTE and ACTE. Anyone engaged in this process is encouraged to consult their work cited in Appendix A.

Stakeholder Engagement

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

Required Stakeholder Participants

Perkins V requires, at a minimum, the following Advisory Committee participants be engaged in the initial CLNA, *Four-Year Plan and Local Application* development, and continued consultation:

- Representatives of CTE programs from secondary and postsecondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals

[1] Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

    - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board or local workforce development boards
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations, which include [§3(48)]:
    - Individuals with disabilities
    - Individuals from economically disadvantaged families
    - Individuals preparing for non-traditional fields
    - Single parents, including single pregnant women
    - Out-of-workforce individuals
    - English learners
    - Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
    - Youth who are in or have aged out of the foster care system
    - Youth with a parent who is an active duty member of the armed forces (as defined in Title X, §101(a)(4) U.S.C.)
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don't be afraid to think of consultation in a broad fashion. Appendix B outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in Appendix C to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

Section One: Gathering Information

The comprehensive local needs assessment has five required elements, including:

1. An evaluation of student performance;
2. An evaluation of CTE program quality; (including Size, Scope, and Quality; and Labor Market Alignment)
3. Progress toward implementation of full Programs of Study (CTEPS);
4. A reflection on how the district will recruit and retain high-quality CTE staff;
5. A discussion of how the district will address equity issues and access to high-quality CTE programs for all students.

Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find information for each part, including a brief description and suggested materials to gather. Additionally, Section Two will provide you with worksheets to aid in completing each section, including key questions to ask.

When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind. Below is a list of suggested stakeholders and methods for engaging them. See Appendix B for protocols on engagement.

Suggested Stakeholders to Consult

- Required stakeholders, plus…
- Data staff
- Business and community partners

- Local workforce development and economic development boards
- Former students

Suggested Strategies for Consultation

- Work groups
- Focus groups
- Individual interviews
- Surveys
- Study circles

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.

***Share the load**. Assign two people to be responsible for each part of the CLNA. While completing the CLNA will require all members to work together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.*

PART A: Student Performance

The comprehensive local needs assessment must include an evaluation of student performance including special populations and each subgroup. Additionally, the CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators with respect to State determined and local levels of performance (Section 134(c)(2)(A). While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

Consider

- Perkins performance data for all current core performance indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
  - Gender
  - Race and ethnicity
  - Migrant status
  - Individuals with disabilities
  - Individuals from economically disadvantaged families including low-income youth and adults
  - Individuals preparing for nontraditional fields
  - Single parents including single pregnant women
  - Out of work individuals
  - English learners
  - Homeless individuals
  - Youth who are in or who have aged out of the foster care system
  - Youth with a parent who is an active duty member of the armed forces
- Comparison data for 'all' students:
  - Secondary students – Statewide assessment data comparisons for:
    - Graduation rate
    - Academic achievement
    - Placement –

- Postsecondary – Institutional data comparisons for:
  - Credential attainment
  - Placement
- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

PART B: Program Quality

This second part of the CLNA examines CTE program quality. Participants will conduct self-examination to describe how local CTE programs are:

- Of sufficient size, scope and quality to meet the needs of all students;
- Aligned to State, regional, Tribal or local in-demand industry sectors identified by the State workforce development board; and
- Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Size:

A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Section 134(c)(2)(B)(i) states the needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Consider

- Size (capacity focus):
  - Total number of programs;
  - Total number of courses within each program;
  - CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
  - Capacity of each program for the past three years;
  - Survey results assessing student interest in CTE programs.
- Scope (curricular focus):
  - Documentation of all CTEPS, including secondary sequences; articulation to postsecondary; and postsecondary pathways of study;
  - Data on student retention and transition from secondary to postsecondary within each CTEPS;
  - Descriptions of dual/concurrent enrollment programs, and data on student participation;
  - Data on student credential attainment in each program disaggregated by student demographic and value of credential;
  - Curriculum standards showing depth and breadth of program;
  - Opportunities for extended learning within and across CTE programs of study (e.g. work study, apprenticeship, OJT).
- Quality (outcome focus):
  - Curriculum standards and frameworks showing alignment to industry need;
  - Assessments leading to industry recognized credentials;
  - Documentation of partnership communication and engagement activities;
  - Documentation of adherence to safety requirements;
  - Documentation of Career and Technical Student Organization (CTSO) activities and alignment to curriculum;
  - Data collection mechanisms;
  - Program improvement processes;
  - Data on placement in employment following program participation;
  - Results of outside evaluation tools.

PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high–skill, high-wage, and in-demand occupations. In the local CLNA, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. DEED/CTE and the Alaska Department of Labor and Workforce Development (DOLWD) will provide the state and regional labor market alignment.

Section 134(c)(2)(B)(ii) states the needs assessment must include: *A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

Consider

- State and Local Labor Market Information (LMI) current and projected employment;
- DOLWD long- and intermediate- term labor market forecasts;
- Third party data dashboards (such as Career Coach);

- Input from local business and industry representatives, with reference to opportunities for special populations;
- Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
- CTE Program of Study concentrator data for three years;
- Program size, scope and quality analysis.

PART C: CTE Programs/Programs of Study (CTEPS)

Section 134(c)(2)(C) states the needs assessment must include: *An evaluation of progress toward the implementation of career and technical education programs and Programs of Study (CTEPS).*

Sec 3(41): ***Program of Study***. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*

- *Incorporates challenging State academic standards;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Is aligned with local, Tribal, regional, or State workforce needs;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporates credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

Perkins funds can only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired. Districts including middle school courses should include them in the CLNA.

Consider

- Documentation of course sequences and aligned curriculum for each CTE program;
- Standards for academic, technical and employability skills taught per course;
- Trend data on dual and concurrent enrollment in CTE programs;
- Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
- Trend data on student participation;
- Advisory Committee notes/minutes;
- Data on credential attainment by type;
- Notes on industry participation.

PART D: Recruitment, Retention and Training of CTE Educators

The CLNA will assess the educator workforce in your programs. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Section 134(c)(2)(D) states the needs assessment must include: *A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

Consider

- Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
- Student demographic data;
- Description of recruitment process;
- Description of retention process;
- Description of professional development, mentoring and externship opportunities;
- Data on educator participation in professional development, mentoring and externships;
- Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
- Survey or focus results conducted with educators regarding needs and preferences;
- Trend data on educator and staff shortage areas in terms of CTE area and demographics;
- Trend data on educator and staff retention in terms of CTE area and demographics;

PART E: Equity and Access

Here the CLNA requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

Section 134(c)(2)(E) states the needs assessment must include: *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:*

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- *Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

It is important to remember who is included under the definition of special populations to ensure every special population is addressed in the needs assessment, plan, and instructional services. The definition has broadened under Perkins V, so it is important to check your data systems for access to information.

Consider

- Program promotional materials;
- Recruitment activities for each special population;
- Career guidance activities for each special population;
- Processes for communicating and providing accommodations, modifications and supportive services for special populations;
- Available services to support all students, including special populations;
- Procedures for work-based learning for special population students;
- Data on CTE participation and performance by each career area and each special population;
- Data on participation in CTSO in terms of special populations;
- Findings from the Student Performance section;
- Findings from the Program Quality section;
- Findings from surveys/focus groups with student, parents and/or community representatives of special populations.

Section Two: Discussing and Recording Your Findings

At this point in the process, the information is collected. Each part of the CLNA has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in to have the details available when you refer back and try to set priorities.

Ratings

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

Further Questions to Consider

DEED/CTE includes a list of questions for districts to consider as they complete the CLNA. Use these to guide your discussion and ratings.

***Keep it straight**. There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.*

CLNA Results Form (#05-20-036) Upload to GMS

Use of Perkins V funding is based on the results of the CLNA. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need.

The CLNA must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the Four-Year Plan and Local Application, or GMS Annual Amendment to the grant application. The CLNA Results Form (05-20-036) from the most recent CLNA must be dated and uploaded into the Related Documents area of the GMS Annual Amendment to the grant application in whichever year it is due before grant approval will be given.

Comprehensive Local Needs Assessment Workbook

PART A: Student Performance

Use the prompts on this worksheet to evaluate how your district's CTE programs support and improve student performance on ESEA and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Students in each CTE program perform acceptably on federal core performance indicators in comparison to non-CTE students.					
Students from special populations perform acceptably in each CTE program.					
Students from different genders, races, and ethnicities perform acceptably in each CTE program.					
Performance gaps exist between subgroups of students.					
There are CTE programs where special populations are performing above average.					
There are CTE programs where special populations are performing below average.					

Further questions to consider:

- Which student groups are struggling the most in CTE programs?
- Which CTE programs overall have the highest outcomes and which have the lowest?
- Is there a trend across all CTE programs?
- What are the potential root causes of inequities in performance in each CTE program?

Summarize your findings for Part A here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B: Program Quality

PART B-1: Size, Scope and Quality

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your district's CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district offers programs in which students choose to enroll.					
The district offers a sufficient number of courses, and course sections, within programs.					
All students who wish to access district CTE programs are able to do so.					
Students are able to complete each program of study (CTEPS) in a normal 4-year high school tenure.					
Programs are aligned to rigorous standards developed by a relevant third party or by the state.					
Programs are strongly aligned to postsecondary and local business/industry requirements.					
Programs develop a robust skill set in students.					

Further questions to consider:

- Does the district offer programs with too low an enrollment to justify the costs in offering those programs?
- What populations of students are and are not accepted into programs? What are some of the reasons?
- Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
- How do specific program areas compare in quality?
- How do specific components of programs, such as work-based learning or instruction, compare in quality?

Summarize your findings for Part B-1 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B-2: Labor Market Alignment

Use the prompts on this worksheet to determine how well your district's CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are aligned to projected industry demand.					
The district has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.					
Industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation.					
Programs graduate employees that thrive in the workplace					
Programs provide opportunities for students with disabilities, English learners, or other special populations to access the local labor market.					

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations and are programs available for students in those areas?

Summarize your findings for Part B-2 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART C: CTE Programs/Programs of Study (CTEPS)

Use the prompts on this worksheet to determine how well your district's CTE programs are implemented with fidelity and aligned to postsecondary options. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are fully aligned across secondary and postsecondary education.					
Programs incorporate relevant academic, technical and employability skills at every learner level.					
Students can earn dual-credit through participation in programs.					
Students in programs of study (CTEPS) have multiple entry and exit points.					
Students in programs earn recognized postsecondary credentials.					

Further questions to consider:

- Are students being retained in the same program of study (CTEPS)?
- What is the role of secondary and postsecondary partners in current program of study (CTEPS) design and delivery?
- What is the role of business and industry partners in the current program of study (CTEPS) development and delivery?

Summarize your findings for Part C here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART D: Recruitment, Retention and Training of CTE Educators

Use the prompts on this worksheet to analyze your district's strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district's CTE staff reflects the demographic makeup of the student body.					
There are processes are in place to recruit new CTE educators.					
The district has onboarding processes in place to bring new professionals into the system.					
All educators teaching in programs are adequately credentialed.					
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.					
There is a process to develop or recruit CTE instructors from existing staff.					

Further questions to consider:

- Are onboarding processes efficient and effective, especially for educators coming from industry?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- In what CTE subject areas are more educators needed?

Summarize your findings for Part D here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART E: Equity and Access

Use the prompts on this worksheet to investigate the steps your district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district provides equal access to all CTE programs for all Perkins subpopulations.					
There are no enrollment discrepancies for students from special populations in programs that lead to high-skill, high-wage, and in-demand occupations.					
Processes are in place to encourage all students to complete programs.					
The district actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.					
Accommodations, modifications, and supportive services are provided to CTE students as required.					
The district actively recruits to encourage special population students to enroll in high quality CTE programs.					

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? And in each program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Summarize your findings for Part E here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Performance Measures

- *As part of your comprehensive local needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Rating	Met	Not Met for at least one but not more than two consecutive years	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Concentrator graduation rate				
Concentrator proficiency in academic subjects				
Concentrator placement (post-graduation)				
Program quality				
Program quality – Recognized Postsecondary Credential attainment				
Concentrator NTF status				

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Appendix A: Reference Documents

Perkins V Guidance:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (this guide is also available in Word)
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE.

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval (careertech.org/resource/program-approval-policy-benchmark-tool)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Other Resources:

Also, the needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide
Council of Chief State School Officers. December 5, 2018
(ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)

Worksheets From: Using Needs Assessment for School and District Improvement
Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017.
(ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

Needs Assessment Guidebook
State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018
(statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)

Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input

Toolkit developed by the US EPA (epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input).

Excerpt from the online toolkit:

The following table lists some basic in-person tools for obtaining public input.

In-Person Tools for Generating Input

Link to Online Tool	# of Participants	Best Suited for
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives

Link to Online Tool	# of Participants	Best Suited for
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Appendix C: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** by Perkins V unless noted with *.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of the State board or local workforce development boards**:**			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations: ***Individuals with disabilities, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, *corrections.***			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
*** Members of regional economic development organizations:**			
*** Other stakeholders as desired:**			
*** Representatives of local populations: gender, race, ethnicity, migrant status**			

Appendix D: Program Quality Evaluation Tools

ACTE's Quality CTE Program of Study Framework
(https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf)
ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

Design Specification for Implementing the College and Career Pathways System Framework
(https://ccrscenter.org/sites/default/files/CareerPathways_Chapter4_FacilitatorsGuide.pdf)
American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system.

Learning that works for Alaska CTE™

Alaska Perkins V: Comprehensive Local Needs Assessment Guidance and Workbook

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful tool to engage stakeholders in building a common understanding and vision for the future of CTE in your community.[1]

The comprehensive local needs assessment presents an unprecedented opportunity to:

- Create programs and opportunities that lead to high-skill, high-wage, and in-demand occupations to ensure access and success for each student;
- Ensure CTE Programs of Study (CTEPS) are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

This guide is intended to give Perkins V applicants a framework from which to structure their approach to the comprehensive local needs assessment by translating the legal language into actionable steps. Use the framework to ensure that you address the federal requirements and engage stakeholders in thoughtful program improvement.

This document has been created with resources from Advance CTE and ACTE. Anyone engaged in this process is encouraged to consult their work cited in Appendix A.

Stakeholder Engagement

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

Required Stakeholder Participants

Perkins V requires, at a minimum, the following Advisory Committee participants be engaged in the initial CLNA, *Four-Year Plan and Local Application* development, and continued consultation:

- Representatives of CTE programs from secondary and postsecondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals

[1] Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

    - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board or local workforce development boards
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations, which include [§3(48)]:
    - Individuals with disabilities
    - Individuals from economically disadvantaged families
    - Individuals preparing for non-traditional fields
    - Single parents, including single pregnant women
    - Out-of-workforce individuals
    - English learners
    - Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
    - Youth who are in or have aged out of the foster care system
    - Youth with a parent who is an active duty member of the armed forces (as defined in Title X, §101(a)(4) U.S.C.)
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don't be afraid to think of consultation in a broad fashion. Appendix B outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in Appendix C to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

Section One: Gathering Information

The comprehensive local needs assessment has five required elements, including:

1. An evaluation of student performance;
2. An evaluation of CTE program quality; (including Size, Scope, and Quality; and Labor Market Alignment)
3. Progress toward implementation of full Programs of Study (CTEPS);
4. A reflection on how the district will recruit and retain high-quality CTE staff;
5. A discussion of how the district will address equity issues and access to high-quality CTE programs for all students.

Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find information for each part, including a brief description and suggested materials to gather. Additionally, Section Two will provide you with worksheets to aid in completing each section, including key questions to ask.

When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind. Below is a list of suggested stakeholders and methods for engaging them. See Appendix B for protocols on engagement.

Suggested Stakeholders to Consult

- Required stakeholders, plus…
- Data staff
- Business and community partners

- Local workforce development and economic development boards
- Former students

Suggested Strategies for Consultation

- Work groups
- Focus groups
- Individual interviews
- Surveys
- Study circles

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.

***Share the load**. Assign two people to be responsible for each part of the CLNA. While completing the CLNA will require all members to work together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.*

PART A: Student Performance

The comprehensive local needs assessment must include an evaluation of student performance including special populations and each subgroup. Additionally, the CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators with respect to State determined and local levels of performance (Section 134(c)(2)(A). While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

Consider

- Perkins performance data for all current core performance indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
  - Gender
  - Race and ethnicity
  - Migrant status
  - Individuals with disabilities
  - Individuals from economically disadvantaged families including low-income youth and adults
  - Individuals preparing for nontraditional fields
  - Single parents including single pregnant women
  - Out of work individuals
  - English learners
  - Homeless individuals
  - Youth who are in or who have aged out of the foster care system
  - Youth with a parent who is an active duty member of the armed forces
- Comparison data for 'all' students:
  - Secondary students – Statewide assessment data comparisons for:
    - Graduation rate
    - Academic achievement
    - Placement –

- Postsecondary – Institutional data comparisons for:
  - Credential attainment
  - Placement
- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

PART B: Program Quality

This second part of the CLNA examines CTE program quality. Participants will conduct self-examination to describe how local CTE programs are:

- Of sufficient size, scope and quality to meet the needs of all students;
- Aligned to State, regional, Tribal or local in-demand industry sectors identified by the State workforce development board; and
- Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Size:

A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

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 technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

Section 134(c)(2)(B)(i) states the needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Consider

- Size (capacity focus):
  - Total number of programs;
  - Total number of courses within each program;
  - CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
  - Capacity of each program for the past three years;
  - Survey results assessing student interest in CTE programs.
- Scope (curricular focus):
  - Documentation of all CTEPS, including secondary sequences; articulation to postsecondary; and postsecondary pathways of study;
  - Data on student retention and transition from secondary to postsecondary within each CTEPS;
  - Descriptions of dual/concurrent enrollment programs, and data on student participation;
  - Data on student credential attainment in each program disaggregated by student demographic and value of credential;
  - Curriculum standards showing depth and breadth of program;
  - Opportunities for extended learning within and across CTE programs of study (e.g. work study, apprenticeship, OJT).
- Quality (outcome focus):
  - Curriculum standards and frameworks showing alignment to industry need;
  - Assessments leading to industry recognized credentials;
  - Documentation of partnership communication and engagement activities;
  - Documentation of adherence to safety requirements;
  - Documentation of Career and Technical Student Organization (CTSO) activities and alignment to curriculum;
  - Data collection mechanisms;
  - Program improvement processes;
  - Data on placement in employment following program participation;
  - Results of outside evaluation tools.

PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high–skill, high-wage, and in-demand occupations. In the local CLNA, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. DEED/CTE and the Alaska Department of Labor and Workforce Development (DOLWD) will provide the state and regional labor market alignment.

Section 134(c)(2)(B)(ii) states the needs assessment must include: *A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

Consider

- State and Local Labor Market Information (LMI) current and projected employment;
- DOLWD long- and intermediate- term labor market forecasts;
- Third party data dashboards (such as Career Coach);

- Input from local business and industry representatives, with reference to opportunities for special populations;
- Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
- CTE Program of Study concentrator data for three years;
- Program size, scope and quality analysis.

PART C: CTE Programs/Programs of Study (CTEPS)

Section 134(c)(2)(C) states the needs assessment must include: *An evaluation of progress toward the implementation of career and technical education programs and Programs of Study (CTEPS).*

Sec 3(41): ***Program of Study***. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*

- *Incorporates challenging State academic standards;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Is aligned with local, Tribal, regional, or State workforce needs;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporates credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

Perkins funds can only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired. Districts including middle school courses should include them in the CLNA.

Consider

- Documentation of course sequences and aligned curriculum for each CTE program;
- Standards for academic, technical and employability skills taught per course;
- Trend data on dual and concurrent enrollment in CTE programs;
- Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
- Trend data on student participation;
- Advisory Committee notes/minutes;
- Data on credential attainment by type;
- Notes on industry participation.

PART D: Recruitment, Retention and Training of CTE Educators

The CLNA will assess the educator workforce in your programs. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Section 134(c)(2)(D) states the needs assessment must include: *A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

Consider

- Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
- Student demographic data;
- Description of recruitment process;
- Description of retention process;
- Description of professional development, mentoring and externship opportunities;
- Data on educator participation in professional development, mentoring and externships;
- Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
- Survey or focus results conducted with educators regarding needs and preferences;
- Trend data on educator and staff shortage areas in terms of CTE area and demographics;
- Trend data on educator and staff retention in terms of CTE area and demographics;

PART E: Equity and Access

Here the CLNA requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

Section 134(c)(2)(E) states the needs assessment must include: *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:*

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- *Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

It is important to remember who is included under the definition of special populations to ensure every special population is addressed in the needs assessment, plan, and instructional services. The definition has broadened under Perkins V, so it is important to check your data systems for access to information.

Consider

- Program promotional materials;
- Recruitment activities for each special population;
- Career guidance activities for each special population;
- Processes for communicating and providing accommodations, modifications and supportive services for special populations;
- Available services to support all students, including special populations;
- Procedures for work-based learning for special population students;
- Data on CTE participation and performance by each career area and each special population;
- Data on participation in CTSO in terms of special populations;
- Findings from the Student Performance section;
- Findings from the Program Quality section;
- Findings from surveys/focus groups with student, parents and/or community representatives of special populations.

Section Two: Discussing and Recording Your Findings

At this point in the process, the information is collected. Each part of the CLNA has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in to have the details available when you refer back and try to set priorities.

Ratings

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

Further Questions to Consider

DEED/CTE includes a list of questions for districts to consider as they complete the CLNA. Use these to guide your discussion and ratings.

***Keep it straight**. There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.*

CLNA Results Form (#05-20-036) Upload to GMS

Use of Perkins V funding is based on the results of the CLNA. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need.

The CLNA must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the Four-Year Plan and Local Application, or GMS Annual Amendment to the grant application. The CLNA Results Form (05-20-036) from the most recent CLNA must be dated and uploaded into the Related Documents area of the GMS Annual Amendment to the grant application in whichever year it is due before grant approval will be given.

Comprehensive Local Needs Assessment Workbook

PART A: Student Performance

Use the prompts on this worksheet to evaluate how your district's CTE programs support and improve student performance on ESEA and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Students in each CTE program perform acceptably on federal core performance indicators in comparison to non-CTE students.					
Students from special populations perform acceptably in each CTE program.					
Students from different genders, races, and ethnicities perform acceptably in each CTE program.					
Performance gaps exist between subgroups of students.					
There are CTE programs where special populations are performing above average.					
There are CTE programs where special populations are performing below average.					

Further questions to consider:

- Which student groups are struggling the most in CTE programs?
- Which CTE programs overall have the highest outcomes and which have the lowest?
- Is there a trend across all CTE programs?
- What are the potential root causes of inequities in performance in each CTE program?

Summarize your findings for Part A here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B: Program Quality

PART B-1: Size, Scope and Quality

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your district's CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district offers programs in which students choose to enroll.					
The district offers a sufficient number of courses, and course sections, within programs.					
All students who wish to access district CTE programs are able to do so.					
Students are able to complete each program of study (CTEPS) in a normal 4-year high school tenure.					
Programs are aligned to rigorous standards developed by a relevant third party or by the state.					
Programs are strongly aligned to postsecondary and local business/industry requirements.					
Programs develop a robust skill set in students.					

Further questions to consider:

- Does the district offer programs with too low an enrollment to justify the costs in offering those programs?
- What populations of students are and are not accepted into programs? What are some of the reasons?
- Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
- How do specific program areas compare in quality?
- How do specific components of programs, such as work-based learning or instruction, compare in quality?

Summarize your findings for Part B-1 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART B-2: Labor Market Alignment

Use the prompts on this worksheet to determine how well your district's CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are aligned to projected industry demand.					
The district has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.					
Industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation.					
Programs graduate employees that thrive in the workplace					
Programs provide opportunities for students with disabilities, English learners, or other special populations to access the local labor market.					

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations and are programs available for students in those areas?

Summarize your findings for Part B-2 here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART C: CTE Programs/Programs of Study (CTEPS)

Use the prompts on this worksheet to determine how well your district's CTE programs are implemented with fidelity and aligned to postsecondary options. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Programs are fully aligned across secondary and postsecondary education.					
Programs incorporate relevant academic, technical and employability skills at every learner level.					
Students can earn dual-credit through participation in programs.					
Students in programs of study (CTEPS) have multiple entry and exit points.					
Students in programs earn recognized postsecondary credentials.					

Further questions to consider:

- Are students being retained in the same program of study (CTEPS)?
- What is the role of secondary and postsecondary partners in current program of study (CTEPS) design and delivery?
- What is the role of business and industry partners in the current program of study (CTEPS) development and delivery?

Summarize your findings for Part C here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART D: Recruitment, Retention and Training of CTE Educators

Use the prompts on this worksheet to analyze your district's strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district's CTE staff reflects the demographic makeup of the student body.					
There are processes are in place to recruit new CTE educators.					
The district has onboarding processes in place to bring new professionals into the system.					
All educators teaching in programs are adequately credentialed.					
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.					
There is a process to develop or recruit CTE instructors from existing staff.					

Further questions to consider:

- Are onboarding processes efficient and effective, especially for educators coming from industry?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- In what CTE subject areas are more educators needed?

Summarize your findings for Part D here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

PART E: Equity and Access

Use the prompts on this worksheet to investigate the steps your district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

Rating	1 Strength	2 Satisfactory	3 Need to improve	4 Needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
The district provides equal access to all CTE programs for all Perkins subpopulations.					
There are no enrollment discrepancies for students from special populations in programs that lead to high-skill, high-wage, and in-demand occupations.					
Processes are in place to encourage all students to complete programs.					
The district actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.					
Accommodations, modifications, and supportive services are provided to CTE students as required.					
The district actively recruits to encourage special population students to enroll in high quality CTE programs.					

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? And in each program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Summarize your findings for Part E here:

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Performance Measures

- *As part of your comprehensive local needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Rating	Met	Not Met for at least one but not more than two consecutive years	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Concentrator graduation rate				
Concentrator proficiency in academic subjects				
Concentrator placement (post-graduation)				
Program quality				
Program quality – Recognized Postsecondary Credential attainment				
Concentrator NTF status				

Prepare the following actionable items for your CLNA Findings:

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

Appendix A: Reference Documents

Perkins V Guidance:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (this guide is also available in Word)
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE.

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval (careertech.org/resource/program-approval-policy-benchmark-tool)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Other Resources:

Also, the needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide
Council of Chief State School Officers. December 5, 2018
(ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)

Worksheets From: Using Needs Assessment for School and District Improvement
Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017.
(ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

Needs Assessment Guidebook
State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018
(statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)

Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input

Toolkit developed by the US EPA (epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input).

Excerpt from the online toolkit:

The following table lists some basic in-person tools for obtaining public input.

In-Person Tools for Generating Input

Link to Online Tool	# of Participants	Best Suited for
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives

Link to Online Tool	# of Participants	Best Suited for
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Appendix C: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** by Perkins V unless noted with *.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of the State board or local workforce development boards**:**			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations: ***Individuals with disabilities, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, *corrections.***			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
*** Members of regional economic development organizations:**			
*** Other stakeholders as desired:**			
*** Representatives of local populations: gender, race, ethnicity, migrant status**			

Appendix D: Program Quality Evaluation Tools

ACTE's Quality CTE Program of Study Framework
(https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf)
ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

Design Specification for Implementing the College and Career Pathways System Framework
(https://ccrscenter.org/sites/default/files/CareerPathways_Chapter4_FacilitatorsGuide.pdf)
American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system.

Appendix D

Alaska Perkins V:

Funding Summary and Distribution Chart

IV. Budget (PROJECTED-based on FY2020 allocation and demographic data)

State Name: Alaska
Fiscal Year: 2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total *Perkins V* Allocation**	**Not applicable**	$ 5,037,372
2	**State Administration**	5.00 %	$ 251,869
3	**State Leadership**	10.00 %	$ 503,737
4	• Individuals in State Institutions	0.60 %	$ 30,000
4a	- Correctional Institutions	**Not required**	$ 30,000
4b	- Juvenile Justice Facilities	**Not required**	$
4c	- Institutions that Serve Individuals with Disabilities	**Not required**	$
5	• Non-traditional Training and Employment	**Not applicable**	$ 60,000
6	• Special Populations Recruitment	0.10 %	$ 5,037
7	**Local Formula Distribution**	85.00 %	$ 4,281,766
8	• Reserve	8.50 %	$ 428,177
9	- Secondary Recipients	8.50 %	$ 289,127
10	- Postsecondary Recipients	0 %	$ 0
11	• Allocation to Eligible Recipients	76.50 %	$ 3,853,589
12	- Secondary Recipients	65.03 %	$ 3,275,551
13	- Postsecondary Recipients	11.47 %	$ 578,038
14	**State Match *(from non-federal funds)***	**Not applicable**	$ 251,869

Appendix G (should be E in Final)

Alaska Perkins V:

Local Educational Agency Formula Table

	School District Name	District Allocation FY2020 funds
3	Alaska Gateway	$15,000
4	Aleutian Region/Adak	$15,000
56	Aleutians East	$15,000
5	Anchorage	$1,135,399
6	Annette	$15,000
7	Bering Strait	$83,801
8	Bristol Bay	$15,000
9	Chatham	$15,000
10	Chugach	$15,000
11	Copper River	$15,501
12	Cordova	$15,000
13	Craig	$15,000
14	Delta/Greely	$24,023
2	Denali (Railbelt)	$15,000
15	Dillingham	$15,956
16	Fairbanks	$302,561
17	Galena	$15,000
18	Haines	$15,000
19	Hoonah	$15,000
20	Hydaburg	$15,000
21	Iditarod	$15,000
22	Juneau	$95,690
23	Kake	$15,000
55	Kashunamuit	$19,349
24	Kenai	$229,821
25	Ketchikan	$51,087
27	Klawock	$15,000
28	Kodiak	$47,838
29	Kuspuk	$17,926
30	Lake & Pen	$15,000
31	Lower Kuskokwim	$192,374
32	Lower Yukon	$125,141
33	Matanuska-Susitna	$462,254
98	Mount Edgecumbe	$15,000
34	Nenana	$15,000
35	Nome	$21,419
36	North Slope	$49,137
37	Northwest Arctic	$92,565
38	Pelican	$15,000
39	Petersburg	$15,000
40	Pribilof	$15,000
46	Saint Mary's	$15,000
42	Sitka	$26,503
43	Skagway	$15,000
44	Southeast Island	$15,000
45	Southwest Region	$32,953
53	Tanana	$15,000
47	Unalaska	$15,000
48	Valdez	$15,000
49	Wrangell	$15,000
50	Yakutat	$15,000
51	Yukon Flats	$15,000
52	Yukon/Koyukuk	$18,740
54	Yupiit	$24,643
	TOTAL	**$3,564,681**

Appendix I (should be F in Final)

Alaska Perkins V:

Appendix I
Current Year Determination of Rural Districts

FISCAL YEAR 2020
SPREADSHEET FOR SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM
LEAs Defined as Rural

To Define an LEA as Rural, the SEA needs to supply the following documentation in this worksheet:

1. The identity of the State governmental agency that established the definition
2. A copy of the rural definition
3. The SEA's concurrence that the use of the definition and inclusion of the LEA in the Small, Rural School Achievement Program is appropriate.

1. State Agency that Established the Definition:	**STATE:**
Alaska Department of Education & Early Development	**AK**

2. Copy of the State Approved Definition of Rural:

AS.14.43.700 *"Rural" means a community with a population of 5,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 1,500 or less that is connected by road or rail to Anchorage or Fairbanks.* The Department of Education applies this definition to school districts if each community within the district meets these criteria or in the case of a boarding school, if the students who attend the school are primarily from communities that meet these criteria.

3. Identification of the LEA, and SEA Concurrence that the use of the definition and inclusion of the LEA in the Small, Rural School Achievement Program is appropriate.

NCES LEA ID #	STATE LEA ID #	LEA NAME	CITY	Does the SEA concur that inclusion is appropriate? (YES/NO)
200050	3	Alaska Gateway School District	Tok	Yes
200010	4	Aleutian Region School District	Anchorage	Yes
200007	56	Aleutians East Borough School District	Sand Point	Yes
200525	6	Annette Island School District	Metlakatla	Yes
200020	7	Bering Strait School District	Unalakleet	Yes
200030	8	Bristol Bay Borough School District	Naknek	Yes
200730	9	Chatham Region Schools	Angoon	Yes
200800	10	Chugach School District	Anchorage	Yes
200070	11	Copper River School District	Glennallen	Yes
200060	12	Cordova City School District	Cordova	Yes
200090	13	Craig City School District	Craig	Yes
200100	14	Delta Greely School District	Delta Junction	Yes
200770	2	Denali Borough School District	Healy	Yes
200120	15	Dillingham City School District	Dillingham	Yes
200130	17	Galena City School District	Galena	Yes
200300	19	Hoonah City School District	Hoonah	Yes
200330	20	Hydaburg City School District	Hydaburg	Yes
200520	21	Iditarod Area School District	McGrath	Yes
200360	23	Kake City School District	Kake	Yes
200005	55	Kashunamiut School District	Chevak	Yes
200450	27	Klawock City School District	Klawock	Yes

NCES LEA ID #	STATE LEA ID #	LEA NAME	CITY	Does the SEA concur that inclusion is appropriate? (YES/NO)
200760	29	Kuspuk school District	Aniak	Yes
200485	30	Lake and Peninsula School District	King Salmon	Yes
200003	32	Lower Yukon School District	Mountain Village	Yes
200540	34	Nenana City School District	Nenana	Yes
200570	35	Nome City School District	Nome	Yes
200610	36	North Slope Borough School District	Barrow	Yes
200625	37	Northwest Arctic School District	Kotzebue	Yes
200630	38	Pelican City School District	Pelican	Yes
200660	39	Petersburg City School District	Petersburg	Yes
200670	40	Pribilof Island School District	St. Paul	Yes
200680	46	Saint Mary's City School District	Saint Mary's	Yes
200690	43	Skagway City School District	Skagway	Yes
200700	44	Southeast Island School District	Thorne Bay	Yes
200710	45	Southwest Region School District	Dillingham	Yes
200715	53	Tanana City School District	Tanana	Yes
200720	47	Unalaska City School District	Unalaska	Yes
200810	49	Wrangell City School District	Wrangell	Yes
200840	50	Yakutat City School District	Yakutat	Yes
200775	51	Yukon Flats School District	Ft. Yukon	Yes
200862	52	Yukon Koyukuk School District	Fairbanks	Yes
200004	54	Yupiit School District	Akiachak	Yes
200006	98	Mt. Edgecumbe	Sitka	Yes

To: **Members of the State Board of Education & Early Development** **June 10, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 4A**

♦ ISSUE

The Board is being asked to approve the application of the Twindly-Bridge Charter School for a ten-year (10) period.

♦ BACKGROUND

- ♦ On November 20, 2019, the Matanuska-Susitna Borough School District's Board of Education approved Twindly Bridge Charter School for a period of 10 years.
- ♦ Behind this memo is an executive summary of the charter school application and the local board approval. DEED's review team found the application adequately addresses the established review criteria in meeting the charter school statutes and regulations.
- ♦ Karen Melin, Deputy Commissioner, will be present to brief the board.
- ♦ John Weetman, Principal, Twindly Bridge Charter School and staff and parents will be present to speak to this item.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 16A

The Matanuska Susitna Borough School District submitted the initial Twindly Bridge Charter School renewal application on December 4, 2019, for a period of 10 years (through the end of SY 2029-30). Twindly Bridge Charter School first opened in 2005 and renewed in 2010 with a 10 year charter.

Program Information:

Twindly Bridge Charter School serves students in grades K-12. The school began with 170 students in 2005 and currently has an enrollment of 471 students with no students on the waitlist. The current staff to student ratio is 1 Teacher Advisor to 120 students taught by Parent Teachers. The school has two locations; the main location is owned by the school and is located in Wasilla. The school building is 7000 square feet with three large classrooms, two small classrooms/labs, nine offices, one flexible use office, a multi-purpose room, a reception area, and a playground. To meet the needs of their families, a satellite office in Palmer has been leased. The school has an approved (estimated) budget of $2,889,636.00 for FY20.

Twindly Bridge has a staff of 1 Administrator, 4.5 Teacher Advisors, .5 Special Education teacher, 3 Clerical Staff, 1 Paraprofessional, .1 Custodian, and .5 School Nurse.

The program at Twindly Bridge supports both home and school-based learning. A student's course of study is specified in an Individualized Learning Plan (ILP), produced as a collaborative effort between Parent Teachers, a certified Teacher Advisor, and the student. Certificated Teacher Advisors provide support for Parent Teachers on how to meet Alaska State Standards, as well as the district's specific high school graduation requirements. The educational approach focuses on individual student's interests, strengths, and weaknesses while completing independent study at home. By offering a variety of educational experiences at the school, Twindly Bridge assists parents in providing an instructional program that builds on students' interests.

Performance History:

- 2017 PEAKS ELA increased from 54.90% to 56.79% in 2018
- 2017 PEAKS Math increased from 24% to 32.10% in 2018
- 2019, 26.56% of students met the standard in Math and 41.94% met the standard in Language Arts.

School Motto and Mission:

Building the bridge between home, school, and community learning. The mission is to provide a program that implements ongoing support by certified teachers using a variety of educational resources and offers diverse enrichment opportunities for homeschooling families.

Goals of Twindly Bridge Charter School:

- Increase the number of students proficient in ELA on PEAKS by 5% from 41.94%
- Increase the number of proficient students in Math by 10% from 26.56%

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

da Item Details

Meeting	Nov 20, 2019 - Regular School Board Meeting
Category A	9. Action Items A
Subject A	A. Twindly Bridge Charter Renewal
Type A	Action A
Recommended Action	Administration recommends approval.

Using the Alaska Department of Education and Early Development required reviewer rating template, the Office of Instruction evaluated Twindly Bridge Charter School's renewal application. The renewal application was rated 'compliant' in all areas and administration recommends the renewal of the charter for July 1, 2020- June 30, 2030.

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

TBCS Charter Renewal Final 10_09_2019.pdf (1,656 KB) A

Twindly Bridge Presentation.pdf (2,799 KB) A

Motion & Voting

Motion to approve Twindly Bridge Charter Renewal.

Motion by Sarah Welton, second by Ole Larson.
Final Resolution: Motion Carries
Yes: Sarah Welton, Ole Larson, Kelsey Trimmer, Thomas Bergey, Ryan Ponder, Jeff Taylor, James Hart A

TWINDLY BRIDGE Charter School

"Building a bridge between home, school, and community."

Presented by

Lisa Tcheripanoff, APC Chair

John Weetman, Principal

Who Are We?

- We are a Charter School and a Correspondence School.
- We are located just outside the city limits of Wasilla on the corner of Seldon and Lucille.
- We are a school of choice that serve 475 students K-12 district wide.
- We are in our 15th year serving the community.
- We offer 16 weeks of onsite educational sessions and four weeks of workshops, attended by 55% our total population.
- We maintain a 10 to 1 student to facilitator ratio for our educational sessions.
- We are governed by a elected board made up of seven Academic Policy Committee (APC) members

What We Provide

- A certified teacher advisor for every family.
- An individual leaning plan for every student.
- Onsite tutoring in Reading and Math.
- Post secondary career planning.
- Curriculum selection planning.
- Reimbursements for curriculum materials from allotment.
- Access to onsite and offsite educational opportunities.
- Two convenient locations.

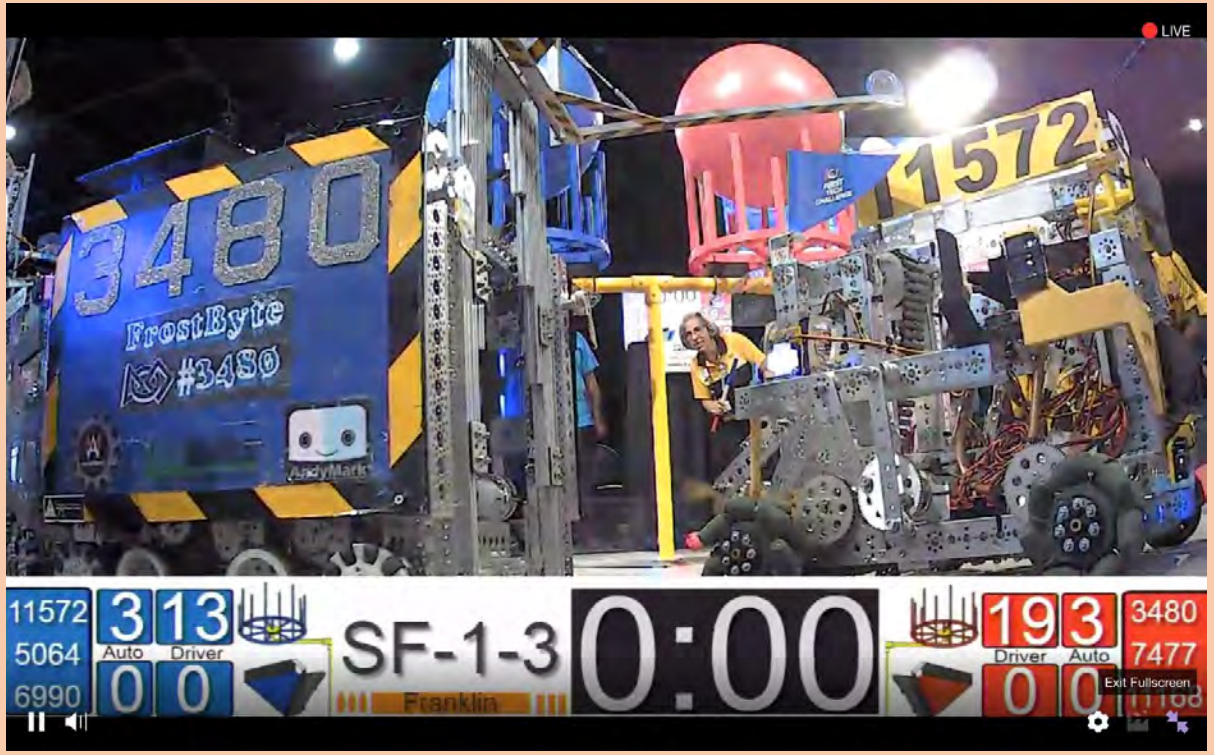
Accomplishments

- Current graduation rate of 82%, which is an increase of 17% in three years.
- In four years, increased enrollment 82% from 261 students to 475 students.
- High school students built a portable to host the robotics program.
- Purchased our school building.
- Created K-12 Science Labs sessions in Biology, Chemistry and Physics.
- Opened a satellite school in downtown Palmer.
- Opened the district's first student run drive-thru coffee shop.
- Sent five teams to the USA Shooting National Junior Olympics competition in Colorado Springs.
- Invited to the Robotics First Tech Challenge World Championship in Houston, TX.

Good Things

First Tech Challenge Championship

- 60,000 in attendance
- 30,000 students
- 1,400 teams
- 62 countries
- Ranked #1 in the semi-finals
- Ranked #1 in the world in auto operations
- Placed 3rd in overall in the tournament



Good Things

Beginning Construction Program

- Allows high school students to have practical experiences.
- Students can receive high school credit.
- Students have the option of volunteering or being paid as a student worker.
- Currently building a second portable.

Good Things

TB Coffee

- Student run drive-thru coffee shop, over 7,661 cups served.
- Partnership with Kaladi Brothers.
- Allows student to learn about how to run a small business.
- Offers practical experiences in customer service and point of sale systems.
- Over 21 student baristas trained

Purpose of Sessions

- **Provide opportunities for home school children to socialize with their peer group.**
- **Provide supplementary activities that enhance learning.**
- **Provide access to resources that may not be available in the home.**
- **Provide opportunities for parents to volunteer in the sessions.**

Sessions

Science Labs

Sessions

Fitness Lab

Sessions

Robotics Lab

Online Learning Lab

Sessions

Pottery Lab

Target Air Pistol

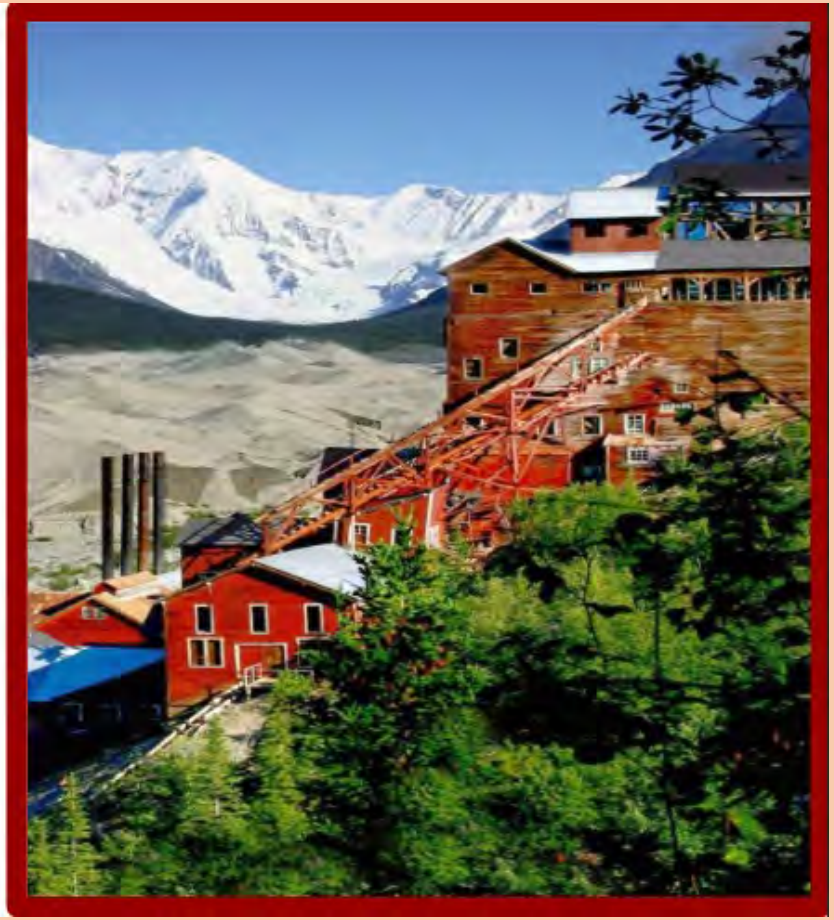
Examples of Sessions

- Art
- Music
- Spanish
- German
- Office 365
- Fit for Fun
- Taekwondo
- Karate
- Biology
- Geography
- Cooking
- Painting
- Target Air Pistol
- Circuit Design
- Construction
- Entrepreneurship
- Tech Apps
- Robotics
- STEAM
- Intro to Flight
- Outdoor Survival
- Sewing
- Chemistry
- Guitar
- Baking
- Shop
- Origami
- Yoga
- Graphic design
- Computer Animation
- CAD
- Photography
- Drama
- Pottery
- Chess
- Career Counseling
- Geology
- Physics
- Knitting
- Drones
- Tutoring
- Math
- Reading

Purpose of Educational Field Trips

- Provides educational opportunities for students and parents to meet and network with each other.
- Provide educational opportunities for families to visit and learn about Alaska's unique history and culture.
- Provide real world career exploration opportunities.

Educational Field Trips



Educational Field Trips

Educational Field Trips

Seldovia Educational Field Trip

June 1st-5th 2020

Educational Field Trips

Custom designed educational field trip highlighting leaders in the field of engineering and technology.

- Boeing
- Microsoft/Gates Foundation
- Epic Games
- Alaska Way Tunnel Project
- U of W Robotics and Astrophysics Department
- Blue Origin
- Amazon

Future Goals

- Extensive curriculum review to continue to align curriculum choices with Alaska State Standards.
- Develop a framework to ensure parents meet all standards when teaching high school classes for credit.
- Develop strategies to increase our participation rate in PEAKS and MAP.

Thank You for allowing us the opportunity to review/renew our charter for the next 10 years

To: **Members of the State Board of Education & Early Development** **June 10, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 4B**

♦ ISSUE

The Board is being asked to approve the application of the Hooper Bay Charter School for a five-year (5) period.

♦ BACKGROUND

- ♦ On October 9, 2019, the Lower Yukon School District's Board of Education approved Hooper Bay Charter School.
- ♦ Behind this memo is an executive summary of the charter school application and the local board approval. DEED's review team found the application adequately addresses the established review criteria in meeting the charter school statutes and regulations with one exception.
  - ♦ SEC 14.03.255 (b) (8) requires the names of the teachers who will teach in the charter school. We are awaiting a list of teachers.
- ♦ Karen Melin, Deputy Commissioner, will brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 16B

The Lower Yukon School District submitted the initial Hooper Bay Charter School application on November 8, 2019.

Program Information:

Hooper Bay Charter School plans to serve students in grades 4-8. The school aspires to support 60 students beginning in 2020. The desired staff to student ratio is 1 teacher to 15 students. The school intends to occupy a Sea Lion Corporation owned building located at Main Airport Road, Hooper Bay, Alaska and has a 3-year lease of $1,750 monthly rent. The school building is 2,400 square feet with three large classrooms, two offices, a teacher workspace, a break room, and a 570 sq. foot multi-purpose room. The school has an approved (estimated) budget of $1,529,687 for FY21.

Hooper Bay plans for a staff of 1 Administrator, 3 Teachers, 1 Special Education teacher, .7 food service support, and 1.5 for classroom aides, business manager, administrative assistant, and/or counselor.

Hooper Bay focuses on a theory of change enculturated in enduring Yup'ik values to develop resiliency and the ability to persevere in the face of adversity. Cultural connectedness is both a protective and a wellness factor. Academically the focus is Science Technology Engineering and Math (STEM). The science content created (called "Treks") will represent a convergence of three types of science: Traditional Knowledge (brought by Elders to the work); Contemporary Science (contributed by scientists working on local projects); and School Science (represented by the NGSS standards).

The school will use a STEM, interdisciplinary, and multi-age approach to education to allow a student to learn by making connections between ideas and concepts across different disciplinary boundaries. Students will be motivated through a place-based Yup'ik focus on science and engineering topics. Each student will follow an Individualized Learning Plan (ILP) and participate in regular performance reviews with staff and parents or guardians. Students will work to proficiency and are considered "proficient" if their progress monitoring scores, supported by classroom assessment and assignment scores (class grade) show that the student is likely to earn a proficient designation on the PEAKS assessment in the spring.

Performance History:

As of 2018-2019, none of the students in the population eligible to enroll at Hooper Bay Charter School scored proficient on the PEAKS and Alaska Science assessments. The growth target for that school established by the Alaska Department of Education and Early Development is 5 students reaching proficiency. No students achieved the academic growth target for English language arts, but 27% of students in grades 3-6 and 24% of students in grades 7-9 achieved the growth target for mathematics. The Hooper Bay School has over 50% chronic absenteeism. The school index score is 15.4 on a scale of 1-100. The school is currently receiving Targeted Support.

Due to the design of the instruction for Hooper Bay Charter School, students will be expected to attend regularly (90% attendance). It is also expected that all students will achieve growth on benchmark and summative assessments over baseline in the previous year.

School Mission:

The mission of the Hooper Bay Native Charter School is to embrace the reality of our unique rural environment with its rich Alaska Native traditions, tribal governments, native villages, native corporations, ANCSA Corporations, cultural-based learning organizations, and create a partnership to develop well-prepared Alaska Native students who are, in -turn, able to contribute to their community. The school partnership will include elders, Alaska Native leaders, youth, parents, and teachers together to develop and implement curriculum reflective of cultural values, traditions, practices, and languages.

An educational system that utilizes traditional ways of knowing and methods of instruction will further help to transition rural Alaska Native students into Western educational models while fostering pride and a strong sense of cultural identity. The HBNCS will engage in educational research and serve as a demonstration for other schools and educators who wish to develop effective methodologies and approaches for working with Alaska Native students, their families, and their communities.

Core Beliefs:

1. We expect the curriculum to encompass Yup'iq core values, history, and culture, and encourage student efforts to become proficient Yungun speakers.

2. We expect our students at Hooper Bay Charter School to develop intellectually, emotionally, morally, and socially, while merging contemporary and traditional knowledge.

3. We expect students to display a deeply ingrained sense of respect for elders and understand they are an important resource in learning their history and culture.

4. We want our students to be held to high standards of achievement and commit to helping them reach or exceed proficiency in all subjects.

5. We want HBCS students to participate in the development of their curriculum.

Goals of Hooper Bay Charter School:

The overall program goal for the first three years of the Hooper Bay Charter School is ***to increase appreciation and enjoyment of science as local, naturally occurring phenomenon and increase student achievement on standards-based assessments.***

Specific program objectives to achieve the goal include:

1.1 Create and pilot a total of 18-week-long interdisciplinary science "Treks" for students in grades 4-8 over a three-year period.

1.2 Engage scientists and Elders as co-teachers for the interdisciplinary science units and engage parents as learners with their students.

1.3 Ensure that all core content and concepts are interconnected for students by design and implementation.

1.4 Monitor student academic achievement using both curriculum-based assessments and standards-referenced progress monitoring assessments to ensure students are prepared for PEAKS and/or other statewide assessments.

LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 • Mountain Village, Alaska 99632
Phone: (907) 591-2411
www.lysd.org

Edgar Hoelscher
Chairman

Hannibal Anderson
Superintendent

November 4, 2019

Commissioner Johnson,

Per statute, Lower Yukon School District's school board is providing within 30 days notification that the board has approved moving a charter application forward to the Alaska Department of Education for consideration of a charter school to operate out of Hooper Bay, Alaska. Please see the board minutes that addresses this action.

The application will be submitted from the formed APC. Dr. Dale Cope has worked with the APC to complete the application and the Board is hopeful that the new charter school will be able to provide an experiential learning experience for the students of Hooper who wish to experience a more relevant and culturally based education.

Please call should you have any questions.

Sincerely,

Hannibal Anderson - LYSD Superintendent

Edgar Hoelscher - LYSD Chairman of the Board

To: **Members of the State Board of Education & Early Development** **June 10, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 4C**

♦ ISSUE

The Board is being asked to approve the application of the Qargi Academy Charter School for a four-year (4) period.

♦ BACKGROUND

- ♦ On March 5, 2020, the North Slope Borough School District's Board of Education approved Qargi Academy Charter School.
- ♦ Behind this memo is an executive summary of the charter school application and the local board approval. DEED's review team found the application adequately addresses the established review criteria in meeting the charter school statutes and regulations with one exception.
  - ♦ SEC 14.03.255 (b) (8) requires the names of the teachers who will teach in the charter school. We are awaiting a complete list of teachers.
- ♦ Karen Melin, Deputy Commissioner, will brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 16C

The North Slope Borough School District submitted the initial Qargi Academy Charter School application on March 12, 2020.

Program Information:

Qargi Academy Charter School plans to serve students in grades 9-12. The school aspires to initially support 60 students beginning in 2020 school year growing from 2 Qargi (sights) to all 8 North Slope villages over a four year growth period. The staff to student ratio is 1 EdOptions Academy virtual teacher to 35 students and 1 local Success Coach (Type M Teacher) to 15-20 students. The school intends to occupy a classroom in the local school building, Barrow High School, Utqiagvik, and Alak School, Wainwright, for the first year with the school office at Barrow High School. The school has an approved (estimated) budget of $3,400,000 for FY21.

Qargi Academy plans for a staff of 1 Administrator, 1 Administrative assistant, 8 Success Coaches (Type M Teachers), .5 IT specialist, 1 Cultural Specialist, and virtual staff provided by EdOptions Academy. Qargi Academy targets alternative students, students who have dropped out, disenfranchised students, unmotivated students, and homeschool students who may have challenges attending their village schools. The school offers rigorous academics, Iñupiaq character development, and a commitment to community necessary for career/college success and a positive/productive life course. Each village Qargi is led and overseen for expertise in Iñupiaq language and culture by a Success Coach, Type M certified teacher, under Qargi Academy's Principal supervision. The Success Coach also organizes daily and weekly schedules to include progress monitoring, support for virtual online courses, community-based projects, on the job training, and more. A Success Coach reviews the online academic progress of students in collaboration with EdOptions Academy teachers and parents/guardians to encourage students to continue with their progress in their online learning. Students will receive intervention, tutoring, and Special Education services as needed in addition to learning the Iñupiaq language and culture. Students are required to physically attend the Qargi 172 days of the open 220 year-round calendar days.

The Qargi is a community-driven place of learning where the whole child is fostered and supported through individualized programming for each student. It is a relaxed comfortable learning area where students come to receive academic and social-emotional support, participate in cultural and community projects, and engage in active learning of the Iñupiaq language and culture. Qargi Academy will include Iñupiaq elders working with local staff and online certified teachers to teach Iñupiaq skills and values. Within the Qargi the Iñupiaq language will be honored and promoted as the first language. The Iñupiaq Learning Framework created by the NSBSD is used to assess cultural performance and expectations within the Qargi. Qargi Academy's Iñupiaq Learning Model supports the Iñupiaq ways of teaching, learning, and knowing and resembles the phrase "It takes a village to raise a child".

Qargi Academy academics are progress based and use a virtual curriculum provided by EdOptions Academy with virtual teachers preparing students for life on the North Slope, career readiness, and building 21st-century skills necessary for them to be competitive in the new economy. Students are assigned academic courses aligned to NSBSD graduation requirements and career aspirations. Students progress through a course and receive credit when they have completed the requirements of the course. Learning is student lead, teacher-guided, success coach supported, and

self-paced. EdOptions Academy teachers provided live lessons and share videos based on student pacing and needs. Supporting students with no home Internet access or students continuing academics while traveling, Qargi Academy will maintain and provide hard copies of printable readings, tutorials, activities, and notes for student use. Local North Slope graduation requirements, North Slope Government, North Slope History, Alaska Studies, and North Slope Science, will be addressed through online classes taught by the North Slope Borough School District.

Performance History:

Qargi students will meet or exceed growth expectations in academics through EdOption's Academy courses. Cultural learning is assessed with the Iñupiaq Language Framework and other cultural resources such as Alaska Cultural Standards and the Alaska Native Knowledge Network. Students will meet or exceed expected growth progress in these programs and assessments.

School Mission:

To provide access to quality education through virtual learning and community based Iñupiaq language and culture projects.

Vision

North Slope Borough students have access to a quality education, gaining knowledge and skills to prepare them to be contributing citizens in a society with a thriving Iñupiaq language and culture.

Goals of Qargi Academy Charter School:

- Comprehensive, college & CTE preparatory education for all local students.
- Maximize each student's academic potential using progress monitoring, customized academic support, and strong mentor relationships.
- Qargi Academy will institute methodologies and curriculum that will raise student proficiencies to meet AYP.
- Qargi Academy will be a place that helps students living in the North Slope community understand and retain the Alaska Native culture, history, languages, and traditions.
- Qargi Academy will create a safe and welcoming learning environment for their students showing that they can be competitive, successful leaders in today's society.
- Qargi Academy will address the whole child; the circle of wellness, which meets the social, emotional, physical, and academic needs and goals of students and their families.
- Qargi Academy students will develop responsibility and respect for self and others by displaying healthy life choices.
- Qargi Academy will engage in educational research and serve as a demonstration school for other teachers and administrators in North Slope and throughout Alaska.

NORTH SLOPE BOROUGH SCHOOL DISTRICT

MEMORANDUM

TO: Roxanne Brower, President
Members of the Board of Education

THROUGH: Kathy Ahgeak, Superintendent

THROUGH: Ronnie Stanford, Assistant Superintendent

FROM: Emily Roseberry

DATE: Wednesday, March 4, 2020

SUBJECT: Charter School Worksession
Memo No. SB20-199
(Action Item)

NSBSD Strategic Plan Goal:

2.0 QARGI/COMMUNITY SPIRIT: Fostering the reclamation and recovery of the responsibility each one of us has for living the lii.upiaq values and being accountable at the personal and community levels for "walking the talk," embodying the QARGI spirit and commitment to education.

3.0 STAFF RECRUITMENT & RETENTION: Strengthen the recruitment and retention of highly effective staff and inspire indigenous liiupiaq teachers.

4.0 FINANCIAL & OPERATIONAL STEWARDSHIP: Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

Recommendation:

The Board adopted Board Policy 6181, Charter Schools, in 1997, outlining the charter school application process. The Qargi Academy, proposed for 9-12th Charter School Application was received Friday evening, January 10, 2020. The school board will conduct further review of the application for today's work session.

The Qargi Academy's application outlines the primary purpose of the charter school, how it will specifically differ from other educational options available in the community and the student population the charter hopes to attract. AS 14.03.265(a)(l-3)

Issue Summary:

The North Slope Borough School District School Board policy BP 6181, Charter School, states that charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the Board. This policy and all its subsections may be repealed as of July 1, 2005.

ESTABLISHMENT OF CHARTER SCHOOLS

The Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure that will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured. Applications for a charter school to operate during the next school year shall be submitted to the Board no later than February 1 of the current school year. Applications received after the February 1 deadline shall not be considered until the next school year. A charter school shall begin operation as agreed with the Board but no later than October 1.

STATE NOTIFICATION OF A CHARTER SCHOOL APPLICATION

Upon approval or rejection of a charter school application, the School Board will submit to the State Board of Education a copy of the charter school application and a report on the action taken by the School Board no later than twenty (20) working days following the School Board action.

1 of 2 defined in AS 14.17.021. Legal References: ALASKA STATUTES 14.03.250-14.03.280 Charter Schools ALASKA ADMINISTRATIVE CODE 4 AAC 33.110 Charter Schools

Emily Roseberry founding member of Qargi Academy's Academic Policy Committee submitted the Qargi Academy Charter School application to the NSBSD School Board on Janurary16, 2020. Members of the Academic Policy Committee are: Mark Roseberry, Emily Roseberry, Pasty Aamodt, Mike Aamodt, Dr. Edna MacLean, Charlotte Brower, Eugene Brower, Crawford and Laura Patkotak and Inupiaq Community of Arctic Slope (ICAS) tribal council.

After the initial introduction of Qargi Academy Charter School application held on January 16, 2020, per the school board's request today's work session is to provide a pubic, indepth review and discussion of the charter school. Further, the NSBSD SB will have a school board decision on the Qargi Academy Charter School on its next regular scheduled SB meeting on Thursday, March 5, 2020.

NEXT STEPS

Timeline for the NSBSD school board to submit the charter application (per 4AAC 33.110. Charter School application and review procedures) to the State School Board after the board decision is made are as follows:

If the school board approves the application:

- (b) Not later than 30 days after a local school board's decision **to approve** an initial application or renewal application for a charter school, the local school board must forward the to the State Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department:
    - (1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;
    - (2) the written decision of the local school board;
    - (3) all other materials considered by the local school board in support or in opposition to the application; and
    - (4) the minutes of the local school board meeting at which the charter school was approved.

- (d) an initial application and renewal application **approved** by a local school board and submitted to the department under (b) of this section must be received by the department **at least 90 days before** the next regularly scheduled meeting of the State School Board of Education and Early Development.
    - Per Amanda Duvall, DEED, the next two quarterly meeting dates when Charter School applications are reviewed by the Alaska State School Board are March 25, 2020 and June 10, 2020.
    - To meet the nearest 90 day submission timeline to the State School Board, the NSBSD SB will need to submit the approved Qargi Academy Charter School application to the State SB **no later than March 12, 2020.**

If the school board **denies** the application:

- (f) Not later than 60 days after a local school board issues a **decision to deny** an initial application or a renewal application for a charter school, an applicant may file a notice of appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant must specify the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the local school board that supports a contrary finding of fact. With the notice of appeal, the applicant must file with the commissioner (1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section; (2) the written decision of the local school board; (3) any other materials considered by the local school board in support or in opposition to the application; (4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and (5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application. (g) The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.2S0(d).

Worksession Agenda

- Memo - Emily
- Qargi Academy presentation by Emily and Mark

- EdOptions Academy presentation on the academics side of the Qargi -Misty Jacobs
- Review and discussion of Qargi Academy Charter School.

Proposed Motion:

The North Slope Borough School District Board of Education approves Qargi Academy Charter School application as presented in Memo # SB20-199.

Mary Jo Olemaun moved to approve Memo No. SB20-199, seconded by Muriel Brower, questioned called. Roll call Vote-

Mary Jo Olemaun: Yes, Nancy Rock: Yes, Muriel Brower: Yes, President Brower: Yes.

Qaiyaan Harcharek: No, Madeline Hickman: Yes, Nora Jane Burns: Yes,

5 Yes 1 **Nay Motion passed.**

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 5A**

♦ ISSUE

The board is being asked to open a period of public comment on the repeal of 4 AAC 12.400 Emergency special services certificate (emergency Type C) and the adoption of 4 AAC 12.401 Emergency certificate. The proposed regulations would end the issuance of emergency special services certificate (emergency Type C) and allow for the issuance of emergency administrative certificates (emergency Type B) and some emergency teacher certificate (emergency Initial).

♦ BACKGROUND

- Alaska school districts are finding it increasingly difficult to fill all of their vacant positions with fully qualified educators. Districts reported over 200 unfilled certified vacancies on their 2019 First Day Certified Vacancy Reports.

- Under AS 14.20.020 (b)(2), the commissioner is granted the authority to issue emergency certificates, during situations that, in the judgement of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.

- Currently, regulations provide a process that allows the issuance of an emergency Type C special services certificate. Prior to 2005, regulations also provided a process that allowed the issuance of an emergency teaching certificate (previously called an emergency Type A).

- Under federal statute, the state may not waive "special education certification or licensure requirements" on an emergency, temporary, or provisional basis." Under the same federal statute, the state may not waive "certification or licensure requirements'' for "related services personnel" on "an emergency, temporary, or provisional basis" for related services personnel "who deliver services in their discipline or profession." Alaska regulations equate "special services providers" with "related services personnel."

- In order to comply with federal law and maximize the flexibility provided in Alaska statute, this proposal would repeal the current emergency Type C special services regulation and replace it with a new regulation that would provide a process that local school boards could follow to request a temporary emergency certificate for administrators and teachers in all endorsement area except special education.

- Under the new regulation, neither a special education teacher nor a related service provider would be eligible for a temporary emergency certificate.

- Under the new regulation, an emergency certificate would be valid for the remainder of the school year in which it was issued; an emergency certificate would not be renewable,

and the local school board would be required to provide a mentor for the person issued an emergency certificate.

- The commissioner would approve all requests for emergency certificates issued under this proposal.

- Behind this cover memo is the proposed regulation.

- Tamara Van Wyhe, Director of Innovation and School Excellence, and Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 10A.

4 AAC 12.400 is repealed:

4 AAC 12.400. Emergency special services certificate (emergency Type C). Repealed.

(Eff. 9/29/2005, Register 175; am 4/24/2016, Register 218; am ___/___/___, Register ____)

4 AAC 12 is amended by adding a new section to read:

4 AAC 12.401. Emergency certificate. (a) The commissioner may issue a temporary emergency certificate to a person if, in the judgment of the commissioner, a situation requires the temporary issuance of a certificate to a person who is not otherwise qualified, including a situation meeting the requirements of (b) of this section. The commissioner may determine that other situations require the temporary issuance of an emergency certificate to a person who is not otherwise qualified.

(b) The commissioner may issue a temporary emergency certificate to a person based on a school district's inability to locate a qualified applicant for a position if

(1) the school board applies to the commissioner for the issuance of a temporary emergency certificate under AS 14.20.020(b) for a person the district seeks to hire in a position for which an initial teaching certificate or an administrative certificate (Type B) is required;

(2) the school board presents facts in its application showing

(A) the district's inability despite due diligence to fill a position with a qualified person holding the required certificate;

(B) the harm to the education program in which the position is located caused by the inability of the district to fill the position;

(C) the harm to students in the district due to the inability of the district to fill the position;

(D) all efforts made by the district to locate a qualified applicant for the position, including the dates and venues of all advertising for the position;

(E) any additional facts that support the district's application regarding its difficulty in filling the position that requires an initial teaching certificate or administrative certificate (Type B) and the consequences to the district of failing to locate a qualified applicant;

(F) the district's commitment to provide a mentor for a person employed under an emergency certificate; the application must include the name and qualifications of the mentor and a description of the mentoring services to be provided; for a person to be employed under an emergency initial teaching certificate, the mentor shall be an experienced teacher; for a person to be employed under an emergency administrative certificate, the mentor shall be an experienced administrator;

(c) An emergency certificate issued under (b) of this section is valid only to the end of the school year in which it is issued.

(d) A person employed in a public school of the state as a special education teacher or related service provider is not eligible under 20 U.S.C. 1412(a)(14) (Individuals with Disabilities Education Act) for a temporary emergency certificate.

(e) The commissioner may not issue an emergency certificate to a person who has

(1) not received at least an associate degree from an institution of higher education accredited by a recognized regional accrediting association or approved by the commissioner;

(2) been convicted of a crime involving a minor under AS 14.20.020(f);

(3) not submitted fingerprints to the department under AS 14.20.020(j); or

(4) not completed the training required by AS 14.20.020(k).

(f) An emergency certificate may not be renewed. (Eff. ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020

4 AAC 12.397(e) is amended to read:

(e) The requirements of this section are applicable to initial applications and applications for renewal of a certificate issued under AS 14.20.020, 4 AAC 12.305(a), (b), and (c), 4 AAC 12.345, 4 AAC 12.355, 4 AAC 12.360, 4 AAC 12.370, 4 AAC 12.372, 4 AAC 12.375, 4 AAC 12.380, 4 AAC 12.390, **4 AAC 12.401** [4 AAC 12.400,] and 4 AAC 12.405. The requirements of this section do not apply to applicants qualifying for certification under AS 14.20.015, AS 14.20.017, and AS 14.20.022. (Eff. 4/24/2016, Register 218; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.680
AS 14.20.010

4 AAC 52.030 is amended to read:

4 AAC 52.030. Advisory panel. The Governor's Council on Disabilities and Special Education, established under AS 47.80.030 - 47.80.090, is the advisory panel under 20 U.S.C. 1400 - 1482 (Individuals with Disabilities Education Act)[, AS REVISED AS OF DECEMBER 3, 2004,] and AS 14.30.231. (Eff. 7/1/83, Register 86; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 9/23/2007, Register 183; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.30.231 AS 14.30.335

4 AAC 52.142(a) is amended to read:

(a) For a child with a disability, three through five years of age, an individualized family service plan (IFSP) that contains the material required by 20 U.S.C. 1436 (Individuals With Disabilities Education Act)[, AS AMENDED AS OF DECEMBER 3, 2004,] and that is developed in accordance with 34 C.F.R. 300.321 - 34 C.F.R. 300.325, and 300.327 - 300.328, adopted by reference in 4 AAC 52.140(f), may serve as the IEP for the child if using that plan as the IEP is agreed to by the district and at least one of the child's parents.

(Eff. 8/22/2001, Register 159; am 8/30/2007, Register 183; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.30.278 AS 14.30.335

4 AAC 52.260 is amended to read:

4 AAC 52.260. Personnel development. Each district shall ensure that all personnel necessary to implement this chapter and 20 U.S.C. 1400 - 1482 (Individuals with Disabilities Education Act)[, AS REVISED AS OF DECEMBER 3, 2004,] or a regulation adopted under 20 U.S.C. 1400 - 1482, are appropriately and adequately prepared[, SUBJECT TO THE REQUIREMENTS OF 4 AAC 04.210(J) AND 34 C.F.R. 300.156, AS REVISED AS OF OCTOBER 13, 2006, AND ADOPTED BY REFERENCE]. (Eff. 7/1/83, Register 86; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 9/23/2007, Register 183; am ____/____/____, Register _____)

Authority: AS 14.07.060 AS 14.30.250 AS 14.30.255

4 AAC 52.785 is amended to read:

4 AAC 52.785. Relation to other laws. The regulations contained in 4 AAC 52.090 - 4 AAC 52.790 must be construed, as far as practicable under AS 14.30.180 - AS 14.30.350, in

accordance with 20 U.S.C. 1400 - 1482 (Individuals with Disabilities Education Act)[, AS REVISED AS OF DECEMBER 3, 2004,] and the regulations adopted under it.

(Eff. 8/22/2001, Register 159; am 9/23/2007, Register 183; am ____/____/____, Register _____)

Authority: AS 14.07.060 AS 14.30.335

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 5B**

♦ ISSUE

The board is being asked to open a period of public comment on proposed amendments to regulation 4 AAC 31.014, Codes and regulations for school facilities. The amendments update the energy efficiency code of the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) from ASHRAE Standard 90.1 2010 Edition to Standard 90.1 2016 Edition.

♦ BACKGROUND

- In 2010, the legislature passed SB 237 (ch. 93, SLA 2010), requiring the Department of Education & Early Development (DEED) to institute an energy efficiency code for construction and renovations of school facilities.

- In 2012, the Bond Reimbursement & Grant Review Committee (BR&GR) recommended to the State Board that the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) Standard 90.1 version 2010 (90.1-2010) be adopted as the state's energy efficiency standard for school capital projects with state-aid.

- The recommended energy standard was adopted by the State Board and became regulation in 2013.

- In the six years since adoption, ASHRAE has updated 90.1 every three years with versions 2013, 2016, and 2019.

- At the BR&GR's August 2019 meeting, the committee considered whether or not to update the energy efficiency code and recommends that the State Board adopt ASHRAE Standard 90.1 2016 Edition as the department's energy code.

- A copy of *ASHRAE Standard 90.1, Energy Standard for Buildings Except Low-Rise Residential Buildings* (*2016 Edition*) is available for review in the DEED Commissioner's Office located at 801 W 10th Street, Suite 200, Juneau, Alaska 99801. To schedule a time to review the standards please call (907)465-2800 or email deed.commissioner@alaska.gov.

- Behind this cover memo is the proposed amended regulation.

- Heidi Teshner, Director of Finance and Support Services, and Tim Mearig, Facilities Manager, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 10B.

4 AAC 31.014(a) is amended to read:

(a) The chief school administrator shall assure that a new school facility, addition, or major renovation complies with applicable facility codes and regulations of the state and with those of the municipality in which the facility is located. The chief school administrator may meet the obligation by providing documentation from the appropriate state or municipal official that the facility, addition, or renovation complies with an applicable code or regulation. For purposes of this subsection, the applicable codes and regulations of the state with which facilities, additions, or renovations must comply are the

(1) building code, adopted by 13 AAC 50.020;

(2) electrical code, adopted by 8 AAC 70.025;

(3) plumbing code, adopted by AS 18.60.705(a);

(4) mechanical code, adopted by 13 AAC 50.023;

(5) ASME Boiler and Pressure Vessel Code, adopted by 8 AAC 80.010;

(6) fire code, adopted by 13 AAC 50.025; and

(7) energy efficiency code, consisting of the American Association of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) Standard 90.1, Energy Standard for Buildings Except Low-Rise Residential Buildings **(2016 Edition)** [(2010 EDITION)] and adopted by reference.

(Eff. 4/17/98, Register 146; am 6/17/2010, Register 194; am 6/14/2013, Register 206; am __/__/___, Register ___)

Authority: AS 14.07.020

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 5C**

♦ ISSUE

The board is being asked to adopt amendments to regulations related to fee increases for the Division of Libraries, Archives, and Museums.

♦ BACKGROUND

- The Division of Libraries, Archives and Museums proposes modest fee increases for a variety of services offered to the public, including costs for photocopies, photographs, museum admissions, and hourly fees charged for special services.

- The Division estimates that these fee increases will generate about $100,000 per year, which will be used to offset increases in building operating costs for the facilities housing the Division.

- State agencies will not be much impacted by these fee increases, since most of these services are used by the public. Museum visitors and tour companies will be most impacted by these increases. The $2 increase to museum entry fees is expected to generate more than $90,000 in program receipts annually.

- Museum entry for people under 19 will continue to be free. Seniors will continue to receive a $1 discount on entry fees.

- The proposed regulations can be found behind this cover memo.

- Patience Frederiksen, LAM Division Director, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 10C.

4 AAC 57.910(a) is amended to read:

(a) The division shall charge fees for each of the following services provided by the division through the state library, in the amounts set out after each:

(1) for photographic services, the division processes requests for the duplication of photographs from its collections using the duplication services of a private vendor; the processing fee payable to the division is **$30** [$25] per photograph, except that the processing fee payable by a person who is a student is $1; the provisions of this paragraph apply to the use of an image in publishing, video production, self-copy, exhibits product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by consultants or commercial design firms on behalf of government agencies or non-profit institutions; the processing fee is for one-time non-exclusive use; in addition to the processing fee, the person making a request for a photograph duplication service may be billed by the vendor for the fee or processor's cost of providing the duplicate photograph;

(2) for interlibrary loan services,

(A) for a rush request: **$15** [$10] per request;

(B) for the loan of material for an out-of-state request: **$20 [**$15] per loan;

(C) for a request for photocopying material for an out-of-state request: **$20** $15, plus $.25 per page;

(3) for photocopying services,

(A) **$.20** [$.10] per page for self-service;

(B) **$.20** [$.10] per page, plus **$60** [$50] per hour for photocopying by division personnel; for photocopying services that are subject to the fee charged under this subparagraph, the per-hour fee is not charged for the first 10 photocopies of material;

(C) $1 per page for color photocopies;

(D) $75 replacement fee for a lost book, which includes a $15 non-refundable service fee;

(4) for special services rendered by the staff, the division shall charge a person who requests special services rendered by the staff in an amount based on

(A) actual costs; and

(B) actual staff time rendered that takes into consideration the hourly cost of the salary and benefits payable to any staff member assigned to respond to the request; however, the charge made for staff time under this subparagraph may not exceed **$60** [$50] per hour per staff member.

(Eff. 12/13/87, Register 104; am 2/24/88, Register 105; am 7/1/89, Register 110; am 5/1/98, Register 146; am 8/28/2015, Register 215; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.56.020 AS 14.56.030

4 AAC 58.010(a) is amended to read:

(a) The admission fee to the Alaska State Museum is **$9** [$7] per visit. The admission fee to the Sheldon Jackson Museum is **$7** [$5] per visit. However, during the period in the summer months in which the Alaska State Museum and Sheldon Jackson Museum have extended hours,

the admission fee to the Alaska State Museum is **$14** [$12] and the admission fee to the Sheldon Jackson Museum is **$9** [$7]. The museums may not charge an admission fee to a person who is younger than 19 years of age. A $1 discount is available to **a visitor** [VISITORS] who **is** [ARE] 65 years of age or older.

4 AAC 58.010(b) is amended to read:

(b) The fee for an annual pass to the Alaska State Museum and the Sheldon Jackson Museum is **$40** [$35]. An annual pass allows the holder to visit both museums without paying an additional admission fee. An annual pass is valid for the calendar year in which it is issued.

4 AAC 58.010(d) is amended to read:

(d) For extraordinary services rendered by staff, the Alaska State Museum and Sheldon Jackson Museum may charge for actual material costs and staff time. The charge for staff time may not exceed **$60** [$50] per hour.

4 AAC 58.010(e) is amended to read:

(e) The Alaska State Museum and Sheldon Jackson Museum shall charge a fee for a traveling exhibition **or a special exhibition rented from another entity**. The fee must be equivalent to the museum's costs in providing the exhibition.

4 AAC 58.010(f) is amended to read:

(f) The Alaska State Museum and the Sheldon Jackson Museum shall charge a **$30** [$25] fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by **a** [THE] state **museum** [MUSEUMS] or is made by the user. The museum shall waive, in whole or in part, a fee for photographic use if the director of the departmental division that oversees libraries, archives, and museums determines that it is in the public interest.

4 AAC 58.010(h) is amended to read:

(h) The departmental division that oversees libraries, archives, and museums shall charge a fee for the rental of space within the Father Andrew P. Kashevaroff State Library, Archives, and Museum Building that covers the actual costs associated with hosting an event or program. The division may waive applicable fees if the director determines that the event or program is consistent with the mission and duties of the division, as described in AS 14.56.020, AS 14.57.010, and AS 40.21.020. Rental requests shall be made on a form prescribed by the department. Rental fees and requirements under this subsection are as follows:

(1) for rentals during regular business hours the fees are as follows:

	Atrium	Lecture Hall	Classroom
Base fee	$75 per hour	$50 per hour	$25 per

		hour
Set-up and take-down for rental period	$100 per hour	$50 per hour
Janitorial services	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in attendance	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in attendance
Security services	$50 per hour	$50 per hour
Facility services	$100	$100

(2) for rentals outside of business hours the fees are as follows:

	Atrium	Lecture Hall	Classroom
Base fee	$300 per hour	$100 per hour	$25 per hour
Set-up and take-down for rental period	$100 per hour	$50 per hour	
Janitorial services	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in attendance	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in	

	attendance		
Security services	$100 per hour	$100 per hour	$100 per hour
Facility services	$200	$200	$100 per hour

(3) for grand piano rental - $25;

(4) for stage set-up and take down - $150;

(5)[(3)] A certificate of liability insurance is required if the program or event will be attended by more than 75 persons or if alcohol is going to be served; the certificate is due to the division one week before a scheduled event and must meet the following coverage limit:

(A) for all claims resulting from a single occurrence - $1,000,000;

(B) medical - $5,000;

(C) general aggregate for all claims during the policy period - $2,000,000;

(D) damage to premises rented - $300,000. (Eff. 2/20/87, Register 101; am 10/21/89, Register 112; am 4/19/95, Register 134; am 5/10/98, Register 146; am 5/3/2000, Register 154; am 11/26/2011, Register 200; am 8/28/2015, Register 215; am 6/14/2017, Register 222; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.57.010

4 AAC 59.065(a) is amended to read:

(a) The Alaska State Archives and the Records and Information Management Services shall charge fees for copies of records provided by the Alaska State Archives and Records and Information Management Services in the amounts set out as follows:

(1) for photocopying services,

(A) **$.20** [$.10] per page for self-service;

(B) **$.20** [$.10] per page, plus $**60** [$50] per hour if an employee of the Alaska State Archives photocopies the material;

(C) $1 per page for color photocopies;

(2) for microfiche duplication, reel-to-reel microfilm duplication, microfilm copies of microfilmed records, audio-visual records, and electronic records, the charge is the actual cost of materials plus **$60** [$50] per hour if an employee of the Alaska State Archives provides assistance in duplicating the material.

4 AAC 59.065(c) is amended to read:

(c) If a person requests duplication of photographs from its collection, the Alaska State Archives and Records and Information Management Services shall charge a **$30** [$25] fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other

processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the state **archives** [MUSEUMS] **or** is made by the user. The Alaska State Archives and Records and Information Management Services shall waive, in whole or in part, a fee for photographic use if the director of the departmental division that oversees libraries, archives, and museums determines that it is in the public interest.

(Eff. 10/2/94, Register 131; am 5/1/98, Register 146; am 10/18/2007, Register 184; am 8/28/2015, Register 215; am ___/___/___, Register ____)

Authority: AS 40.21.030 AS 40.21.050 AS 40.21.120

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 5D**

♦ ISSUE

The State Board of Education & Early Development is asked to open a period of public comment on proposed regulation changes to Article 4's "High School Graduation Requirements" by adding a new regulation entitled "High school credit for Alaska Army National Guard military training," 4 AAC 06.077. This proposal makes military training with the Alaska Army National Guard, for high school credit, available to all eligible third and fourth year high school students in Alaska.

♦ BACKGROUND

- This proposed regulation requires all school districts to allow eligible third and fourth year students to participate in the Alaska Army National Guard's Basic Combat Training (BCT) and Advanced Individual Training courses (AIT), beginning the summer after their third year of high school.

- The regulation requires school districts to award a health/physical education credit and/or an elective credit (e.g., CTE) for successful completion of BCT and/or AIT.

- School districts must use the same hourly calculation to award credit for military training that they use for other courses of study.

- The proposed regulation is necessary to ensure all school districts provide their eligible third and fourth year high school students access to this opportunity, and that each school district awards credit for successful completion of BCT or AIT training on an equitable basis.

- This regulation would: (i) help ensure secondary students have access to approximately 45 CTE/vocational courses through AIT training; (ii) augment the state's efforts in workforce development; (iii) provide paid employment to students for their participation in training; (iv) provide additional college funding options for students (e.g., Montgomery GI bill, tuition assistance programs, etc.); (v) provide high school and college credit for successful completion of training; (vi) create alternative career pathways for students who choose not to attend college; and (vii) provide unique, additional opportunities that are not easily available and accessible to students in our rural and remote areas. All of these benefits would be provided at no additional cost to the state.

- Assistant Commissioner Niki Tshibaka, Susan Sonneborn (Department of Law), Lt. Col. Donna Johnson (Alaska Army National Guard), and (possibly) Commissioner Torrence Saxe (DMVA) will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 10D

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.077. High school credit for Alaska Army National Guard military training. (a) A course of study under 4 AAC 06.075(e) includes Alaska Army National Guard training that meets the requirements of this section.

(b) A school district shall award high school credit to an eligible student who has successfully completed Alaska Army National Guard Basic Combat Training, Advanced Individual Training or both, prior to graduation.

(c) A school district shall allow a student to attend Alaska Army National Guard training during the school term of the student's fourth year of high school if

(1) the student has written permission from the student's parent or legal guardian; and

(2) the student has met all other requirements for graduation and needs only the credits the student will earn from the training to graduate.

(d) A school district shall require that a student seeking to obtain units of credit for the Alaska Army National Guard training program provide the chief school administrator of the high school written documentation from the Alaska Army National Guard

(1) that the student has been accepted for enlistment in the Alaska Army National Guard; and

(2) that the student has successfully completed the training that meets the requirements of (a) of this section, which may include Alaska Army National Guard course transcripts, training verification forms, or any other documentation reflecting successful completion of training.

(e) A school district shall award health/physical education credit, as required under 4 AAC 06.075(b), or elective credits, which may include career technical education courses or other high school courses of study, based on satisfactory completion of Basic Combat Training, Advanced Individual Training, or both.

(f) A school district shall use the same hourly calculation used to award credit for other courses of study or alternative learning experiences when calculating units of credit for Alaska Army National Guard training, but may adjust the number of credits granted or award no credits if the student fails to successfully complete any portion or all of the military training that is eligible for high school credit.

(g) A school district is not responsible for informing students of service obligations associated with enlistment in the Alaska Army National Guard.

(h) In this section, "eligible student" means a student who

(1) has completed the student's third year of high school;

(2) is at least 17 years of age;

(3) has parent or legal guardian consent to participate in Alaska Army National Guard training, if the student is 17 years of age; and

(4) meets all Alaska Army National Guard military eligibility requirements for enlistment, as determined by the Alaska Army National Guard, which may include physical, academic, moral and maturity standards. (Eff. __/__/__, Register ___)

Authority: AS 14.03.030 AS 14.07.060 AS 14.30.350

AS 14.07.020

To: Members of the State Board of Education and Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 5E**

♦ ISSUE

The board is being asked to put the Alaska Library Standards out for public comment to update regulation 4 AAC 04.140 Content Standards. The amendments adds library standards as a new content area called the *Alaska School Library Framework for Learners based on the AASL Standards.*

BACKGROUND

- The current library standards were updated in 2006.
- In April 2019 a writing committee and a review committee were created to review and update the library standards. A team of 11 educators participated in the writing committee. The review committee included 21 educators, including librarians, parents, students and educational organizations.
- The committees met via WebEx between June 2019 and September 2019. The writing committee reviewed the library standards from the National School Library Standards that were created by the American Association of School Librarians; ISTE standards; state standards from Iowa, South Dakota, Connecticut, Texas, New York; and the Alaska Digital Literacy Standards.
- The review committee studied the work of the writing team and provided feedback. The writing committee responded to the comments and made the appropriate updates.
- Behind this cover memo is the proposed regulation and the proposed library standards.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 11.

4 AAC 04.170 is amended to read:

4 AAC 04.170. Library and information literacy standards. The [CONTENT] standards for library and information literacy, as set out in the document titled ***Alaska School Library Framework for Learners, 2020 Edition*, based on standards developed by the American Association of School Librarians** [*LIBRARY/INFORMATION LITERACY STANDARDS*, DATED DECEMBER 10, 1999], are adopted by reference. (Eff. 5/11/2000, Register 154; am ____, Register ___)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.165
AS 14.03.120 AS 14.07.060

Editor's note: The standards adopted by reference in 4 AAC 04.170 may be obtained **at** [BY WRITING TO] the Department of Education and Early Development, 801 W. 10th Street, Suite 200, Juneau, Alaska 99811-500**, (907) 465-2800, or deed.commissioner@alaska.gov**.

The Alaska School Library Framework for Learners

Based on the American Association of School Librarians Standards

June 2020

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Introduction

The writing committee for the Alaska State Library Standards proposes the adoption of the American Association of School Librarians (AASL) Standards Framework for Learners. These standards would replace the significantly out of date Alaska Library and Information Literacy Content Standards of 1999.

A review of our FAQ document will address the most common questions we have fielded from teachers, administrators and from our statewide review committee. We feel this framework provides the strongest and most comprehensive set of library standards for Alaska's students.

Alaska's school librarians have been participants in the process that brought these standards to publication. Following the adoption of these standards at the national level many of us have participated in training and professional development in order to implement the standards in our work with students and teachers. Some librarians have developed Grade Level Expectations to fit the needs of schools in their districts. Others have shared with teachers in their professional learning communities how these standards have many intersections (crosswalks) with the content area standards which opens the way for collaborative teaching.

These standards are flexible and can be addressed by any educator in a variety of learning settings. This is important in a state where school library staffing can range from full time certified teacher librarians to paraprofessionals to part time teachers, secretaries and community volunteers or to no school library at all.

Finally, it is important for school library professionals to have standards that are relevant, up to date, flexible and collaboration friendly. Standards call for action! Let's move beyond thinking that it's about the books in the room to school librarians as connectors and collaborators working with teachers and students to think, create, share and grow.

Alaska School Library Framework for Learners

	A. Think	B. Create	C. Share	D. Grow
I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	**Learners display curiosity and initiative by:** 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	**Learners engage with new knowledge by following a process that includes:** 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	**Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.
II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	**Learners contribute a balanced perspective when participating in a learning community by:** 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	**Learners adjust their awareness of the global learning community by:** 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	**Learners exhibit empathy with and tolerance for diverse ideas by:** 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.

	A. Think	B. Create	C. Share	D. Grow
III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.	**Learners identify collaborative opportunities by:** 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	**Learners participate in personal, social, and intellectual networks by:** 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	**Learners work productively with others to solve problems by:** 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.
IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	**Learners act on an information need by:** 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	**Learners gather information appropriate to the task by:** 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	**Learners exchange information resources within and beyond their learning community by:** 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	**Learners select and organize information for a variety of audiences by:** 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.

	A. Think	B. Create	C. Share	D. Grow
V. Explore Discover and innovate in a growth mindset developed through experience and reflection.	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**Learners construct new knowledge by:** 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.
VI. Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	**Learners follow ethical and legal guidelines for gathering and using information by:** 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	**Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.	**Learners responsibly, ethically, and legally share new information with a global community by:** 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.	**Learners engage with information to extend personal learning by:** 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Frequently Asked Questions about the Alaska Library Standards

Q. Is Alaska writing its own library standards or adopting national standards?

It is important to note that the standards process is still ongoing and updating school library standards have not yet been adopted by the Alaska Department of Education and Early Development (AK DEED). See below for more information on the process. See the AK DEED website for information on how to provide public comment.

Rather than writing its own standards, Alaska is considering the adoption of the *AASL Standards Framework for Learners.* This document was developed over three years by a diverse team of librarians from around the country at every stage of the writing and development process including Alaskan school librarians. It reflects a competency-based model that is forward thinking, responsive, and flexible. Competencies in the *AASL Standards Framework for Learners* are applicable to all learners in all locations and designed to be adapted to the individual needs of each state, district, school, and classroom.

For example, competency V.B.1. states "Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection." These high-level concepts can be applied to any subject are discipline at any grade level in any school. A Kindergarten class might address this competency by engaging in basic reflection and revision. At 6th grade, learners might be challenged to build a tool, test it, and then revise it as part of a science or mathematics unit. In high school, learners might practice this competency by sharing knowledge through the creation, presentation, and revision of a documentary-style video. The options are endless.

Q. What *are* library skills?

A: Library skills are designed to prepare learners to think, create, share, and grow as they prepare for college, career, and community throughout their entire educational experience. The *AASL Standards Framework for Learners* reflects six shared foundations that all learners must master: inquire, include, collaborate, curate, explore, and engage. School librarians support the entire educational community to help learners:

- **Inquire** by building new knowledge through inquiry and thinking critically;
- **Include** by being inclusive and have respect for diversity in learning;
- **Collaborate** by partnering with others to broaden perspectives and achieve common goals;
- **Curate** by collecting, organizing, and sharing resources;
- **Explore** by innovating through a grow mindset and reflection; and
- **Engage** with information by using and creating it ethically.

School librarians help learners master the competencies within the six shared foundations by guiding them to:

- **Think** about ideas and topics that spark curiosity, seek answers, gain knowledge, and ask questions;
- **Create** products with new knowledge, make educated decisions, and draw conclusions;
- **Share** knowledge with others and be an active member of our society; and
- **Grow** as a learner, increasing literacy skills, while using information ethically.

Q. Where are reading skills in the library standards?

A. In development of the *AASL Standards Framework for Learners*, six common beliefs were identified that are central to the school librarian profession. One of these is "reading is the core of personal and academic competency." In the school library, learners engage with information in a variety of modes and for a variety of purposes as part of a broader culture of reading. School librarians strive to foster a love of reading in their learners through the careful curation of digital and print materials that spark curiosity and engage learners; the development and facilitation of motivational reading initiatives; the use of story and narrative to motivate learners; spearheading efforts to ensure equal access to reading materials; helping learners find the right books and information for their needs and interests; and protecting students right to read.

Within the *AASL Standards Framework for Learners*, various competencies reflect these ideals, such as (this is not an inclusive list):

- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- IV.A.1. Learners act on an information need by determining the need to gather information.
- IV.B.1. Learners gather information appropriate to the task by seeking a variety of sources.
- I.B.2. Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.

Q. Are technology skills part of the library standards?

A. Information technology is woven into almost every aspect of learning and life. The *AASL Standards Framework for Learners* is not designed to explicitly address technology skills. However, school librarians acknowledge that technology skills and experience are necessary for information gathering, creating, and sharing. School librarians assist educators and learners in locating and utilizing a variety of educational and information technologies in pursuit of their educational goals.

Similar to reading skills, technology skills are implicitly embedded throughout the competencies of the AASL Standards Framework for Learners. For example, technology skills might be addressed in some of the following ways (not an exhaustive list):

- III.B.1. Learners participate in personal social, and intellectual networks by using a variety of communication tools and resources:

    - Learners might use Google Docs to collaborate, websites to share information, video productive tools to communicate new ideas, etc.
- IV.B.2: Learners gather information appropriate to the task by collecting information representing diverse perspectives:
    - Learners might use library tools such as local and statewide databases to find information reflecting diverse perspectives.
- VI.B.1. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others work:
    - Learners might use images in the creative commons in their school projects, providing proper attribution for all sources.

Q. Why new library standards? Why now?

A: The current Alaska Library / Information Literacy standards were adopted in 1999. Twenty years later, much has changed within our schools and our society. The way we interact with, consume, and share information has radically changed. Updated standards are needed to reflect this shift in society, as well as the evolving role of the school librarian as a content expert and information literacy teacher in collaboration with other educators in the entire school community.

Q. How were these standards developed?

The AASL Framework for Learners was developed over three years in a process that moved from planning, to survey, to focus groups, to standards drafting. First, the seven-member AASL Standards and Guidelines Editorial Board (which included an Alaskan school librarian) reviewed existing standards and guidelines documents, noted what concepts were outdated or missing, alignment between other major sets of standards, discussed delivery modes, and attempted to determine the needs of the professional and educational community in the next 10 years based on prevailing societal, technological, and educational trends. Next, the AASL Standards and Guidelines Editorial Board worked with KRC Research to develop and deploy an online survey to capture school librarians use of existing standards, and priorities for future documents. After reviewing survey results, the AASL Standards and Guidelines Editorial Board and KRC Research engaged with focus groups of school librarians and school library stakeholders around the country at local, district, state, and national events, including events in Alaska. Analysis and review of focus groups was shared with the AASL membership and professional community. In the final phase, the AASL Standards and Guidelines Editorial Board drafted the learner, school librarian, and school library standards. These three sets of standards are part of one integrated framework. Alaska is seeking only to adopt the framework for learners.

In 2019, Alaska initiated the standards review and revision process for the Alaska Library / Information Literacy Standards. The decision to adopt the *AASL Standards Framework for Learners* was an iterative process involving multiple review and improvement cycles. The writing committee initially reviewed the existing standards, standards adopted in other states, and the national standards. After extensive review and discussion, they decided to request adoption of the *AASL Standards Framework for Learners* without modifications. Discussion included applicability to Alaska, cultural diversity and inclusion, and flexibility for the variety of approaches and resources available across Alaska.

A review committee consisting of volunteer educational stakeholders from around the state provided comments and feedback on the writing committees proposal, and ultimately agreed on the writing committee's recommendation. Next, a second review committee comprised of individuals selected by AK DEED reviewed the writing committee's recommendation and agreed with their assessment.

Finally, a public comment period was made available prior to finalization of the standards. Public testimony (which is currently ongoing) consists of surveys, direct emails, and testimony at State Board of Education meetings.

Q. Not all schools have a school library or librarian. Will those schools implement these standards? How?

Library standards and library skills, although more robust and effective with the presence of a school library and librarian, do not require the presence of those resources in order to be addressed. Learners can inquire, include, collaborate, curate, explore, and engage in all subject areas. Similar to cultural and technology standards, the presence of a specialized educator is helpful but not required for these standards to be taught in a classroom or a school.

Where school librarians are present, they can ensure that there is a robust collection of diverse materials that meet curricular needs and collaborate with other educators and educational stakeholders to build instructional, support, and enrichment opportunities for all learners.

Additional Resources
What school library standards mean to educators?
How does the school library support your child?
Standards Crosswalks: Future Ready Framework, ISTE Standards for Learners and Educators, Next Generation Science Standards, Code with Google's CS First Curriculum.

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 6**

♦ ISSUE

The board is being asked to adopt emergency regulation changes to 4 AAC 33, Article 6, Funding for the Improvement of Internet Speed at Public Schools (4 AAC 33.600 – 4 AAC 33.690), so that school districts may receive funding under Senate Bill 74 (enacted as ch. 5, SLA 2020) to improve Internet services for the upcoming school year. The changes relate to the School Broadband Assistance Grant program administered by the Division of Libraries, Archives, and Museums.

♦ BACKGROUND

- Senate Bill 74, as enacted, takes effect on June 23, 2020. It provides funding to increase Internet service to schools from up to 10 megabits per second (Mbps) to up to 25 Mbps. Regulation changes are necessary to provide the increased funding. Only emergency regulations will allow the changes to be in effect in time for the money to be distributed on August 15 for the upcoming school year.

♦ EMERGENCY REGULATIONS

- Emergency regulations can take effect immediately upon filing with the Lieutenant Governor after adoption by the board. Even emergency regulations, however, cannot take effect before the authorizing statute takes effect; in this case, on June 23, 2020. The emergency regulations expire after 120 days unless the board provides a notice and comment period and adopts them as permanent regulations during the 120-day period.

- For the schools that need the increased Internet access for the upcoming school year (those with the least access currently), the denial of increased access during the COVID-19 emergency presents a threat to the general welfare of the students first, but also to the general welfare of the schools, districts, and communities that most need distance learning this fall. Delivery of educational services via the Internet during the current pandemic and statewide public health disaster emergency is essential to the general welfare of those students, schools, districts, and communities.

- The 2020 Legislature enacted Senate Bill 74 with the attached fiscal note with the intent of making increased Internet access available in the upcoming school year. The bill was a priority in light of the importance of distance learning during the COVID-19 emergency. To effectuate the legislative intent, the regulations must establish a new benchmark for calculating the applicant's share (under the federal E-rate program) of the cost of bringing Internet services to up to 25 Mbps.

- To adopt emergency regulations, the board must adopt a finding of emergency. As noted above, the affected students have a current emergency need in light of COVID-19 for increased access to distance learning this fall.

- Changes to the regulations include updating the text to reflect the new 25 Mbps coverage and updating deadlines by which grant activities must occur.

- The proposed regulations remove dated sections pertaining to FY2015, which was the first year of the program.

- The proposed regulations clarify that the district must report all circuits or connections included on the E-rate application and available at a school operated by the district (instead of only those used by students at a school). These clarifications are intended to prevent the under reporting of Internet access in order to qualify for additional funding.

- The enrolled version of Senate Bill 74, enacted as ch. 5, SLA 2010, and the proposed regulations can be found behind this cover memo.

- Patience Frederiksen, LAM Division Director, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 11.

4 AAC 33.605(a) is amended to read:

(a) A district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program may apply to the department for funding under AS 14.03.127 to increase the download speed of the Internet to **up to 25** [10] megabits per second (Mbps) for **the** [A] Internet service available [CIRCUIT OR CONNECTION THAT IS ACCESSIBLE TO STUDENT INTERNET USERS] at a school operated by the district. **All circuits or connections reported by a district in its federal universal services program application that provide Internet service to a school must be included in the calculation of available Internet service at the school for funding under AS 14.03.127.**

4 AAC 33.605(e) is amended to read:

(e) An applicant must provide information in the application regarding Internet services available **to a school in** [FOR USE BY THE STUDENTS OF] the district, including

(1) a list of each circuit or connection that serves a school operated by the district and provides Internet access [FOR STUDENTS] at an initial negotiated capacity of less than **25** [10] Mbps;

(2) the Internet speed measured in Mbps of download for each circuit or connection listed under (1) of this subsection, verified in writing by the Internet service provider for the district;

(3) the current cost and the applicant's share of the current cost for each Internet circuit or connection listed under (1) of this subsection in monthly recurring charges to the

district, with the current cost verified in writing by the Internet service provider for the district; and

(4) the total cost and the applicant's share of the total cost in monthly recurring charges for increasing the Internet speed to **up to 25** [10] Mbps of download at **the** [EACH] Internet **circuits** [CIRCUIT] or **connections** [CONNECTION] listed under (1) of this subsection, with the total cost verified in writing by an Internet service provider qualified under the federal universal services program.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.610 is repealed:

4 AAC 33.610. Application deadline for fiscal year 2015. Repealed. (Eff. 11/13/2014, Register 212; repealed ___/___/_____, Register ___)

4 AAC 33.620(a) is amended to read:

(a) A district that is a successful applicant in the federal universal services program is eligible for funding under AS 14.03.127 to increase the amount that the district shall contribute as the applicant's share to the cost of Internet service, so that funding will be sufficient to provide an Internet download speed of **up to** [AT LEAST] **25** [10] Mbps for [STUDENT INTERNET USERS] **each school** in the district.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.620(b) is amended to read:

(b) A district is eligible for a pro rata share of the available funding under AS 14.03.127 based on a calculation that takes into account

(1) the number of Internet circuits or connections that serve a school in the district [THAT

(A) PROVIDE INTERNET ACCESS FOR STUDENT USERS; AND

(B) OPERATE] at an initial negotiated capacity of less than **25** [10] Mbps; and

(2) the applicant's share of the cost of increasing the initial negotiated capacity to **up to 25** [10] Mbps for **the** [EACH] **circuits [**CIRCUIT] or **connections** [CONNECTION] under (1) of this subsection.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.620(d) is amended to read:

(d) The department will calculate a district's need under AS 14.03.127 by multiplying the eligible circuits or connections under (b)(1) of this section by the applicant's share of the cost of increasing the initial negotiated capacity under (b)(2) of this section to **up to 25** [10] Mbps for **the eligible circuits or connections** [EACH CONNECTION] **that serve a school**.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.630 is amended to read:

4 AAC 33.630. Eligible costs. A district must include only monthly recurring costs for eligible circuits or connections in its calculation of current Internet service cost and the projected cost of increasing the eligible circuit or connection speed to **up to 25** [10] Mbps under 4 AAC 33.605. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.640 is amended to read:

4 AAC 33.640. Notice of funding. The department will notify an applicant of its eligibility for funding and the amount of the available funding under AS 14.03.127 not later than **July 1** [MAY 15] of each year. If an applicant has provided an electronic mail address to be used for communications under AS 14.03.127, the department may notify the applicant of its eligibility and funding under this section by electronic mail. The notice is a final action for purposes of appeal under 4 AAC 40. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.645 is repealed:

4 AAC 33.645. Notice of funding for fiscal year 2015. Repealed. (Eff. 11/13/2014, Register 212; repealed ___/___/_____, Register ___)

4 AAC 33.650 is amended to read:

4 AAC 33.650. Distribution of funding. The department will distribute funding under AS 14.03.127 to districts not later than August 15 of each year. A district shall use funding distributed under AS 14.03.127 to pay for Internet service for circuits or connections that **serve schools** [ARE ACCESSIBLE TO STUDENTS]. If a district files an appeal under 4 AAC 40 and in the final resolution of that appeal is accorded an increased allocation for funding under AS 14.03.127, payment in accordance with the final decision will be provided from the following year's appropriation, if any, under AS 14.03.127. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.655 is repealed:

4 AAC 33.655. Distribution of funding for fiscal year 2015. Repealed. (Eff. 11/13/2014, Register 212; repealed ___/___/_____, Register ___)

4 AAC 33.665(a) is amended to read:

(a) Not later than April 15 of the fiscal year that a district receives funding under AS 14.03.127, a district shall file a year-end report with the department on a form provided by the department. The district shall report

(1) the total of paid invoices for Internet circuits or connections that serve **schools** [STUDENT USERS] for the current fiscal year, including the applicant's share and the total cost;

(2) anticipated costs, including the applicant's share and the total cost for Internet circuits or connections that serve **schools** [STUDENT USERS] for the remainder of the fiscal year; and

(3) the negotiated capacity in Mbps for each circuit or connection listed in the district's application under 4 AAC 33.605 as reported by the Internet service provider at the time of the most recent invoice.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.670 is amended to read:

4 AAC 33.670. Return of unexpended funds. Not later than August **15** [30] of each year, a district shall return to the department funding received under AS 14.03.127 and unexpended for eligible costs for Internet services during the prior fiscal year. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.690(b)(4) is amended to read:

(4) "initial negotiated capacity" means the **cost of** Internet **services** for **the** [AN] eligible **circuits** [CIRCUIT] or **connections** [CONNECTION] **for a school** that a district reports on Federal Communications Commission Form 471 (Description of Services Ordered and Certification Form) filed with the Universal Service Administrative Company under the federal

universal services program **and submits in support of the application for state funding under AS 14.03.127, as of** [FOR THE LATER OF]

(A) **November 1, 2014, for a school that has continuously received funding under AS 14.03.127 for up to 10 Mbps of Internet service through state fiscal year 2020** [FISCAL YEAR 2015; OR]**;**

(B) **March 1, 2020, for a school that receives funding under AS 14.03.127 for up to 25 Mbps of Internet service starting in state fiscal year 2021;**

(C) March 1 of the year of the application for the first year the district applies **on behalf of a new school** under both the federal universal services program and AS 14.03.127; **or**

(D) for a school that has reopened, March 1 of the most recent year in which the district applied on behalf of the reopened school under both the federal universal services program and AS 14.03.127;

4 AAC 33.690(b) is amended by adding a new paragraph to read:

(6) "school" means a facility at which a school district provides instruction to students in elementary or secondary grades and includes the geographically contiguous grounds where the instructional buildings of a single eligible school are located; a facility at which a school district provides instruction for both elementary and secondary grades is a single school; (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

LAWS OF ALASKA

2020

Source
HCS CSSB 74(FIN)

Chapter No.
_____

AN ACT

Relating to funding for Internet services for school districts.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1

AN ACT

Relating to funding for Internet services for school districts.

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* **Section 1.** AS 14.03.127(a) is amended to read:

(a) Each fiscal year, a district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program is eligible to receive an amount for each school that is equal to the amount needed to bring the applicant's share to **25** [10] megabits of download a second of the Internet services.

To: Members of the State Board of Education and Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 7A**

♦ ISSUE

The board is being asked to adopt proposed amendments to Article 5 School and District Accountability (4 AAC 06.800-899), to update requirements and deadlines in Alaska's accountability system (The System for School Success). The changes will address state and district deadlines regarding reporting and changes in the use of graduation rates.

BACKGROUND

- Deadlines stated in the current regulations do not reflect the timelines associated with the new accountability system.
- The new deadlines reflect the current accountability system calculations and associated data collections in order to create school designations and calculations for long-term goals and measures of interim progress.
- The changes reflect the use of previous year's graduation rates for school designation calculations (lagging graduation rate) in order to release school designations earlier in the school year.
- Proposed regulations follow this cover memo.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 12A

4 AAC 06.710(4) is amended to read:

(4) the **assessments** [ASSESSMENT] **included** [DESCRIBED] in 4 AAC 34.055 to identify English language proficiency. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

The editor's note following 4 AAC 06.737 is amended to read:

Editor's Note: [COPIES OF THE] ***English/Language Arts and Mathematics Standards*** [*ALASKA STANDARDS: CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS]*, adopted by reference in **4 AAC 04.140** [4 AAC 06.737], may be obtained by writing to the Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or at **www.education.alaska.gov/standards** [WWW.EED.ALASKA.GOV/STANDARDS/].

4 AAC 06.738 is amended to read:

4 AAC 06.738. Assessment Results [STANDARDS-BASED TEST RESULTS]. (a) Except as provided by this section, **all student** [A STUDENT'S STANDARDS-BASED TEST AND ALTERNATE] assessment results **as described in 4 AAC 06.710** are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.

(b) The commissioner shall compile the results of the standards-based test**,** [AND] alternate assessment**, and the English language proficiency assessments** by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

(c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.

(d) [WITHIN 20 DAYS AFTER] **After** receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students **not later than the date decided by the commissioner and announced by the department**; [HOWEVER, IF A DISTRICT IS UNABLE TO DISTRIBUTE THE RESULTS TO TEACHERS BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE ASSESSMENT WAS ADMINISTERED, THE DISTRICT MUST DISTRIBUTE THE RESULTS TO TEACHERS IN THE DISTRICT NO LATER THAN THE FIRST DAY THAT SCHOOL IS IN SESSION IN THE NEXT SCHOOL YEAR;] and

(2) individual student results to each student's parents **not later than the date decided by the commissioner and announced by the department**. (Eff. 3/3/2000, Register 153; am 12/19/2002, Register 164; am 11/10/2005, Register 176; am 10/3/2011, Register 200; am ___/___/____, Register _____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is amended to read:

(b) Achievement levels for English language arts and mathematics are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, below proficient, or far below proficient in English language arts and mathematics, a student must obtain a score as set out in the following table:

Profi-ciency Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	[GRADE 10]
Reading: Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	[400 OR ABOVE]
Reading: Proficient	300-391	300-414	300-417	300-393	300-405	300-401	300-381	[300-399]
Reading: Below Proficient	261-299	260-299	251-299	234-299	246-299	243-299	229-299	[222-299]
Reading: Far Below Proficient	260 or below	259 or below	250 or below	233 or below	245 or below	242 or below	228 or below	[221 OR BELOW]
Writing: Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	[485 OR ABOVE]
Writing: Proficient	300-401	300-419	300-405	300-395	300-422	300-459	300-469	[300-484]
Writing: Below Proficient	218-299	204-299	187-299	215-299	234-299	232-299	238-299	[233-299]
Writing: Far Below Proficient	217 or below	203 or below	186 or below	214 or below	233 or below	231 or below	237 or below	[232 OR BELOW]
Mathematics: Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	[392 OR ABOVE]
Mathematics: Proficient	300-389	300-382	300-372	300-375	300-382	300-378	300-369	[300-391]
Mathe- matics: Below Proficient	263-299	260-299	252-299	258-299	248-299	258-299	258-299	[252-299]

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am ___/___/____, Register _____)

Authority: AS 14.03.015 AS 14.07.030 AS 14.07.06

AS 14.07.020

4 AAC 06.761(b) is amended to read:

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only [TRAINED AND] designated district **staff** [TEST COORDINATORS, ASSOCIATE TEST COORDINATORS, PROCTORS, OR TEST ADMINISTRATORS] may be in the test center rooms at the time of testing students.

4 AAC 06.761(c) is amended to read:

(c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site **building** [ASSOCIATE] test coordinator for each center. The district test coordinator or **building** [ASSOCIATE] test coordinator shall assign as many test administrators [OR PROCTORS] to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each **district** test coordinator, **building** [ASSOCIATE] test coordinator, [PROCTOR,] and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed. (Eff. 10/3/2011, Register 200; am ___/___/____, Register _____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, **the alternate assessment taken under 4 AAC 06.775,** [COLLEGE AND CAREER READINESS ASSESSMENTS TAKEN UNDER 4 AAC 06.718,] and the English language proficiency **assessments** [ASSESSMENT] provided for in 4 AAC 34.055[,] are confidential[,] and may be disclosed only as provided in this section.

4 AAC 06.765(c) is amended to read:

(c) School and district personnel responsible for test administration shall

(1) inventory and track **secure** [TEST] materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;

(2) securely store **secure materials** [TESTS] before distribution to school test centers and after their return;

(3) control distribution of **secure materials** [TESTS] to and from school test centers;

(4) control the storage, distribution, administration, and collection of **secure materials** [TESTS];

(5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

4 AAC 06.765(d)(1) is amended to read:

(1) **label** [CODE] the tests according to test administration directions before testing;

4 AAC 06.765(d)(7) is amended to read:

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner **under 4 AAC 06.765(b)**, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 6/1/2018, Register 226; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in **the** [THIS] state[, TO BE KNOWN AS THE ALASKA ALTERNATE ASSESSMENT,] for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility **for an alternate assessment** [THE ALASKA ALTERNATE ASSESSMENT] shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the **alternate assessment** [Alaska Alternate Assessment] to eligible students whenever it administers the **standards-based** [STATE] assessments described in 4 AAC 06.737 [4 AAC 06.710]. Achievement levels for the English language arts, mathematics, and science **alternate assessment** [ALASKA ALTERNATE ASSESSMENT] are advanced, at target, approaching target, or emerging.

Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in

(1) English language arts, and mathematics on the **alternate assessment** [Alaska Alternate Assessment], a student must obtain a score as set out in the following table:

Achievement	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts:								
Advanced	71 or above	75 or above	76 or above	65 or above	73 or above	72 or above	68 or above	72 or above
English language arts:								
At Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71
English language arts:								
Approaching Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46
English language arts:								
Emerging	35 or below	37 or						

below 34 or
below 26 or
below 26 or
below 22 or
below 19 or
below 16 or
below

Mathematics

Advanced 37 or
above 56 or
above 48 or
above 38 or
above 53 or
above 53 or
above 33 or
above 36 or
above

Mathematics:

At Target 21-36 30-55 32-47 28-37 37-52 40-52 21-32 21-35
Mathematics:

Approaching
Target 12-20 20-29 15-31 13-27 19-36 17-39 10-20 8-20
Mathematics:

Emerging 11 or
below 19 or
below 14 or
below 12 or
below 18 or
below 16 or
below 9 or
below 7 or
below

(2) Science on the **alternate assessment** [ALASKA ALTERNATE

ASSESSMENT], a student must obtain a score as set out in the following table:

Achievement
Level Grade 4 Grade 8 Grade 10

Science: Advanced 21 or above 23 or above 23 or above
Science: At

Target Science:	15-20	16-22	16-22
Approaching Target Science:	9-14	10-15	8-15
Emerging	8 or below	9 or below	7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

The editor's note following 4 AAC 06.775 is amended to read:

The [COPIES OF THE] Department of Education and Early Development's ***Participation Guidelines for Inclusion of Alaska Students on State Assessments*** [*PARTICIPATION GUIDELINES AND ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*], adopted by reference in 4 AAC 06.775, **is** [ARE] available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at

education.alaska.gov/assessments/accommodations

[HTTP://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-

MODATIONS/HTML. A COPY OF THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT'S ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL, ADOPTED BY REFERENCE IN 4 AAC 06.775, IS AVAILABLE BY SUBMITTING A WRITTEN REQUEST ADDRESSED TO THE DEPARTMENT AT 801 WEST 10TH STREET, SUITE 200, P.O. BOX 110500, JUNEAU, ALASKA 99811-0500 OR MAY BE OBTAINED ON THE DEPARTMENT'S WEBSITE AT HTTP://EED.ALASKA.GOVLS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF].

4 AAC 06.812(a) is amended to read:

(a) Each year, the department will determine a school performance index **value** [score] for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020 AS 14.07.170

4 AAC 06.815(f) is amended to read:

(f) Not later than **30 days after the release of preliminary goals and measures of interim progress** [SEPTEMBER 1 OF] each year, the department will produce a report for the state and each district and school showing the performance for academic achievement,

graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.825(a) is amended to read:

(a) A school serving students in grade 12 will earn points for the graduation rate indicator **using graduation rates from the previous academic year**. A school will earn between zero and 100 points for the four-year graduation rate for the all-students group, and between zero and 100 points for the five-year graduation rate for the all-students group as defined below. At least ten students must be in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.845(a) is amended to read:

(a) Not later than **150**[60] days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4

AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.850(a) is amended to read:

(a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than **150 days from receiving notice of school designations** [NOVEMBER 15 OF] each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.868(c) is amended to read:

(c) Each school year, not later than **60 days after designations are received by the district** [OCTOBER 1] and after consultation with and approval of the department, a district shall increase the level of intervention in a school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 4 AAC 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.872(a) is amended to read:

(a) For purposes of determining the level of state support and oversight to be provided to a district, no later than **60 days after the release of school designations** [OCTOBER 1 OF] each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.
(Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.875(c) is amended to read:

(c) **Not later than** [WITHIN] 20 working days after the district receives notice of the preliminary score and designation[, AND NO LATER THAN SEPTEMBER 1], the commissioner or the commissioner's designee will issue a final determination on the score and designation of a school for which the district provided supporting evidence in accordance with (b) of this section.

(Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(a) is amended to read:

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and **the requirements of** this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, **following requirements** [ON A FORM] provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, **following requirements** [ON A FORM] provided by the department.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 06.899(2) is amended to read:

(2) "Alaska Native" means a person having origins in any of the Alaska Native Tribes in Alaska [WHO IS A DESCENDANT OF, AND WHO HAS AT LEAST ONE-QUARTER BLOOD DERIVED FROM,

(A) A MEMBER OF THE ABORIGINAL PEOPLES INHABITING THE STATE WHEN ANNEXED TO THE UNITED STATES; OR

(B) AN AMERICAN INDIAN OR ESKIMO WHO, AFTER 1867 AND BEFORE JUNE 30, 1952, MIGRATED INTO THE STATE FROM CANADA];

(Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

To: Members of the State Board of Education and Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 7B**

♦ ISSUE

The board is being asked to adopt proposed amendments to Article 5 School and District Accountability (4 AAC 06.800-899), to update requirements an deadlines in Alaska's accountability system (The System for School Success). The changes will address state and district deadlines regarding reporting and changes in the use of graduation rates.

BACKGROUND

- Deadlines stated in the current regulations do not reflect the timelines associated with the new accountability system.
- The new deadlines reflect the current accountability system calculations and associated data collections in order to create school designations and calculations for long-term goals and measures of interim progress.
- The changes reflect the use of previous year's graduation rates for school designation calculations (lagging graduation rate) in order to release school designations earlier in the school year.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under agenda item 12B

4 AAC 06.710(4) is amended to read:

(4) the **assessments** [ASSESSMENT] **included** [DESCRIBED] in 4 AAC 34.055 to identify English language proficiency. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

The editor's note following 4 AAC 06.737 is amended to read:

Editor's Note: [COPIES OF THE] ***English/Language Arts and Mathematics Standards*** [*ALASKA STANDARDS: CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS]*, adopted by reference in **4 AAC 04.140** [4 AAC 06.737], may be obtained by writing to the Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or at **www.education.alaska.gov/standards** [WWW.EED.ALASKA.GOV/STANDARDS/].

4 AAC 06.738 is amended to read:

4 AAC 06.738. Assessment Results [STANDARDS-BASED TEST RESULTS]. (a) Except as provided by this section, **all student** [A STUDENT'S STANDARDS-BASED TEST AND ALTERNATE] assessment results **as described in 4 AAC 06.710** are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.

(b) The commissioner shall compile the results of the standards-based test**,** [AND] alternate assessment**, and the English language proficiency assessments** by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

(c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.

(d) [WITHIN 20 DAYS AFTER] **After** receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students **not later than the date decided by the commissioner and announced by the department**; [HOWEVER, IF A DISTRICT IS UNABLE TO DISTRIBUTE THE RESULTS TO TEACHERS BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE ASSESSMENT WAS ADMINISTERED, THE DISTRICT MUST DISTRIBUTE THE RESULTS TO TEACHERS IN THE DISTRICT NO LATER THAN THE FIRST DAY THAT SCHOOL IS IN SESSION IN THE NEXT SCHOOL YEAR;] and

(2) individual student results to each student's parents **not later than the date decided by the commissioner and announced by the department**. (Eff. 3/3/2000, Register 153; am 12/19/2002, Register 164; am 11/10/2005, Register 176; am 10/3/2011, Register 200; am ___/___/____, Register _____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is amended to read:

(b) Achievement levels for English language arts and mathematics are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, below proficient, or far below proficient in English language arts and mathematics, a student must obtain a score as set out in the following table:

Profi-ciency Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	[GRADE 10]
Reading: Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	[400 OR ABOVE]
Reading: Proficient	300-391	300-414	300-417	300-393	300-405	300-401	300-381	[300-399]
Reading: Below Proficient	261-299	260-299	251-299	234-299	246-299	243-299	229-299	[222-299]
Reading: Far Below Proficient	260 or below	259 or below	250 or below	233 or below	245 or below	242 or below	228 or below	[221 OR BELOW]
Writing: Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	[485 OR ABOVE]
Writing: Proficient	300-401	300-419	300-405	300-395	300-422	300-459	300-469	[300-484]
Writing: Below Proficient	218-299	204-299	187-299	215-299	234-299	232-299	238-299	[233-299]
Writing: Far Below Proficient	217 or below	203 or below	186 or below	214 or below	233 or below	231 or below	237 or below	[232 OR BELOW]
Mathematics: Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	[392 OR ABOVE]
Mathematics: Proficient	300-389	300-382	300-372	300-375	300-382	300-378	300-369	[300-391]
Mathe- matics: Below Proficient	263-299	260-299	252-299	258-299	248-299	258-299	258-299	[252-299]

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am ___/___/____, Register _____)

Authority: AS 14.03.015 AS 14.07.030 AS 14.07.06

AS 14.07.020

4 AAC 06.761(b) is amended to read:

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only [TRAINED AND] designated district **staff** [TEST COORDINATORS, ASSOCIATE TEST COORDINATORS, PROCTORS, OR TEST ADMINISTRATORS] may be in the test center rooms at the time of testing students.

4 AAC 06.761(c) is amended to read:

(c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site **building** [ASSOCIATE] test coordinator for each center. The district test coordinator or **building** [ASSOCIATE] test coordinator shall assign as many test administrators [OR PROCTORS] to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each **district** test coordinator, **building** [ASSOCIATE] test coordinator, [PROCTOR,] and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed. (Eff. 10/3/2011, Register 200; am ___/___/____, Register _____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, **the alternate assessment taken under 4 AAC 06.775,** [COLLEGE AND CAREER READINESS ASSESSMENTS TAKEN UNDER 4 AAC 06.718,] and the English language proficiency **assessments** [ASSESSMENT] provided for in 4 AAC 34.055[,] are confidential[,] and may be disclosed only as provided in this section.

4 AAC 06.765(c) is amended to read:

(c) School and district personnel responsible for test administration shall

(1) inventory and track **secure** [TEST] materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;

(2) securely store **secure materials** [TESTS] before distribution to school test centers and after their return;

(3) control distribution of **secure materials** [TESTS] to and from school test centers;

(4) control the storage, distribution, administration, and collection of **secure materials** [TESTS];

(5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

4 AAC 06.765(d)(1) is amended to read:

(1) **label** [CODE] the tests according to test administration directions before testing;

4 AAC 06.765(d)(7) is amended to read:

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner **under 4 AAC 06.765(b)**, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 6/1/2018, Register 226; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in **the** [THIS] state[, TO BE KNOWN AS THE ALASKA ALTERNATE ASSESSMENT,] for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility **for an alternate assessment** [THE ALASKA ALTERNATE ASSESSMENT] shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the **alternate assessment** [Alaska Alternate Assessment] to eligible students whenever it administers the **standards-based** [STATE] assessments described in 4 AAC 06.737 [4 AAC 06.710]. Achievement levels for the English language arts, mathematics, and science **alternate assessment** [ALASKA ALTERNATE ASSESSMENT] are advanced, at target, approaching target, or emerging.

Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in

(1) English language arts, and mathematics on the **alternate assessment** [Alaska Alternate Assessment], a student must obtain a score as set out in the following table:

Achievement	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts:								
Advanced	71 or above	75 or above	76 or above	65 or above	73 or above	72 or above	68 or above	72 or above
English language arts:								
At Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71
English language arts:								
Approaching Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46
English language arts:								
Emerging	35 or below	37 or						

below 34 or
below 26 or
below 26 or
below 22 or
below 19 or
below 16 or
below
Mathematics

Advanced 37 or
above 56 or
above 48 or
above 38 or
above 53 or
above 53 or
above 33 or
above 36 or
above
Mathematics:

At Target 21-36 30-55 32-47 28-37 37-52 40-52 21-32 21-35
Mathematics:

Approaching
Target 12-20 20-29 15-31 13-27 19-36 17-39 10-20 8-20
Mathematics:

Emerging 11 or
below 19 or
below 14 or
below 12 or
below 18 or
below 16 or
below 9 or
below 7 or
below

(2) Science on the **alternate assessment** [ALASKA ALTERNATE

ASSESSMENT], a student must obtain a score as set out in the following table:

Achievement
Level Grade 4 Grade 8 Grade 10

Science: Advanced 21 or above 23 or above 23 or above
Science: At

Target Science:	15-20	16-22	16-22
Approaching Target Science:	9-14	10-15	8-15
Emerging	8 or below	9 or below	7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

The editor's note following 4 AAC 06.775 is amended to read:

The [COPIES OF THE] Department of Education and Early Development's ***Participation Guidelines for Inclusion of Alaska Students on State Assessments*** [*PARTICIPATION GUIDELINES AND ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*], adopted by reference in 4 AAC 06.775, **is** [ARE] available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at

education.alaska.gov/assessments/accommodations

[HTTP://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-

MODATIONS/HTML. A COPY OF THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT'S ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL, ADOPTED BY REFERENCE IN 4 AAC 06.775, IS AVAILABLE BY SUBMITTING A WRITTEN REQUEST ADDRESSED TO THE DEPARTMENT AT 801 WEST 10TH STREET, SUITE 200, P.O. BOX 110500, JUNEAU, ALASKA 99811-0500 OR MAY BE OBTAINED ON THE DEPARTMENT'S WEBSITE AT HTTP://EED.ALASKA.GOVLS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF].

4 AAC 06.812(a) is amended to read:

(a) Each year, the department will determine a school performance index **value** [score] for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020 AS 14.07.170

4 AAC 06.815(f) is amended to read:

(f) Not later than **30 days after the release of preliminary goals and measures of interim progress** [SEPTEMBER 1 OF] each year, the department will produce a report for the state and each district and school showing the performance for academic achievement,

graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.825(a) is amended to read:

(a) A school serving students in grade 12 will earn points for the graduation rate indicator **using graduation rates from the previous academic year**. A school will earn between zero and 100 points for the four-year graduation rate for the all-students group, and between zero and 100 points for the five-year graduation rate for the all-students group as defined below. At least ten students must be in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.845(a) is amended to read:

(a) Not later than **150**[60] days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4

AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.850(a) is amended to read:

(a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than **150 days from receiving notice of school designations** [NOVEMBER 15 OF] each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.868(c) is amended to read:

(c) Each school year, not later than **60 days after designations are received by the district** [OCTOBER 1] and after consultation with and approval of the department, a district shall increase the level of intervention in a school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 4 AAC 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.872(a) is amended to read:

(a) For purposes of determining the level of state support and oversight to be provided to a district, no later than **60 days after the release of school designations** [OCTOBER 1 OF] each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.
(Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.875(c) is amended to read:

(c) **Not later than** [WITHIN] 20 working days after the district receives notice of the preliminary score and designation[, AND NO LATER THAN SEPTEMBER 1], the commissioner or the commissioner's designee will issue a final determination on the score and designation of a school for which the district provided supporting evidence in accordance with (b) of this section.

(Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(a) is amended to read:

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and **the requirements of** this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, **following requirements** [ON A FORM] provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, **following requirements** [ON A FORM] provided by the department.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 06.899(2) is amended to read:

(2) "Alaska Native" means a person having origins in any of the Alaska Native Tribes in Alaska [WHO IS A DESCENDANT OF, AND WHO HAS AT LEAST ONE-QUARTER BLOOD DERIVED FROM,

(A) A MEMBER OF THE ABORIGINAL PEOPLES INHABITING THE STATE WHEN ANNEXED TO THE UNITED STATES; OR

(B) AN AMERICAN INDIAN OR ESKIMO WHO, AFTER 1867 AND BEFORE JUNE 30, 1952, MIGRATED INTO THE STATE FROM CANADA];

(Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

Participation Guidelines

for Inclusion of Alaska Students in State Assessments

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The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The Participation Guidelines for Inclusion of Alaska Students in State Assessments (PGs) is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires assessment of all students, including regular education students, students with Individual Education Plans (IEPs), students with Section 504 plans, and students identified as English learners. The Participation Guidelines explains the assessment options available and is subject to change based on revisions to the statewide student assessment system.

Federal and state law requires accommodations (as appropriate) for students with disabilities and for English learners (EL). English learners have been previously referred to as students with limited English proficiency (LEP). For the purposes of this guide, however, the term English learner refers to students currently identified as English learners, not former English learners who may be in monitoring status.

Alaska's Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a school, district, and statewide basis the extent to which children of the state are attaining state standards;
- Produce school, district, and statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Performance Evaluation for Alaska's Schools (PEAKS)
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs)
5. Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs)
6. National Assessment of Educational Progress (NAEP)

Accommodations for the Alaska Developmental Profile for kindergarten students with disabilities or who are English learners are addressed in the *Alaska Developmental Profile Implementation Guide* available on the ADP webpage (education.alaska.gov/assessments/developmental).

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* available on the DEED Accommodations webpage (education.alaska.gov/assessment/accommodations).

Introduction to Participation in Assessments and to Student Supports

Participation

Statewide system of Student Assessment includes all required statewide assessments. Students participate in these assessments according to criteria for each assessment. This document provides regulatory guidance for both the comprehensive system of student assessment and each assessment within that system. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or Section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do. This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English learner.

Student Supports

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

Universal Tools

Universal tools are supports or preferences that are available to **all** students taking the computer- based or paper-based PEAKS, Alaska Science Assessment, ACCESS for ELLs, and Alternate ACCESS for ELLs. Universal tools are available at all times and their use is based on student choice, need and preference.

Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded within the test engine. There are also Universal tools that are provided outside of the test engine, such as scratch paper. These tools do not alter the test "construct" (what the assessment is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Accommodations

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading aloud

the reading passages) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an ELA standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Due to the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular and/or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP Team must take care to ensure that students have multiple opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to practice using the tools and accommodations made available on the computer-based assessments. For more information on how to access the training tools, refer to the resources on the webpage for the specific assessment on the DEED Assessments homepage (education.alaska.gov/assessments).

Accommodations for English Learners (ELs) for Content Assessments

According to AAC 34.090(a):

(2) "English learner" means an individual

(A) who is between 3 and 21 years old;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) who falls into one or more of the following categories of individuals:
(i) an individual not born in the United States or whose native language is a language other than English;
(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the (i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, mathematics, and science under 4 AAC 06.737; (ii) ability to successfully achieve in classrooms where the language of instruction is English; or (iii) opportunity to participate fully in society;

All English learners must be formally identified through Alaska's statewide standardized entrance procedures, which includes a screening assessment to determine that the student's difficulties in speaking, reading, writing and/or understanding the English language may be sufficient to deny the student the ability to succeed academically. Students currently identified as ELs must participate in statewide academic assessments, and are eligible to receive accommodations as outlined in these guidelines. Formerly identified EL students are not eligible for EL accommodations. These students would be eligible for accommodations based on disabilities, if applicable. For details on the process for identification of EL students, refer to the *Guidance for English Learners (EL) Identification, Assessment, and Data Reporting* (education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx).

ELs must be provided reasonable accommodations on state content assessments, to the extent practicable. Accommodations are allowed for students who are ELs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. A sample documentation form is available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Modifications

A modification is a change in the content, format, and/or administration of an assessment that alters what the assessment is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessment is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

Determining if an Adaptation is a Modification or Accommodation

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accommodation tables of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child.

In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables are examples of acceptable accommodations. When an adaptation for a content assessment is not listed, the student's IEP Team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP Team or 504 Team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by **reducing the effect of the disability** on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 Team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
    a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
    b. Does any research support the conclusion that this adaption does not alter the ability of the assessment to measure the student's skill level?

Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score? Before rejecting an adaptation because it changes or alters the answer sheet, an IEP or 504 Team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test administrator can transcribe the student's answers to another test booklet or answer document after the student completes the assessment.

*If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on a state assessment results in an invalid score.*

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the

accommodation.

IEP or 504 Teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 Teams will be able to resolve issues regarding the proper use of adaptations.

Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non- binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 Team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. The district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the assessment.

If an IEP or 504 Team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 Team that the modification will make the assessment results invalid and that the assessment will not be scored. A list of examples of modifications that are not allowed are listed in Appendix A.

Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science Assessments

The Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science assessments are designed to measure student growth and achievement. There are three content area assessments: English language arts, mathematics, and science. The assessments measure the Alaska English Language Arts and Mathematics Standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). PEAKS and Alaska Science Assessments are administered to all students in the specified grade levels except those with significant cognitive disabilities who participate in the Alternate assessment program.

Some schools may choose the PEAKS and Alaska Science paper-based test administration option for all students due to a lack of technological capacity or other logistical reasons. Additionally, a paper-based assessment may be chosen for a student by an IEP Team as an accommodation if the student's disability prevents the successful use of a device.

Student Supports for the PEAKS and Alaska Science Assessment

Universal Design

The PEAKS and Alaska Science assessments are designed with the principals of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). *The Standards for Educational and Psychological Testing also* addresses this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

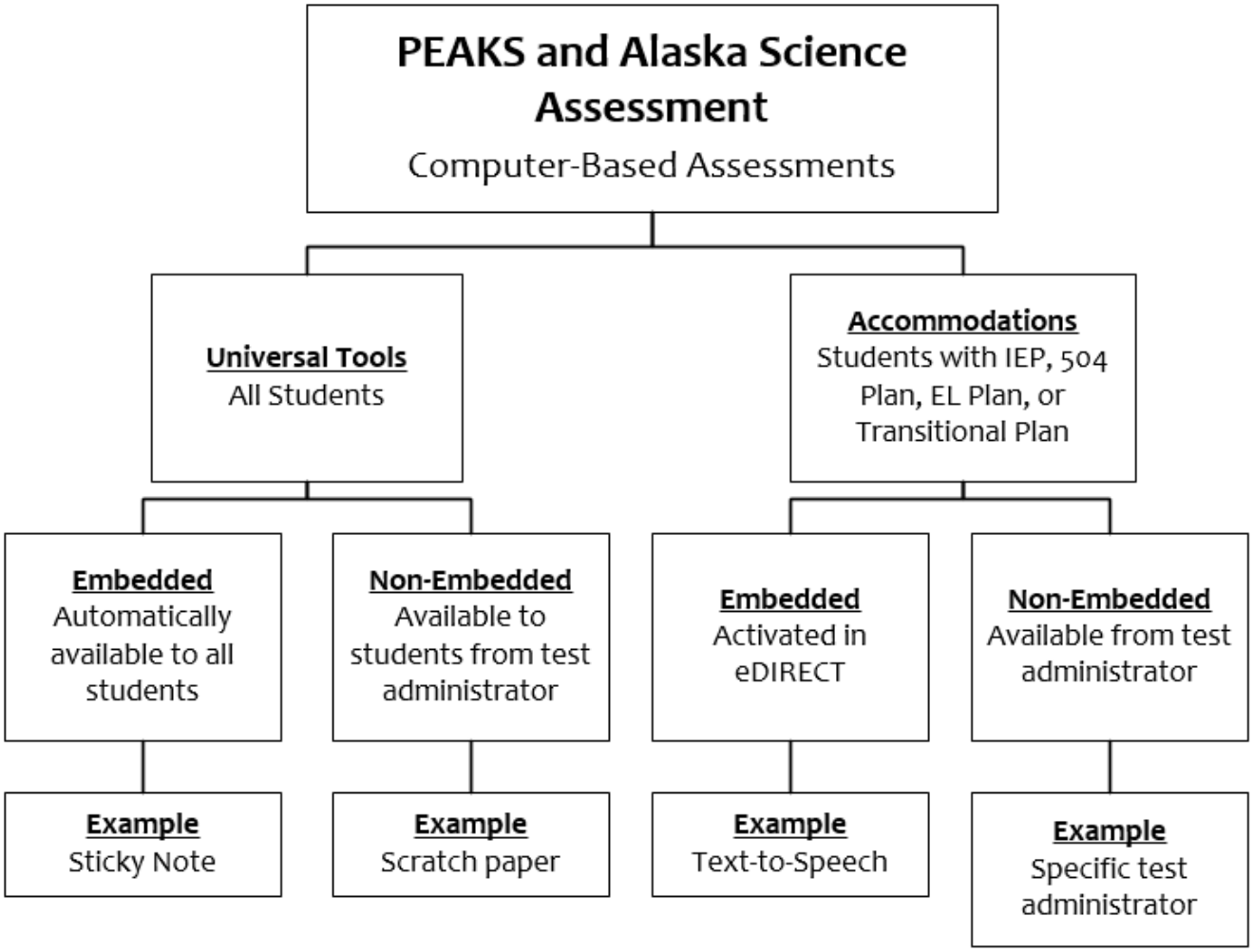
Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

TYPES OF STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE COMPUTER-BASED ASSESSMENTS

Embedded and Non-Embedded Accommodations

Accommodations are provided to students based on the decisions of the IEP Team. Accommodations can be either embedded or non-embedded.

- Non-embedded accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- Embedded accommodations are those that are within the test engine. They are activated for an individual student within the DRC INSIGHT Portal.



For detailed information on how to use these supports for students, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments* (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

UNIVERSAL TOOLS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Universal tools are supports or preferences that are available to **all** students taking the PEAKS and Alaska Science computer-based assessments or the paper-based assessments. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Table 1: Universal Tools for the PEAKS and Alaska Science Assessments

Available to all students. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on universal tools, refer to the *Test Administration Directions* located on the PEAKS webpage (education.alaska.gov/assessments/peaks), Test Administration tab.

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Calculators	Available only on select sections on the math content assessment. See *Test Administration Directions* and *Assessment Calculator Policy* for specific information.	YES, embedded within the DRC INSIGHT Test Engine	YES
Color Overlay	Changes the background color behind text, graphics, and response areas.	YES, embedded within the DRC INSIGHT Test Engine	YES, students may use a color overlay sheet.
Clarification of technology directions	Student may request clarification of technology directions. See *Test Administration Directions* for specific information.	YES	N/A
Color Contrast / Reverse Contrast	Student may choose from options to changes background color and text.	YES, embedded within the DRC INSIGHT Test Engine	N/A
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	YES, embedded within the DRC INSIGHT Test Engine	YES
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. **This does not include music devices.**	YES	YES
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	YES, embedded within the DRC INSIGHT Test Engine	YES

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Line Guide / Place Markers	A straight edge line used to follow along with each line of text or to help student track items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use a device, such as an unmarked ruler.
Magnification	Magnify text or images for better viewing.	YES, student can magnify/enlarge the entire screen, including all text, images, and objects.	YES, student may use devices that magnify text such as a magnifying glass.
Masking	Masking portions of the test to direct attention to uncovered items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use blank paper or other unmarked device.
Scratch / Graph Paper	Scratch or graph paper must be securely destroyed after assessment session.	YES	YES
Sticky Note	Creates and places a note (or multiple notes) on the screen in which a student can type a short message for later reference.	YES	N/A

Accommodations For PEAKS And Alaska Science Assessments

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section "Determining if an Adaptation is a Modification or Accommodation" to determine if the adaptation would be allowed as an accommodation. Table 2 is not an exhaustive list of all allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *Test Administration Directions*. Look for the Test Administration tab on the PEAKS webpage (education.alaska.gov/assessments/peaks).

Activating Accommodations Embedded In the PEAKS and Alaska Science Assessments

PEAKS and the Alaska Science Assessments are administered using the DRC INSIGHT Test Engine in which embedded accommodations are provided to a student. Embedded accommodations, unlike Universal tools, are only available for students to use when activated by an educator via the DRC INSIGHT Portal prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

Table 2: Accommodations for the PEAKS and Alaska Science Assessments

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on providing accommodations, refer to the *Test Administration Directions* located on the PEAKS webpage (education.alaska.gov/assessments/peaks), Test Administration tab. For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Adaptive devices, equipment and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	YES	YES
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	YES	YES
Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor	A scribe may type responses verbatim into the test engine or write them in the test booklet or answer document. For use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	YES	YES
Audio CD for test questions and answer choices	Use of the test-contractor provided audio CD is required if the student's IEP requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's IEP specifically designates a human read aloud. **Reading of reading passages is not allowed.**	N/A See Text-to-Speech.	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. • Questions • Answer choices **Reading of reading passages is not allowed.**	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	YES	YES
Braille	Students may require Braille version of the paper-based assessment. Available in UEB for ELA, math, and science.	N/A	YES
Clarification of test directions: • student requests clarification • student restates directions	A test administrator may provide clarification of assessment directions. **This does not apply to assessment questions, answer choices, or embedded directions.**	YES	YES
Clarification of embedded test directions: • student requests clarification • student restates directions	A test administrator provides clarification of directions provided within a test item. **This does not apply to assessment questions or answer choices.**	YES	YES
Flexible scheduling	Students may split a test "part" over multiple days.	YES	YES
Frequent breaks	Students may take breaks as needed.	YES	YES
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	YES	YES
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	YES	YES
Large Print	Students may require larger text and graphics.	YES, embedded magnifier within the DRC INSIGHT Test Engine, responsive screen	YES, large print version of the test is 18pt font on 11 x 17 paper

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Math manipulatives	Student use of physical objects for math items. Multiplication tables and number lines may be used on select sections of the math content assessment where calculators are allowed. See *Test Administration Directions* and the *Assessment Calculator Policy.* See the *Handbook for the Participation Guidelines* for list of additional allowable and non-allowable math manipulatives.	YES	YES
Reading, and re-reading, if requested: • test directions • embedded directions	In individual or small-group assessment administrations, a test administrator may read directions.	N/A See Text-to-Speech.	YES
Signing to student: • directions • embedded directions • math items • science items • ELA questions & answer choices	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. **Reading passages may not be signed to the student. This invalidates the assessment.**	YES	YES
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	YES	YES
Special pen or non-#2 pencil	Requires transcription of student answers.	N/A	YES
Specific test administrator	For students who need a familiar test administrator.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. **Text-to-Speech does NOT read the passages associated with ELA reading items.**	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.
Allow student to mark in test booklet	Students may mark answers in test booklet instead of answer document. Requires transcription of student answers.	N/A	YES
Provide detailed monitoring to ensure student marks responses in correct answer area	Test administrator monitors student responses individually or in small groups.	N/A	YES
Provide student with additional room for writing responses	Requires transcription of student answers.	N/A	YES

Common instructional supports NOT allowed as accommodations for the PEAKS and Alaska Science assessments:

The following supports are ***not*** allowed as accommodations for the PEAKS and Alaska Science assessments because they would change the construct of what is being measured on the assessment. A complete list of modifications is located in Appendix A.

- Calculators on all sections of the test
- Reading aloud the reading passages
- Spell-check

ACCOMMODATIONS FOR ENGLISH LEARNERS FOR CONTENT ASSESSMENTS

All students identified as English learners must participate in statewide academic assessments. Only **currently identified ELs may receive EL accommodations.** The EL accommodations listed below in Table 3 are the only allowed accommodations for ELs for the PEAKS and Alaska Science computer-based and paper-based assessments.

The research-based EL accommodations in Table 3 are EL-responsive: they have been shown to support ELs linguistically in order to more accurately assess their academic content knowledge. Careful selection of EL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students' English proficiency level. For detailed instructions on the use of EL accommodations, refer to the *Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports* (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

Teams of people (teachers, administrators, etc.) who know the educational needs of the EL should make decisions concerning appropriate EL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with the instruction of English learners. With a close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELs gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the student's file [4 AAC 06.776(b)]. A sample documentation form for EL accommodations is available on the DEED forms webpage (education.alaska.gov/forms).

The accommodations listed below are the only allowable accommodations for ELs for content assessments.

Table 3: Accommodations for English Learners for Content Assessments

Accommodations must be documented in the EL student plan. Embedded within the testing system and/or provided by test administrator.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. **Text-to-Speech does NOT read the passages associated with ELA reading items.**	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Audio CD	Use of the test-contractor provided audio CD is required if the student's plan requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's plan specifically designates a human read aloud. **Reading of reading passages is not allowed.**	N/A See Text-to-Speech.	YES
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location.	YES	YES
Using a specific test administrator	For students who need a familiar test administrator.	YES	YES
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the *Test Administration Directions*.	YES	YES
Read aloud and/or repeat written and/or oral assessment directions, including embedded item directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.	YES	YES
Clarification of test directions in English or the native language: • student requests clarification • student restates directions	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word- to-word bilingual dictionary	Published document must pro- vide word-for-word equivalents in English and native language, and suitable for standardized assessment. Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas or examples. **Not allowed for reading pas- sages.**	YES	YES
Allow the student to respond orally to constructed response items in English for math, and/or science items	Requires a scribe to transcribe verbatim into the test engine or test booklet. **Not allowed for English language arts items.**	YES	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. • Questions • Answer choices **Reading of reading passages is not allowed.**	YES	YES

Note: EL students with disabilities may be given EL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Alternate Assessment Dynamic Learning Maps (DLM)

Overview of Assessment of Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004) and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. These students may be precluded from taking regular or substitute course offerings as defined in Alaska regulation 4 AAC 06.078. Alternate assessments designed for these students offer assessments in the same content at the same grade levels as the general content assessments. If a student meets the eligibility criteria, the IEP Team may recommend the alternate assessment for that student. It is expected that only a small number (less than one percent) of all students will be eligible to participate in an alternate assessment. These students may be awarded a certificate of completion or attendance, based on completion of the IEP goals or attendance, rather than a high school diploma. (See 4 AAC 06.790 for definitions.)

Content Standards and Achievement Standards

The alternate assessments are based on content standards for English language arts, mathematics, and science called the Alaska-Dynamic Learning Maps (DLM) Essential Elements. The Essential Elements are aligned to Alaska's content standards, but are reduced in complexity, breadth, and depth. The Essential Elements are located on the DLM website (dynamiclearningmaps.org/about/model#essential-elements).

The Alternate Achievement Standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

Administering the Alternate Assessment

District personnel must be trained and qualified in order to administer the Dynamic Learning Maps Alternate Assessment, in accordance with the requirements of 4 AAC 06.761.

Determining Student Eligibility for the Alternate Assessment

Eligibility and selection for the alternate assessment is a decision made by the IEP Team members on an annual basis during the IEP meeting. The IEP Team must use the Alternate Assessment Participation Criteria Checklist found in this section to determine if a student is eligible to take the alternate assessment. Decisions made by the IEP Team must be reflected in the student's IEP and kept in the student's special education file.

Parents/guardians must be informed when their child's instruction will be based on content aligned with the Essential Elements rather than regular curricular offerings and their child's achievement measured by the alternate assessment will be based on the Alternate Achievement Standards. The notification must also include how the child's participation in this instruction and in the alternate assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

Students with Significant Cognitive Disabilities

Students eligible for the alternate assessment must take the assessment in all the content areas: English language arts, mathematics, and science (if applicable).

Participation in the alternate assessment **requires** a yes answer to **each** of the following questions.

Agree (Yes) or Disagree (No)? **Provide documentation for each**	**Participation Criterion**	**Participation Criterion Descriptors**
Yes/No	1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
Yes/No	2. The student is primarily being instructed (or taught) using content aligned to the DLM Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the alternate assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expect poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education

8. EL status
9. Low reading level/achievement level
10. Anticipate student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology) to participate in assessment process

Documenting the Decision in the Individualized Education Program (IEP)

The following information must be documented and stored in the student's special education file. A sample IEP form can be found in the *Guidance for Special Education Personnel* available on the DEED SPED webpage (education.alaska.gov/sped).

1. Acknowledgement that the alternate assessment (DLM) is based on alternate achievement standards, and therefore, may delay or limit the student's ability to obtain a regular high school diploma.
2. An acknowledgement, signed by the parent/guardian, stating that he or she has been notified that the student is taking the alternate assessment (DLM) for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the general content assessments (PEAKS and Alaska Science) in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the alternate assessment (DLM) is appropriate based on the participation criteria.

Student Supports for the DLM Alternate Assessment

Accommodations and Assistive Technology

Students taking DLM may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the alternate assessments is provided via a special user interface called Kite® Suite. Prior to testing, information must be entered into the student's profile for accessibility and into the First Contact Survey for each student. These resources are available on the Educator Portal website (educator.kiteaai.org/). This information must be entered prior to testing to customize each student's experience and determine which test form is the most appropriate.

The First Contact Survey is a collection of background information about students who are eligible for the DLM alternate assessment. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. The First Contact Survey is completed prior to assessment administration and some questions are used to determine a student's entry point, or initialization, into the assessment. This is the student's first testlet. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the testing system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP Profile is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP Profile is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

The following information is taken from the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Accessibility Supports Provided in the DLM Alternate Assessment

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes among accessibility supports that (a) can be utilized by selections online supports via the PNP Profile, (b) require additional support materials, and (c) are provided by the test administrator outside the system.

Prior to administering the DLM alternate assessment, test administrators provide information about the accessibility needs of each assessed student. The Kite® system stores this information and uses some of it to activate certain supports.

Category 1 Settings in the PNP Profile activate supports within Student Portal

Online supports include magnification, overlay color, invert color choice, contrast color, and Spoken Audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Selecta and View Supports in the Kite System of the six-Step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Test Administrators are advised to try out the supports in advance to make sure they are compatible and provide the best access for students. See the Guide to Practice Activities and Released Testlets on the DLM website (dynamiclearningmaps.org) for more information (e.g., the user names and passwords for the practice demo testlets). Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3-8 and high school. New released testlets are added periodically.

CATEGORY 1

ACCESSIBILITY FEATURE	DESCRIPTION
Magnification	Magnification allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22 point. Scrolling may be required when the level of magnification is increased and the entire item can no longer been seen on the screen. Scrolling will vary due to the level of magnification, the amount of content in the item, and the size of the screen.
Overlay Color	The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP and actual live testlets.
Invert color choice	Makes the background color black and the font white. Images display with a white background.
Contrast color	Allows test administrators to choose from color schemes for the background and font.
Spoken Audio • Text only • Text & graphics • Nonvisual	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).

Category 2 Settings in the PNP Profile require additional supports or materials

These supports include braille, switch system preferences, and the use of special equipment and materials and typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with supports are available through several demo student accounts. See the Guide to Practice Activities and Released Testlets or the *Test Administrator Manual* for a list of demo logins for practice testlets.

CATEGORY 2

ACCESSIBILITY FEATURE	DESCRIPTION
Braille	The DLM Alternate Assessment System supplies braille forms for some testlets and target linkage level. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student's PNP Profile, if the state permits both. DLM braille forms also include Nemeth code for mathematics as needed.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or has a significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP BVI SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Test Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student.
Single-switch system	This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and Enter key to select the choice when highlighted.
Individualized manipulatives	Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
Calculator	Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify when a calculator is permitted.

Category 3 Settings in PNP Profile all require supports provided by the test administrator outside of Kite Student Portal

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signed, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

CATEGORY 3

ACCESSIBILITY FEATURE	DESCRIPTION
Human read aloud	Test administrators may read the assessment aloud to students. Alternate test for test administrators who will deliver the human read aloud will include descriptions of graphics and alternate test descriptions of images and are provided as additional pages after the main TIP. The *Test Administrator Manual* also includes information about human read aloud.
Sign interpretation of text	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
Language translation of text	Test administrators may translate the text for students who are English learners or who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used.
Test administrator entering student responses	If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option and students indicate when presented their desired response.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

English Language Proficiency (ELP) Assessment ACCESS for ELLs

Students in kindergarten through grade 12 who are currently identified as English learners (ELs) must be assessed annually to monitor their progress in acquiring academic English. Alaska uses WIDA's ACCESS for ELLs assessment as its English language proficiency assessment. This assessment is aligned with the WIDA English Language Development (ELD) Standards. Alaska adopted the 2007 WIDA ELD Standards in 2011 (4 AAC 04.155). ACCESS for ELLs is used to assess the proficiency levels of English learners' receptive and productive skills in English in the areas of listening, speaking, reading and writing. ACCESS for ELLs focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. ACCESS for ELLs is available for grades 1-12 in online and paper-based versions. Kindergarten ACCESS for ELLs is available in a paper-based version only. Assessment administration information is available on the WIDA website (wida.wisc.edu).The following information is an excerpt from the *WIDA Accessibility and Accommodations Supplement*. For more information on any of these supports, please refer to the Supplement located on the WIDA website (wida.wisc.edu).

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any EL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. In addition to administration procedures listed in the test administration manual, the following tables show the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessment.

Table 4: Administrative Considerations for ACCESS for ELLs, Alternate ACCESS for ELLs, Kindergarten ACCESS and WIDA Screener

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing.

Administrative Consideration	Description
Alternative Microphone	Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test. Students may also need to be tested in a separate environment in order to limit distractions for other students.
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators are required to be trained and certified to administer the test.
Frequent or Additional Supervised Breaks	Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious). Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements should be made for the student to be escorted in order to minimize interactions with other students. During breaks, the student's test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student's paper-based test materials, or ensure the online test has been placed on "pause." The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.
Individual or Small Group Setting	A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., "fewer than ten students" or "no more than 8 students"), or follow the state's policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment. The testing location must be a secure and safe environment that is monitored while the assessment is being administered.
Monitor placement of responses in the test booklet or onscreen	Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of

Administrative Consideration	Description
	the item or selecting the correct response.
Participate in different testing format (paper vs online)	If allowed by state policy, students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis. Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing. Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.
Read Aloud to Self	A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used. To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored while the assessment is being given.
Specific Seating	Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk. While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.
Short Segments	In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time. A language domain should be completed within one school day. NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.

Administrative Consideration	Description
Verbal praise or tangible reinforcement for on task or appropriate behavior	It may be appropriate to provide students positive reinforcement during testing. Reinforcement may not depend on the accuracy of the student's response. Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student. Verbal feedback may include phrases such as "Good job," "Very good," "Nice job," and "Okay."
Verbally redirect student's attention to the test (English or Native Language)	Test administrators may verbally redirect the student's attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.

UNIVERSAL TOOLS

Universal tools are available to all students taking the ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students' abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them. Remember, sample items are available for students to practice using the universal tools.

Universal tools do not need to be pre-selected for online testing in WIDA AMS.

Table 5: Universal Tools for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

UNIVERSAL TOOL	DESCRIPTION
Audio Aids	A tool that the student can use to amplify or diminish sound. Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.) • The student uses amplification devices typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). • The student uses a white noise machine typically used during instruction or assessment. **Online test:** Noise cancelling headphones or ear buds may be connect to the computer. Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer's speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students. **Paper-based test:** Noise cancelling headphones, earplugs, earphones or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.
Color Contrast	A tool that the student can use to change the text and background color. **Online test:** After selecting the options button found in the lower left corner of the screen, the student will select Color Contrast, and choose from 8 pre-defined color combinations. Combinations include: white with black text (default), pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text. **Paper-based test**: See Color Overlay

UNIVERSAL TOOL	DESCRIPTION
Color Overlay	A tool that the student can use that changes the contrast between the text and the background color. **Online test:** After selecting the options button found in the lower left corner of the screen, the student will select Color Overlay, and then choose from 6 pre-defined background colors. The text remains black. Color will remain selected until turned off. Color choices include: white (default), green, blue, beige, pink and yellow. Students may also use external color overlays provided by the school or student. These external overlays may also be combined with the embedded color settings. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical classwork on the computer. **Paper-based test:** Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.
Highlighters, colored pencils, or crayons	A tool that the student can use to mark specific text. **Online test:** Students will select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow. This is only available with mouse control. **Paper-based test:** Students can use their preferred writing tool(s) to mark specific text in the test booklet.
Keyboard Navigation	A tool that the student can use to change to different areas of the online test screen or move from screen to screen. **Online test:** Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools. TAB order: highlighter, magnification, line guide, pause, help, options, next. See Appendix B of the WIDA Accessibility and Accommodations Supplement for Keyboard Shortcuts. **Paper-based test:** Does not apply.

UNIVERSAL TOOL	DESCRIPTION
Line Guide or Tracking Tool	A tool that the student can use to guide his or her eyes while reading text on the computer screen. **Online test:** After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper-right portion of the screen. Students select the light blue rectangle and drag it to position and move the line guide. This is only available with mouse control. **Paper-based test:** Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC. The tracking device must be blank/empty.
Low-vision aids or magnification devices	A tool that the student can use to increase the size of graphics and text. **Online test:** After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors can also allow for increased text and image size with or without the magnifier tool. Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the embedded magnifier or select the paper-based large print test. **Paper-based test:** Students will use their low vision device with a regular or large print paper-based form. Student answers in test booklet. Transcription is required if the student marks answers in the large print test booklet.
Sticky notes	A tool that the student can use to make notes in preparing responses on the Writing test. **Online test:** Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens. Sticky notes are available on only some screens. **Paper-based test:** See Scratch Paper

UNIVERSAL TOOL	DESCRIPTION
Scratch Paper	A tool that the student can use for notes, drafts and diagrams. The student receives one sheet (or more as needed) of scratch paper with a pencil, pen or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper or colored paper. Students may alternately use an individual, erasable white board as scratch paper for notes and responses. No graphic organizers may be provided. Used scratch paper is considered a secure test material. Test administrators must collect used scratch paper and completely erase white boards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy. **Online test:** For the writing domain students in Grades 4 – 12, students will receive one piece of blank scratch paper as part of the general test administration. Scratch paper should be available to students upon request for all domains and grade levels. **Paper-based test:** Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.

ACCOMMODATIONS

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs administration in order to allow the student to effectively demonstrate their knowledge and skills while generating valid assessment results for students who need them. Accommodations are intended to provide testing conditions that do not result in changes to what the test measures and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes; these accommodations provide comparable test results to those of students who do not receive accommodations.

Accommodations are available only to ELs with disabilities as specified in the student's IEP or 504 Plan or as determined by the individual or team designated by the LEA to make decisions for students covered under Title II of the ADA, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Sometimes students with disabilities require non-digital accommodations (i.e., accommodations delivered by a test administrator instead of by the online test). For those students, administering the assessment in a paper-based format should be considered. Decisions about accommodations appropriate for all four domains of the ELP assessment—Listening, Reading, Speaking, and Writing—should be based on the needs of individual students, rather than based on the nature of the disability or disability type. A student's individual educational team (IEP, 504, or Title II of the ADA) makes decisions about accommodations. These educational teams must not select accommodations that invalidate the assessment. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA (34 CFR §§300.320 through 300.324.4).

It is important that teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. Documentation should be maintained as part of the student's records.

The following should be considered when choosing appropriate accommodations for students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment.

2. Does the accommodation address the challenge faced by the student?

The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge or skills, or because of a lack of appropriate instruction (or lack of access to) in the complex academic language associated with any content area.

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

3. Is the accommodation allowable for ACCESS for ELLs ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs and, therefore, different accommodations may be allowed for each. Some accommodations that might be appropriate for content areas tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy.

Once the student's educational team has selected appropriate accommodations, it is important to share this information with the school Test Coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who does not have an IEP or 504 Plan or who is not regularly receiving services under Title II of the ADA, may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to a short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write, or use voice recognition software. Accommodations for a student without an IEP or 504 Plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).

Accommodations may be embedded within the online test platform or be delivered locally by a test

administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.

Accommodations requiring physical materials (e.g., braille, assistive technology, manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

On the following pages, descriptions of the allowable accommodations provide detailed information on each accommodation. Each accommodations table is divided the four domains of English language proficiency assessments (Listening, Reading, Speaking, and Writing) with indications as to whether a particular accommodation is

(a) appropriate for the domain (Yes).

(b) inappropriate and therefore not recommended (No).

(c) not applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test which requires no writing).

Most accommodations for ELLs with disabilities are allowed during both the paper and online administrations of the assessment. If the accommodation is delivered the same way during online and paper test administration, the two cells in that accommodations table have been merged.

As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.

The following table is from the WIDA 2019-2020 Accessibility and Accommodations Supplement. For further description and guidelines about each of the accommodations listed below, please refer to the accommodations section in that document. It can be found on the *WIDA Accessibility and Accommodations webpage* (wida.wisc.edu/assess/accessibility).

Table 6: Accommodations for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Braille Code: BR	N/A	Embossed test with graphics provided in either contracted or uncontracted braille. Unified English Braille (UEB) in Grades 1-12 Grades 6-8 uses UEB with Nemeth for Math and Science-related items.	YES	YES	NO	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Extended time of a test domain Code: EM	Student completed a test domain over multiple days. Test administrator must follow security measures.	Student completed a test domain over multiple days. Test administrator must follow security measures.	YES	YES	YES	YES
Extended Speaking test response time Code: ES	Student is provided up to twice the allowable time to respond to items on the Speaking test	Student is provided up to twice the allowable time to respond to items on the Speaking test	N/A	N/A	YES	N/A
Extended test time within the school day Code: ET	Student is allowed extended test time within the same school day	Student is allowed extended test time within the same school day	Yes	YES	See Accommodation ES	YES
Human Reader for items (stimuli and prompts) by in-person human. Code: HI	N/A-embedded pre-recorded human voice is used.	Read aloud test items (i.e. stimuli and prompts). by in-person human.	YES	NO	YES	YES, Grades 4-12 Tiers B/C
Human Reader for response options (answer choices) Code: HR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	YES	NO	N/A	N/A
Human Reader for repeat of items (stimuli and prompts) Code: RI	N/A -See accommodation RA if repeating recorded audio is needed.	Read aloud and repeat test items (e.g. prompts and response options) by in-person human.	YES, only repeat item one time	NO	YES, may repeat item multiple times	YES, may repeat item multiple times

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Human Reader for repeat of response options (answer choices) one time Code: RR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	YES	NO	NO	NO
Interpreter signs test directions in ASL Code: SD	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	YES	YES	YES	YES
Large Print Code: LP	Embedded magnifier, responsive screen	Large print version of the test. 18-point font on 11 x 17 paper	YES	YES	YES	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Manual control of item audio Code: MC	Student manually starts the audio embedded in the online platform.	The test administrator asks the student if he/ she is ready to listen, and then plays the audio delivered via CD.	YES	NO	YES	YES online N/A for paper
Repeat item audio Code: RA	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time.	The test administrator asks the student if he/she is ready to listen, and then plays and/ or replays the audio delivered via CD.	YES Repeat item audio one time.	NO	YES May repeat item multiple times.	YES online. May repeat item multiple times. N/A for paper.
Scribe Code: SR	The test administrator types student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	The test administrator marks or writes student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	YES	YES	N/A	YES
Student responds using a recording device, which is played back and transcribed by the student. Code: RD	Students uses a recording device to respond, and then the student transcribes the response into the test.	Students uses a recording device to respond, and then the student transcribes the response into the test.	N/A	N/A	N/A	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Test may be administered by school personnel in non-school setting. Code: NS	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	YES	YES	YES	YES
Word processor or similar keyboarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.	The student responds using standalone (external) word processing or similar keyboarding device.	YES	YES	N/A	YES

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test
- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It can be found on the WIDA Accessibility and Accommodations webpage (wida.wisc.edu/assess/accessibility).

For additional information and updates, refer to the *Handbook for the Participation Guidelines* located on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Note: Students with significant cognitive disabilities who cannot participate fully in ACCESS for ELLs, with or without accommodations, may be eligible to take the Alternate ACCESS for ELLs if they meet the required criteria. Refer to the Alternate ACCESS for ELLs section of this document for participation criteria.

Alternate English Language Proficiency (ELP) Assessment
Alternate ACCESS for ELLs

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires that all students identified as English learners (ELs) be assessed annually for English language proficiency, including EL students with disabilities. The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in statewide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP).

The Alternate ACCESS for ELLs Assessment assesses English language proficiency for students in grades 1 - 12 who are currently identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. Alternate ACCESS for ELLs is aligned to four of WIDA's English Language Development Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, and Language of Science and associate model performance indicators. Alternate ACCESS for ELLs provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities by expanding upon the performance indicators for Proficiency Level 1 for each standard in a grade-level cluster. Each test form assesses the four language areas of listening, speaking, reading, and writing.

At this time, there is no alternate ELP assessment available for kindergarten students but WIDA is currently working on development of such an assessment.

For the purposes of this guide, the term English learner (EL) refers to currently identified EL students, not former EL students. Only currently identified EL students with disabilities are eligible for accommodations or to participate in Alternate ACCESS for ELLs.

Administering the Alternate ELP Assessment

District personnel must be trained and qualified in order to administer Alternate ACCESS, in accordance with the requirements of 4 AAC 06.761. Test administrators must either complete the Alternate ACCESS module provided by WIDA or participate in district-facilitated training. Additionally, test administrators must sign a Test Security Agreement.

Determining Student Eligibility for the Alternate ELP Assessment

The following Alternate ELP Participation Criteria Checklist must be used by IEP Teams to determine if a student is eligible to take Alternate ACCESS for ELLs. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in Alternate ACCESS, and documentation must be kept in the student's IEP file.

The decision to participate in the Alternate ELP assessment must not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

Alternate ELP Assessment Participation Criteria Checklist

YES/NO	PARTICIPATION CRITERIA CHEKLIST
	The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student.
	The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	For students in tested grades 3 – 8 and high school, the student is identified in the student's IEP as eligible to take the Alaska Alternate Assessment.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

Accommodations and Supports

The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all universal tools, accommodations, and student supports that are relevant to the paper-based ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment. Administrative procedures of Alternate ACCESS for ELLs incorporate the accommodations such as extended test time and human readers; therefore, they do not need to be recorded as accommodations for the Alternate ACCESS for ELLs.

Please refer to Tables 4, 5, and 6 in the previous section for a list of applicable supports.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Only students who participate in the alternate assessment for students with significant cognitive disabilities (Dynamic Learning Maps) will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or English Learners as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English learners (ELs). The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most ELs will be included on the NAEP. Only ELs who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELs should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found on the DEED NAEP webpage (education.alaska.gov/assessments/naep). If you have questions about the NAEP accommodations, please contact the Alaska NAEP State Coordinator at 907-465-8729.

Appendix A: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the test administration directions for the specific assessment prior to administer ring the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets unless provided by the assessment
- Use of a calculator on items where it is not permitted
- Test administrators/proctors providing synonyms for unknown words

Appendix B: Abbreviations Glossary

CBA – Computer-based assessment

DEED – Alaska Department of Education and Early Development

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

ELA – English Language Arts

EL – English learner

ELP – English language proficiency

ESSA – Every Students Succeeds Act of 2015

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

NAEP – National Assessment of Educational Progress

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education Statistics, conducts NAEP

PBA – Paper-based assessment

PEAKS – Performance Evaluation for Alaska's Schools, Alaska's assessment to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

PNP Profile - used to activate the appropriate student supports that are selected in a computer-based assessment system prior to testing, for the DLM alternate assessment

To: Members of the State Board of Education & Early Development **June 10, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 8**

♦ ISSUE

The board is being asked to approve the department's FY2021 enacted operating budget.

♦ BACKGROUND

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board of Education & Early Development. The development of the education budget is part of the annual executive budget process.

- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2021 operating and capital budgets.

- The budgets were released on December 11, 2019; passed by the legislature on March 29, 2020; and signed by Governor Dunleavy on April 6, 2020.

- The total FY2021 enacted operating budget (all fund sources) reflects a total reduction of $85,551.3 when compared to the FY2020 Final Budget.

- The agency and program operations portion of the FY2021 enacted operating budget (all fund sources) reflects a total reduction of $26,458.5 when compared to the FY2020 Final Budget.

- Highlights of budget changes include:
  - All formula programs are fully funded. The Base Student Allocation (BSA) remains at $5,930.
  - Additional Foundation Funding – ($30,000.0) general fund reduction from veto of one-time funding for FY2021
  - School Debt Reimbursement – ($100,154.2) general fund reduction from veto of the program for FY2021
  - Regional Educational Attendance Area and Small Municipal School District School Fund – ($36,739.0) general fund reduction from veto of the deposit
  - Student and School Achievement – Added open-ended federal receipt authority to receive federal grants from the U.S. Department of Education
  - Student and School Achievement – $53.9 increase to the Galena Interior Learning Academy grant under the Alaska Technical and Vocational Education Program (TVEP) based on the increase in projected revenue to be collected for distribution under the program
  - Pre-Kindergarten Grants – ($5,045.7) general fund reduction from the removal of the one-time additional support for Pre-Kindergarten grants in FY2019-FY2020

- Mt. Edgecumbe Boarding School Facilities Maintenance – $650.0 ($400.0 general funds; $250.0 general fund program receipts) increase for operations and maintenance of the MEHS Aquatic Center
- Library Operations – $6,552.0 general fund increase for the School Broadband Access Grants (School BAG) program with the passage of SB 74
- Online with Libraries (OWL) – ($200.0) general fund reduction for the elimination of the OWL Video Conferencing System

- The FY2021 enacted operating budget can be found behind this cover memo.

- Lacey Sanders, Administrative Services Director, and Heidi Teshner, Director of Finance and Support Services, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under Agenda Item 9.

FY2021 Enacted Operating Budget

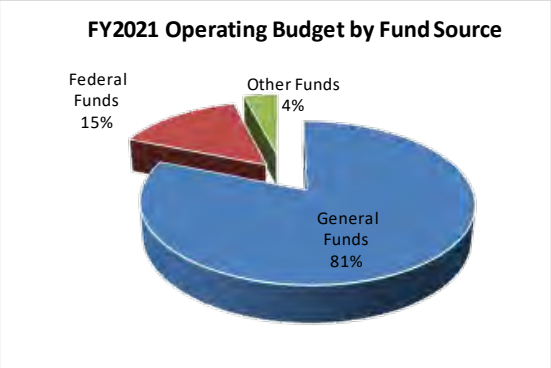
as of May 12, 2020

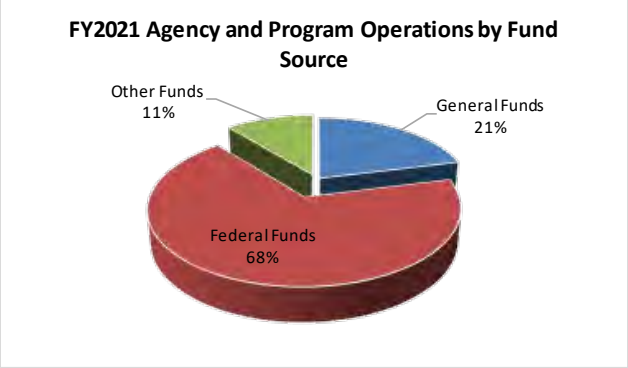
DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2021 Enacted Budget
(in thousands)

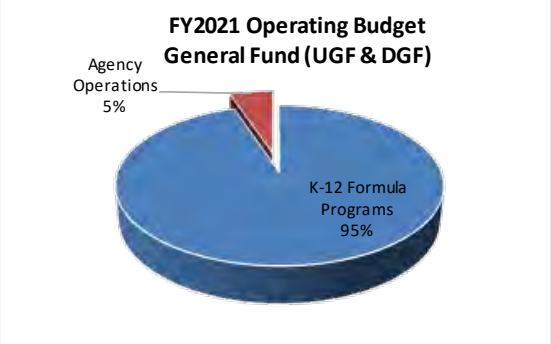
	Designated General Funds (DGF)	Unrestricted General Funds (UGF)	Federal Funds	Other Funds	Total
Agency and Program Operations	$ 23,836.2	$ 46,152.7	$ 224,932.7	$ 36,424.8	$ 331,346.4
K-12 Formula Programs	-	1,273,493.2	20,791.0	30,262.4	1,324,546.6
Total DEED Funding	**$ 23,836.2**	**$ 1,319,645.9**	**$ 245,723.7**	**$ 66,687.2**	**$ 1,655,893.0** *

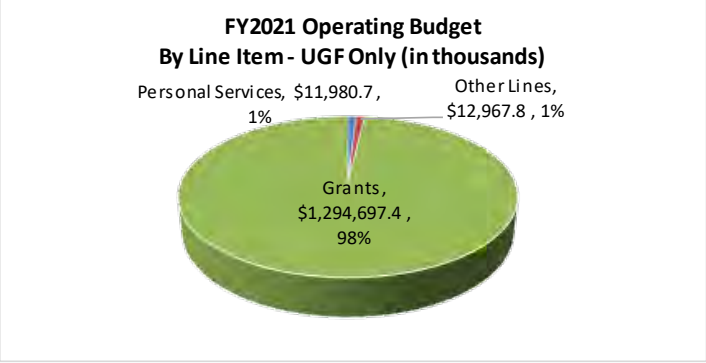
* Includes School Debt Reimbursement, Foundation Program, and Pupil Transportation

	Permanent Full-Time	Permanent Part-Time	Non-Permanent
Position Count	268	14	2









DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2021 Enacted Budget
(in thousands)

	DGF	UGF	Federal	Other	Total Funding	PFT	PPT	NP
Total Agency and Operations & K-12 Formula Programs	**$23,836.2**	**$1,319,645.9**	**$245,723.7**	**$66,687.2**	**$1,655,893.0**	**268**	**14**	**2**

Agency and Program Operations

RDU	Component	DGF	UGF	Federal	Other	Total Funding	PFT	PPT	NP
Alaska Performance Scholarship Awards	Alaska Performance Scholarship Awards	$11,750.00	$0.00	$0.00	$0.00	$11,750.00	0	0	0
Alaska Postsecondary Education Commission	Program Administration & Operations	5,975.5	0.0	0.0	11,212.1	17,187.6	71	0	1
	WWAMI Medical Education	3,224.5	0.0	0.0	0.0	3,224.5	0	0	0
Alaska State Council on the Arts	Alaska State Council on the Arts	10.9	686.2	806.6	2,358.6	3,862.3	5	0	0
Alaska State Libraries, Archives and Museums	Andrew P. Kashevaroff Facilities Maintenance	100.0	1,265.1	0.0	0.0	1,365.1	0	0	0
	Archives	0.0	1,101.1	39.5	183.7	1,324.3	10	0	0
	Library Operations	62.6	12,368.6	1,298.1	258.3	13,987.6	25	0	1
	Live Homework Help	138.2	0.0	0.0	0.0	138.2	0	0	0
	Museum Operations	523.0	1,202.9	271.0	0.0	1,996.9	13	3	0
	Online with Libraries (OWL)	0.0	472.4	0.0	0.0	472.4	1	0	0
Alaska Student Loan Corporation	Loan Servicing	0.0	0.0	0.0	11,062.1	11,062.1	0	0	0
Commissions and Boards	Professional Teaching Practices Commission	253.6	0.0	0.0	0.0	253.6	1	0	0
Education Support and Administrative Services	Administrative Services	0.0	970.3	145.0	714.4	1,829.7	12	0	0
	Child Nutrition	0.0	89.3	77,001.4	0.0	77,090.7	10	0	0
	Early Learning Coordination	0.0	9,488.0	123.8	0.0	9,611.8	2	0	0
	Executive Administration	0.0	831.4	0.0	22.4	853.8	6	0	0
	Information Services	0.0	383.0	0.0	645.5	1,028.5	4	0	0
	Pre-Kindergarten Grants	0.0	2,000.0	0.0	0.0	2,000.0	0	0	0
	School Finance & Facilities	0.0	1,555.8	0.0	928.5	2,484.3	11	0	0
	State System of Support	0.0	2,170.7	0.0	0.0	2,170.7	7	0	0
	Student and School Achievement	553.4	5,457.4	144,994.5	1,247.5	152,252.8	42	0	0
	Teacher Certification	939.3	0.0	0.0	0.0	939.3	5	0	0
Mt. Edgecumbe Boarding School	Mt. Edgecumbe Boarding School	55.2	4,642.3	252.8	6,597.2	11,547.5	43	11	0
	Mt. Edgecumbe Boarding School Facilities Maintenance	250.0	400.0	0.0	1,194.5	1,844.5	0	0	0
State Facilities Maintenance	EED State Facilities Rent	0.0	1,068.2	0.0	0.0	1,068.2	0	0	0
Agency and Program Operations Total		**$23,836.2**	**$46,152.7**	**$224,932.7**	**$36,424.8**	$331,346.4	**268**	**14**	**2**

K-12 Formula Programs

RDU	Component	DGF	UGF	Federal	Other	Total Funding
K-12 Aid to School Districts	Additional Foundation Funding	$0.0	$0.0	$0.0	$488.2	$488.2
	Foundation Program	0.0	1,183,504.2	20,791.0	29,774.2	1,234,069.4
	Pupil Transportation	0.0	76,997.7	0.0	0.0	76,997.7
K-12 Support	Special Schools	0.0	3,537.9	0.0	0.0	3,537.9
	Youth in Detention	0.0	1,100.0	0.0	0.0	1,100.0
	Residential Schools Program	0.0	8,353.4	0.0	0.0	8,353.4
School Debt Reimbursement	School Debt Reimbursement	0.0	0.0	0.0	0.0	0.0
K-12 Formula Programs Total		**$0.0**	**$1,273,493.2**	**$20,791.0**	**$30,262.4**	$1,324,546.6

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2020 Final Budget vs FY2021 Enacted Budget
General Funds Only (Designated and Unrestricted) (in thousands)

K-12 Formula Programs:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Foundation Program*	$1,172,603.9	$1,183,504.2	$10,900.3	0.9%
Pupil Transportation	$77,214.6	$76,997.7	($216.9)	-0.3%
Additional Foundation Funding	$30,000.0	$0.0	($30,000.0)	-100.0%
Residential Schools Program	$7,453.2	$8,353.4	$900.2	12.1%
Youth in Detention	$1,100.0	$1,100.0	$0.0	0.0%
Special Schools	$3,540.9	$3,537.9	($3.0)	-0.1%
School Debt Reimbursement	$48,910.2	$0.0	($48,910.2)	-100.0%
Total Formula Programs	**$1,340,822.8**	**$1,273,493.2**	**($67,329.6)**	-5.0%

Agency and Program Operations:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Executive Administration	$830.2	$831.4	$1.2	0.1%
Administrative Services	$966.4	$970.3	$3.9	0.4%
Information Services	$381.4	$383.0	$1.6	0.4%
School Finance & Facilities	$1,558.8	$1,555.8	($3.0)	-0.2%
Child Nutrition	$89.3	$89.3	$0.0	0.0%
Student and School Achievement	$6,194.0	$6,010.8	($183.2)	-3.0%
State System of Support	$2,164.8	$2,170.7	$5.9	0.3%
Teacher Certification	$934.4	$939.3	$4.9	0.5%
Early Learning Coordination	$9,486.6	$9,488.0	$1.4	0.0%
Pre-Kindergarten Grants**	$7,045.7	$2,000.0	($5,045.7)	-71.6%
Alaska State Council on the Arts	$704.4	$697.1	($7.3)	-1.0%
Professional Teaching Practices Commission	$253.4	$253.6	$0.2	0.1%
Mt. Edgecumbe Boarding School*	$86.6	$4,697.5	$4,610.9	5324.4%
MEHS Facilities Maintenance	$250.0	$650.0	$400.0	0.0%
State Facilities Rent	$1,068.2	$1,068.2	$0.0	0.0%
Library Operations	$5,857.6	$12,431.2	$6,573.6	112.2%
Archives	$1,113.8	$1,101.1	($12.7)	-1.1%
Museum Operations	$1,715.3	$1,725.9	$10.6	0.6%
Online With Libraries (OWL)	$670.9	$472.4	($198.5)	-29.6%
Live Homework Help	$138.2	$138.2	$0.0	0.0%
APK Facilities Maintenance	$1,245.1	$1,365.1	$120.0	100.0%
ACPE - Program Admin & Operations	$5,975.5	$5,975.5	$0.0	0.0%
WWAMI Medical Education	$3,173.7	$3,224.5	$50.8	1.6%
Alaska Performance Scholarship Awards	$11,750.0	$11,750.0	$0.0	0.0%
ASLC - Loan Servicing	$0.0	$0.0	$0.0	0.0%
Total Agency and Program Operations	**$63,654.3**	**$69,988.9**	**$6,334.6**	**10.0%**
TOTAL DEED GF FUNDING	**$1,404,477.1**	**$1,343,482.1**	**($60,995.0)**	**-4.3%**

***** Funding transferred from the Public School Trust Fund to General Funds to maximize investment earnings.

** Reduction is due to expiration of temporary 2-year Pre-K grant which was appropriated for FY2019 and FY2020.

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2020 Final Budget vs FY2021 Enacted Budget
All Funds (in thousands)

K-12 Formula Programs:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Foundation Program	$1,214,932.3	$1,234,069.4	$19,137.1	1.6%
Pupil Transportation	$77,214.6	$76,997.7	($216.9)	-0.3%
Additional Foundation Funding	$30,488.2	$488.2	($30,000.0)	-98.4%
Residential Schools Program	$7,453.2	$8,353.4	$900.2	12.1%
Youth in Detention	$1,100.0	$1,100.0	$0.0	0.0%
Special Schools	$3,540.9	$3,537.9	($3.0)	-0.1%
School Debt Reimbursement	$48,910.2	$0.0	($48,910.2)	-100.0%
Total Formula Programs	**$1,383,639.4**	**$1,324,546.6**	**($59,092.8)**	-4.3%

Agency and Program Operations:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Executive Administration	$852.6	$853.8	$1.2	0.1%
Administrative Services	$1,820.3	$1,829.7	$9.4	0.5%
Information Services	$1,024.7	$1,028.5	$3.8	0.4%
School Finance & Facilities	$2,481.7	$2,484.3	$2.6	0.1%
Child Nutrition	$77,081.5	$77,090.7	$9.2	0.0%
Student and School Achievement*	$179,668.4	$152,252.8	($27,415.6)	-15.3%
State System of Support	$2,164.8	$2,170.7	$5.9	0.3%
Teacher Certification	$934.4	$939.3	$4.9	0.5%
Early Learning Coordination	$9,609.2	$9,611.8	$2.6	0.0%
Pre-Kindergarten Grants**	$7,045.7	$2,000.0	($5,045.7)	-71.6%
Alaska State Council on the Arts	$3,869.6	$3,862.3	($7.3)	-0.2%
Professional Teaching Practices Commission	$253.4	$253.6	$0.2	0.1%
Mt. Edgecumbe Boarding School	$11,486.7	$11,547.5	$60.8	0.5%
MEHS Facilities Maintenance	$1,444.5	$1,844.5	$400.0	0.0%
State Facilities Rent	$1,068.2	$1,068.2	$0.0	0.0%
Library Operations	$7,413.1	$13,987.6	$6,574.5	88.7%
Archives	$1,316.2	$1,324.3	$8.1	0.6%
Museum Operations	$1,775.3	$1,996.9	$221.6	12.5%
Online With Libraries (OWL)	$670.9	$472.4	($198.5)	-29.6%
Live Homework Help	$138.2	$138.2	$0.0	0.0%
APK Facilities Maintenance	$1,245.1	$1,365.1	$120.0	100.0%
ACPE - Program Admin & Operations	$17,773.9	$17,187.6	($586.3)	-3.3%
WWAMI Medical Education	$3,173.7	$3,224.5	$50.8	1.6%
Alaska Performance Scholarship Awards	$11,750.0	$11,750.0	$0.0	0.0%
ASLC - Loan Servicing	$11,742.8	$11,062.1	($680.7)	0.0%
Total Agency and Program Operations	**$357,804.9**	**$331,346.4**	**($26,458.5)**	**-7.4%**

TOTAL DEED FUNDING	**$1,741,444.3**	**$1,655,893.0**	**($85,551.3)**	**-4.9%**

***** Reduction is due to a technical change in reflection of authority for DEED federal programs.

** Reduction is due to expiration of temporary 2-year Pre-K grant which was appropriated for FY2019 and FY2020.

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2020 Final Budget vs FY2021 Enacted Budget Detail
(in thousands)

#	Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
1	Personal Services	FY2021 Health Insurance and Contract Term Increases				$75.8	$40.3	$103.5	$219.6
2	Foundation Program	Reverse FY2020 Foundation - Public Education Fund (PEF)				($1,172,603.9)			($1,172,603.9)
3	Foundation Program	FY2021 Foundation Program to PEF (BSA $5,930)				$1,183,504.2		$29,774.2	$1,213,278.4
4	Foundation Program	Transition Public School Trust Fund to Language Section to Maximize Investment Returns						($21,537.4)	($21,537.4)
5	Pupil Transportation	Reverse FY2020 Pupil Transportation - PEF				($77,214.6)			($77,214.6)
6	Pupil Transportation	FY2021 Pupil Transportation Estimate				$76,997.7			$76,997.7
7	Additional Foundation Funding	Reverse FY2020 Additional Foundation Funding				($30,000.0)			($30,000.0)
8	Additional Foundation Funding	Reverse FY2020 Additional Foundation Funding						($488.2)	($488.2)
9	Additional Foundation Funding	Additional Foundation Funding from Dividend Donations to the Dividend Raffle Fund						$488.2	$488.2
10	Residential Schools Program	Name change from Boarding Home Grants to Residential Schools Program; Added Residential Programs for North Slope Borough and Lower Yukon School Districts				$900.2			$900.2
11	Special Schools	FY2021 Special Education Service Agency Decrease				($3.0)			($3.0)
12	School Finance & Facilities	Reduce One-Time REAA & Small Muni School District Fund				($9.0)			($9.0)
13	Student & School Achievement	Alaska Autism Resource Center						$50.0	$50.0
14	Student & School Achievement	Reverse One-Time Mental Health Trust Recommendation						($50.0)	($50.0)
15	Student & School Achievement	Comprehensive Literacy State Development Federal Grant	1				$3,945.9		$3,945.9
16	Student & School Achievement	Reduce One-Time Bree's Law; Dating Violence Programs				($246.8)			($246.8)
17	Student & School Achievement	Align Authority with Anticipated Expenditures - Moving a Majority of Federal Authority to Language Section					($14,700.0)		($14,700.0)
18	Student & School Achievement	Increase in the Alaska Technical and Vocational Funding for Galena Interior Learning Academy				$53.9			$53.9
19	Student & School Achievement	Reverse RPL Federal Receipt Authority for Alaska Comprehensive Literacy State Development Program Grant					($6,507.7)		($6,507.7)
20	Student & School Achievement	Reverse Supplemental Federal Receipt Authority for U.S. Department of Education Grants					($10,000.0)		($10,000.0)
21	Pre-Kindergarten Grants	Reverse One-Time Additional Support for Pre-Kindergarten Grant Program				($5,045.7)			($5,045.7)
22	Alaska State Council on the Arts	Align Authority with Federal Match Requirements				($7.3)			($7.3)
23	Mt. Edgecumbe High School	Reverse School Maintenance and Operation for MEHS Aquatic Center				($28.2)			($28.2)
24	Mt. Edgecumbe High School	Replace Funding Source from Public School Trust Fund to General Fund Maximize Investment Earnings				$4,639.1		($4,639.1)	$0.0
25	MEHS Facilities Maintenance	General Fund ($400.0) and General Fund Program Receipt Authority ($250.0) for MEHS Aquatic Center Operations and Maintenance				$650.0			$650.0
26	MEHS Facilities Maintenance	Reverse Supplemental Operational and Maintenance Costs for MEHS Aquatic Center ($100.0 General Funds; $150.0 General Fund Program Receipt Authority)				($250.0)			($250.0)
27	Library Operations	Passage of SB 74 (Ch 5 SLA 2020) Internet for Schools				$6,552.0			$6,552.0
28	Archives	Increase Inter-agency authority for Microfilm Services						$20.0	$20.0
29	Archives	Transfer to Andrew P. Kashevaroff Facilities Maintenance for Utility Costs				($20.0)			($20.0)
30	Museum Operations	Preparing Alaska's Cultural Organizations for Emergencies Federal Grant (FY21-FY23)					$211.0		$211.0
31	Online with Libraries (OWL)	Eliminate OWL Video Conference System				($200.0)			($200.0)
32	APK Facilities Maintenance	APK Utility and Maintenance Costs				$100.0			$100.0
33	APK Facilities Maintenance	Transfer from Archives for Increased Maintenance Costs				$20.0			$20.0
34	ACPE - Program Admin & Ops	Outsource Federal Family Education Loan Program (FFELP) Servicing	(6)					($586.3)	($586.3)
35	WWAMI Medical Education	Increase to Support WWAMI Contractual Obligation				$50.8			$50.8
36	ASLC - Loan Servicing	FFELP Servicing & Other Reductions in Program Administration & Operations component						($680.7)	($680.7)
37		**Total FY2021 Operating Changes**	**-5**	**0**	**0**	**($12,084.8)**	**($27,010.5)**	**$2,454.2**	**($36,641.1)**
38		**Total FY2020 Final Budget**	273	14	2	1,355,566.9	272,734.2	64,233.0	1,692,534.1
39		**Total FY2021 Enacted Budget**	**268**	**14**	**2**	**$1,343,482.1**	**$245,723.7**	**$66,687.2**	**$1,655,893.0**

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
Public School Funding Program
FY2020 Authorized vs. FY2021 Enacted

	FY2020 Authorized	FY2021 Enacted less Vetoes	Difference
Regular Average Daily Membership (ADM)	115,027.01	114,762.45	(264.56)
Correspondence ADM	13,011.90	14,161.46	1,149.56
Total ADM	128,038.91	128,923.91	885.00
Adjusted ADM	**$256,498.57**	**$259,829.10**	**$3,330.53**
Basic Need	$1,521,036.5	$1,540,786.6	$19,750.1
Required Local Effort	(257,515.4)	(262,398.8)	(4,883.4)
Deductible Impact Aid	(82,181.0)	(74,502.9)	7,678.1
Supplemental Funding Floor	0.0	0.0	0.0
Quality Schools Grant	4,104.0	4,157.2	53.2
Military Flow Through and Other	29,488.2	26,027.3	(3,460.9)
Total	**$1,214,932.3**	**$1,234,069.4**	**$19,137.1**
Funding Sources:			
1004 GF: Public Education Fund/Formula	1,172,603.9	1,183,504.2	10,900.3
1043 P/L 81-874 (Impact Aid)	20,791.0	20,791.0	-
1066 Public School	21,537.4	29,774.2	8,236.8
Total	**$1,214,932.3**	**$1,234,069.4**	**$19,137.1**

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2021 Projected State Program Allocations (Legislative Appropriations)

	FY2021 Projected ADM	Projected Total Foundation @ $5,930	Projected PFD Raffle Grant	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	**PROJECTED FY2021 TOTALS**
ALASKA GATEWAY	378	$ 8,892,232	$ 2,883					$ 749,474	**$ 9,644,589**
ALEUTIAN REGION	23	1,158,396	376					0	**1,158,772**
ALEUTIANS EAST	215	4,565,842	1,826					73,745	**4,641,413**
ANCHORAGE	45,134	328,805,864	140,025		45,600	491,464	1,134,600	21,168,103	**351,785,656**
ANNETTE ISLANDS	289	4,029,867	1,709					58,089	**4,089,665**
BERING STRAIT	1,726	31,575,195	13,445		431,184			93,204	**32,113,028**
BRISTOL BAY	103	1,023,342	607					289,296	**1,313,245**
CHATHAM	166	3,622,004	1,186					47,740	**3,670,930**
CHUGACH	484	4,188,548	1,335		273,600			0	**4,463,483**
COPPER RIVER	440	6,435,803	2,118					558,769	**6,996,690**
CORDOVA	348	4,386,412	1,667					127,995	**4,516,074**
CRAIG	528	4,509,583	1,648					118,151	**4,629,382**
DELTA/GREELY	781	10,176,521	3,271					1,302,960	**11,482,752**
DENALI	966	6,872,922	2,477					431,352	**7,306,751**
DILLINGHAM	455	6,140,562	2,268	34,310				609,285	**6,786,425**
FAIRBANKS	13,281	113,402,308	47,786			133,592		11,737,726	**125,321,412**
GALENA	4,837	28,270,460	8,978		3,517,074			80,647	**31,877,159**
HAINES	264	2,456,959	1,141					171,616	**2,629,716**
HOONAH	124	2,413,208	858					40,920	**2,454,986**
HYDABURG	120	1,972,799	639					0	**1,973,438**
IDITAROD	307	6,054,459	2,011					40,693	**6,097,163**
JUNEAU	4,611	37,090,490	16,434			107,712		3,050,280	**40,264,916**
KAKE	105	2,103,875	743					31,500	**2,136,118**
KASHUNAMIUT	320	4,516,634	2,000					1,600	**4,520,234**
KENAI	8,573	78,010,226	33,600			110,150		7,848,393	**86,002,369**
KETCHIKAN	2,229	25,396,819	9,578					1,749,737	**27,156,134**
KLAWOCK	120	2,075,756	853					77,400	**2,154,009**
KODIAK	2,215	24,746,546	9,532					1,871,960	**26,628,038**
KUSPUK	453	8,406,378	3,328	6,060				327,066	**8,742,832**
LAKE AND PENINSULA	329	9,269,801	3,122					136,952	**9,409,875**
LOWER KUSKOKWIM	4,035	65,156,012	25,570		1,060,616	156,430		1,234,710	**67,633,338**
LOWER YUKON	2,007	35,074,335	14,154		570,000			2,007	**35,660,496**
MAT-SU	19,285	170,560,700	64,306			100,652		17,033,745	**187,759,403**
NENANA	1,435	9,793,577	3,120		1,382,572			136,290	**11,315,559**
NOME	705	8,796,590	3,185			-		473,340	**9,273,115**
NORTH SLOPE	2,016	18,778,877	11,815		331,680			2,493,792	**21,616,164**
NORTHWEST ARCTIC	1,977	37,829,962	13,241		663,360			52,758	**38,559,321**
PELICAN	12	463,797	158					0	**463,955**
PETERSBURG	470	6,148,104	2,315					194,580	**6,344,999**
PRIBILOF	61	947,480	449					0	**947,929**
SAINT MARY'S	185	3,575,208	1,158					39,405	**3,615,771**
SITKA	1,186	12,197,841	4,953					554,626	**12,757,420**
SKAGWAY	130	1,119,904	599					5,200	**1,125,703**
SOUTHEAST	190	5,616,413	1,775					236,060	**5,854,248**
SOUTHWEST	611	10,614,475	4,450	20,000				403,260	**11,042,185**
TANANA	35	1,035,929	342					18,445	**1,054,716**
UNALASKA	430	4,278,124	1,950					307,880	**4,587,954**
VALDEZ	696	5,141,951	2,872					544,913	**5,689,736**
WRANGELL	316	3,882,367	1,412					244,584	**4,128,363**
YAKUTAT	100	1,369,436	503					66,582	**1,436,521**
YUKON FLATS	215	5,716,798	2,256					62,911	**5,781,965**
YUKON/KOYUKUK	1,993	16,787,457	5,617	17,344				96,983	**16,907,401**
YUPIIT	479	7,166,993	3,192					958	**7,171,143**
Mt. EDGECUMBE	430	3,419,941	1,365					0	**3,421,306**
OTHER \1	0	26,027,300	0				2,403,288	0	**28,430,588**
Sub Totals	128,924	$ 1,234,069,382	$ 488,201	$ 77,714	$ 8,275,686	$ 1,100,000	$ 3,537,888	$ 76,997,682	**$ 1,324,546,553**

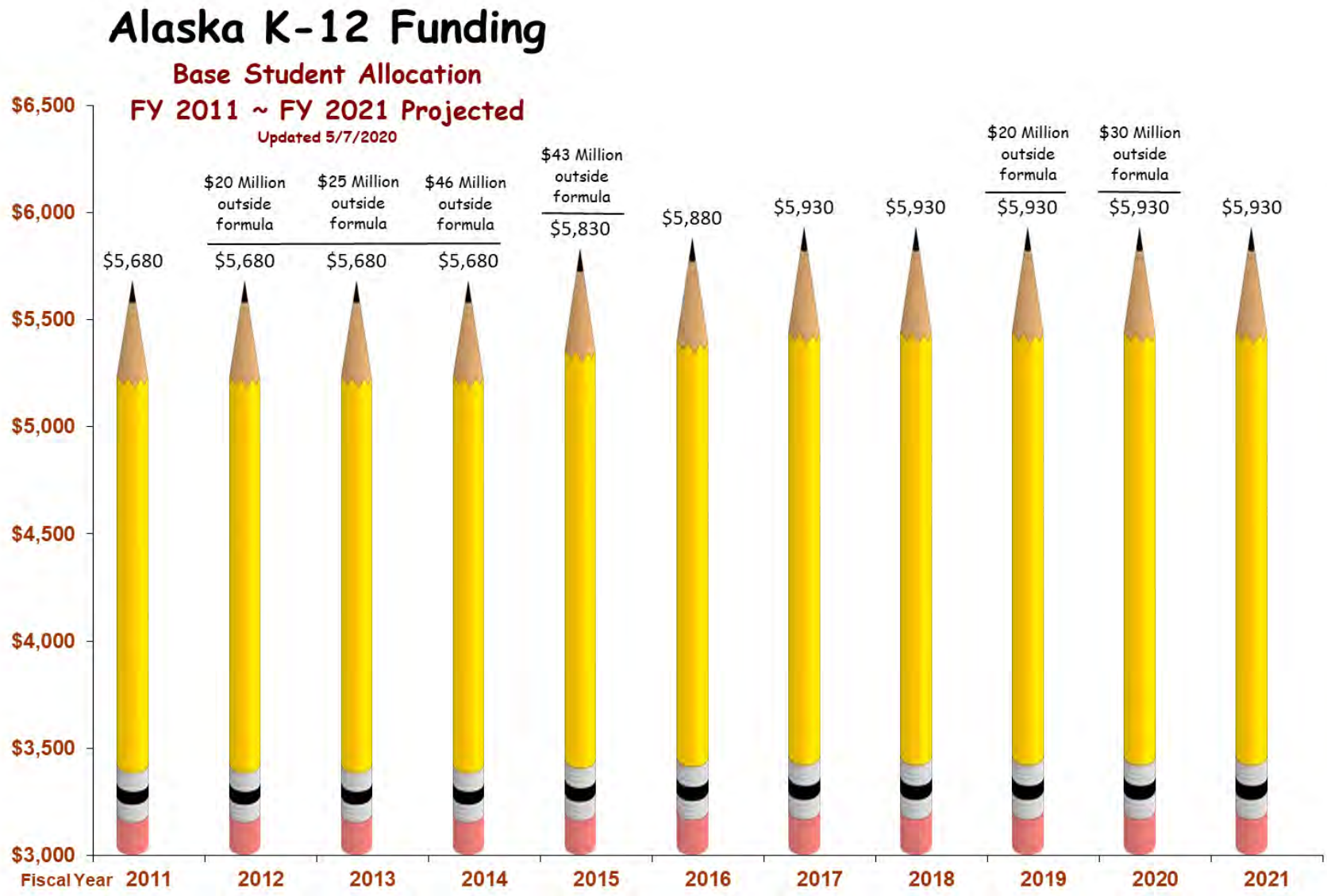
\1 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
Division of Innovation and Education Excellence
FY2021 Program Allocations by Funding Source
(in thousands)

Student and School Achievement Component	Federal	Federal ESEA	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
ESEA Title I Grants to LEAs		45,608.9									45,608.9	6
ESEA Title I-Part C Migrant Education		16,963.9									16,963.9	4
ESEA Title I-Part D Neglected & Delinquent		414.9									414.9	1
ESEA Title II-A Supporting Effective Instruction		9,857.1									9,857.1	2
ESEA Title III English Language Acquisition		1,280.2									1,280.2	1
Title IV Student Support and Enrichment Grants		5,646.1									5,646.1	1
ESEA Title IVB 21st Century Community Learning		5,986.2									5,986.2	1
ESEA Title VI Part B State Assessments and Data		3,506.3	1,800.0								5,306.3	4
ESEA Title X Part C Education for Homeless Children & Youth		264.0									264.0	1
IDEA Title VI B 611 Special Education	39,092.9										39,092.9	3
IDEA Title VI 619 Special Education - Preschool	1,298.1										1,298.1	-
Carl Perkins Vocational Education Career & Tech PL 109-270	5,037.4				207.3						5,244.7	3
Charter School Start-up Grant			168.8								168.8	-
Comprehensive State Literacy Development Grant	4,955.2										4,955.2	1
Counseling (Suicide Prevention & At Risk)				39.8							39.8	1
Office of School Health and Safety			75.0				1,147.5				1,222.5	4
Alaska Trauma Recovery in Schools (AKTRIS)	999.9										999.9	-
Alaska Longitudinal Data System			450.0								450.0	2
Alaska Resource Education Program			25.0								25.0	-
Rural Transition Services				150.0							150.0	-
Autism Resource Center				188.0				50.0			238.0	-
Senate Youth									1.0		1.0	-
Accountability and Oversight			1,226.0								1,226.0	7
Interdepartmental RSA Chargebacks			1,127.5								1,127.5	-
Galena TVEP Grant										553.4	553.4	-
Unallocated / Carryforward	4,083.4								49.0		4,132.4	-
Total Student School & Achievement Component	**$55,466.9**	**$89,527.6**	**$4,872.3**	**$377.8**	**$207.3**	**$0.0**	**$1,147.5**	**$50.0**	**$50.0**	**$553.4**	**$152,252.8**	**42**

Component	Federal	Federal NCLB	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
State System of Support *(includes Transfer from Curriculum Program from Student and School Achievement component)*	-	-	2,170.7	-	-	-	-	-	-	-	2,170.7	7
Teacher Certification	-	-	-	-	-	939.3	-	-	-	-	939.3	5
Early Learning Coordination: *Headstart*	123.8	-	6,853	-	-	-	-	-	-	-	6,976.8	1
Early Learning Coordination: *Early Learning Programs*	-	-	2,635.0	-	-	-	-	-	-	-	2,635.0	1
Pre-Kindergarten Program	-	-	2,000.0	-	-	-	-	-	-	-	2,000.0	-

Division of Innovation and Education Excellence Totals	Federal	Federal NCLB	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
Student & School Achievement	55,466.9	89,527.6	4,872.3	377.8	207.3	-	1,147.5	50.0	50.0	553.4	152,252.8	42
State System of Support	-	-	2,170.7	-	-	-	-	-	-	-	2,170.7	7
Teacher Certification	-	-	-	-	-	939.3	0.0	-	-	-	939.3	5
Early Learning Coordination	123.8	-	9,488.0	-	-	-	-	-	-	-	9,611.8	1
Pre-Kindergarten Programs	-	-	2,000.0	-	-	-	-	-	-	-	2,000.0	1
Total	**$55,590.7**	**$89,527.6**	**$18,531.0**	**$377.8**	**$207.3**	**$939.3**	**$1,147.5**	**$50.0**	**$50.0**	**$553.4**	**$166,974.6**	**56**


Alaska K-12 Funding
Base Student Allocation
FY 2011 ~ FY 2021 Projected
Updated 5/7/2020
$6,500
$6,000
$5,500
$5,000
$4,500
$4,000
$3,500
$3,000
$5,680
$20 Million outside formula
$5,680
$25 Million outside formula
$5,680
$46 Million outside formula
$5,680
$43 Million outside formula
$5,830
$5,880
$5,930
$5,930
$20 Million outside formula
$5,930
$30 Million outside formula
$5,930
$5,930
Fiscal Year
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 9**

♦ ISSUE

The board is being asked to approve the department's FY2021 enacted operating budget.

♦ BACKGROUND

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board of Education & Early Development. The development of the education budget is part of the annual executive budget process.

- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2021 operating and capital budgets.

- The budgets were released on December 11, 2019; passed by the legislature on March 29, 2020; and signed by Governor Dunleavy on April 6, 2020.

- The total FY2021 enacted operating budget (all fund sources) reflects a total reduction of $85,551.3 when compared to the FY2020 Final Budget.

- The agency and program operations portion of the FY2021 enacted operating budget (all fund sources) reflects a total reduction of $26,458.5 when compared to the FY2020 Final Budget.

- Highlights of budget changes include:
  - All formula programs are fully funded. The Base Student Allocation (BSA) remains at $5,930.
  - Additional Foundation Funding – ($30,000.0) general fund reduction from veto of one-time funding for FY2021
  - School Debt Reimbursement – ($100,154.2) general fund reduction from veto of the program for FY2021
  - Regional Educational Attendance Area and Small Municipal School District School Fund – ($36,739.0) general fund reduction from veto of the deposit
  - Student and School Achievement – Added open-ended federal receipt authority to receive federal grants from the U.S. Department of Education
  - Student and School Achievement – $53.9 increase to the Galena Interior Learning Academy grant under the Alaska Technical and Vocational Education Program (TVEP) based on the increase in projected revenue to be collected for distribution under the program
  - Pre-Kindergarten Grants – ($5,045.7) general fund reduction from the removal of the one-time additional support for Pre-Kindergarten grants in FY2019-FY2020

- Mt. Edgecumbe Boarding School Facilities Maintenance – $650.0 ($400.0 general funds; $250.0 general fund program receipts) increase for operations and maintenance of the MEHS Aquatic Center
- Library Operations – $6,552.0 general fund increase for the School Broadband Access Grants (School BAG) program with the passage of SB 74
- Online with Libraries (OWL) – ($200.0) general fund reduction for the elimination of the OWL Video Conferencing System

- The FY2021 enacted operating budget can be found behind this cover memo.

- Lacey Sanders, Administrative Services Director, and Heidi Teshner, Director of Finance and Support Services, will be present to brief the board.

♦ OPTIONS
Approve the budget as presented.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION
Approve the budget as presented.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the Fiscal Year 2021 enacted operating budget for the Department of Education & Early Development.

FY2021 Enacted Operating Budget

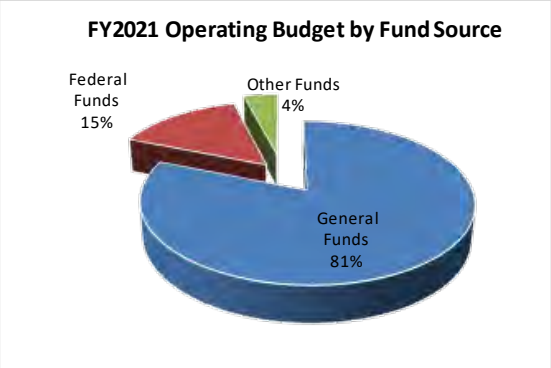
as of May 12, 2020

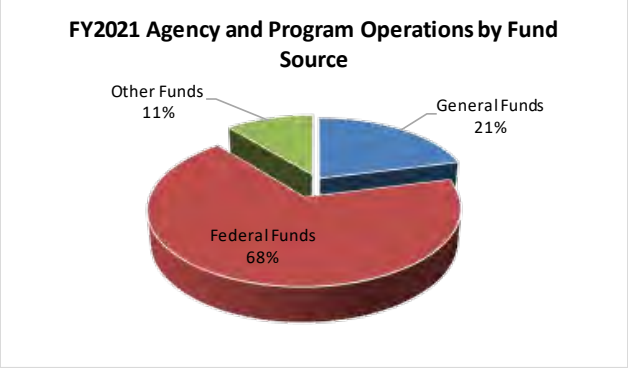
DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2021 Enacted Budget
(in thousands)

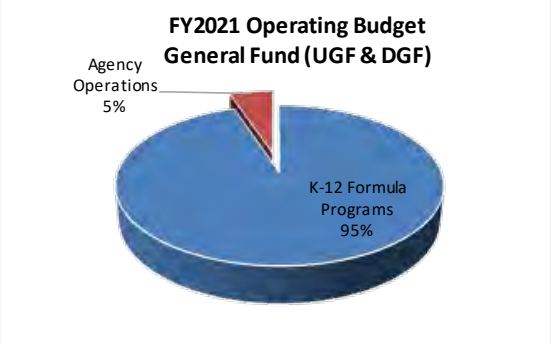
	Designated General Funds (DGF)	Unrestricted General Funds (UGF)	Federal Funds	Other Funds	Total
Agency and Program Operations	$ 23,836.2	$ 46,152.7	$ 224,932.7	$ 36,424.8	$ 331,346.4
K-12 Formula Programs	-	1,273,493.2	20,791.0	30,262.4	1,324,546.6
Total DEED Funding	**$ 23,836.2**	**$ 1,319,645.9**	**$ 245,723.7**	**$ 66,687.2**	**$ 1,655,893.0** *

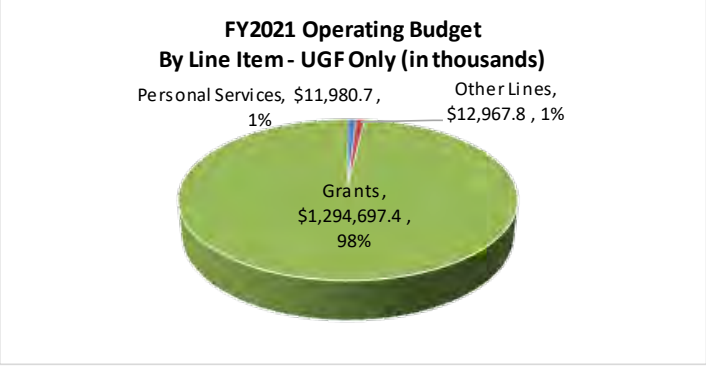
* Includes School Debt Reimbursement, Foundation Program, and Pupil Transportation

	Permanent Full-Time	Permanent Part-Time	Non-Permanent
Position Count	268	14	2









DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2021 Enacted Budget
(in thousands)

	DGF	UGF	Federal	Other	Total Funding	PFT	PPT	NP
Total Agency and Operations & K-12 Formula Programs	**$23,836.2**	**$1,319,645.9**	**$245,723.7**	**$66,687.2**	**$1,655,893.0**	**268**	**14**	**2**

Agency and Program Operations

RDU	Component	DGF	UGF	Federal	Other	Total Funding	PFT	PPT	NP
Alaska Performance Scholarship Awards	Alaska Performance Scholarship Awards	$11,750.00	$0.00	$0.00	$0.00	$11,750.00	0	0	0
Alaska Postsecondary Education Commission	Program Administration & Operations	5,975.5	0.0	0.0	11,212.1	17,187.6	71	0	1
	WWAMI Medical Education	3,224.5	0.0	0.0	0.0	3,224.5	0	0	0
Alaska State Council on the Arts	Alaska State Council on the Arts	10.9	686.2	806.6	2,358.6	3,862.3	5	0	0
Alaska State Libraries, Archives and Museums	Andrew P. Kashevaroff Facilities Maintenance	100.0	1,265.1	0.0	0.0	1,365.1	0	0	0
	Archives	0.0	1,101.1	39.5	183.7	1,324.3	10	0	0
	Library Operations	62.6	12,368.6	1,298.1	258.3	13,987.6	25	0	1
	Live Homework Help	138.2	0.0	0.0	0.0	138.2	0	0	0
	Museum Operations	523.0	1,202.9	271.0	0.0	1,996.9	13	3	0
	Online with Libraries (OWL)	0.0	472.4	0.0	0.0	472.4	1	0	0
Alaska Student Loan Corporation	Loan Servicing	0.0	0.0	0.0	11,062.1	11,062.1	0	0	0
Commissions and Boards	Professional Teaching Practices Commission	253.6	0.0	0.0	0.0	253.6	1	0	0
Education Support and Administrative Services	Administrative Services	0.0	970.3	145.0	714.4	1,829.7	12	0	0
	Child Nutrition	0.0	89.3	77,001.4	0.0	77,090.7	10	0	0
	Early Learning Coordination	0.0	9,488.0	123.8	0.0	9,611.8	2	0	0
	Executive Administration	0.0	831.4	0.0	22.4	853.8	6	0	0
	Information Services	0.0	383.0	0.0	645.5	1,028.5	4	0	0
	Pre-Kindergarten Grants	0.0	2,000.0	0.0	0.0	2,000.0	0	0	0
	School Finance & Facilities	0.0	1,555.8	0.0	928.5	2,484.3	11	0	0
	State System of Support	0.0	2,170.7	0.0	0.0	2,170.7	7	0	0
	Student and School Achievement	553.4	5,457.4	144,994.5	1,247.5	152,252.8	42	0	0
	Teacher Certification	939.3	0.0	0.0	0.0	939.3	5	0	0
Mt. Edgecumbe Boarding School	Mt. Edgecumbe Boarding School	55.2	4,642.3	252.8	6,597.2	11,547.5	43	11	0
	Mt. Edgecumbe Boarding School Facilities Maintenance	250.0	400.0	0.0	1,194.5	1,844.5	0	0	0
State Facilities Maintenance	EED State Facilities Rent	0.0	1,068.2	0.0	0.0	1,068.2	0	0	0
Agency and Program Operations Total		**$23,836.2**	**$46,152.7**	**$224,932.7**	**$36,424.8**	$331,346.4	**268**	**14**	**2**

K-12 Formula Programs

RDU	Component	DGF	UGF	Federal	Other	Total Funding
K-12 Aid to School Districts	Additional Foundation Funding	$0.0	$0.0	$0.0	$488.2	$488.2
	Foundation Program	0.0	1,183,504.2	20,791.0	29,774.2	1,234,069.4
	Pupil Transportation	0.0	76,997.7	0.0	0.0	76,997.7
K-12 Support	Special Schools	0.0	3,537.9	0.0	0.0	3,537.9
	Youth in Detention	0.0	1,100.0	0.0	0.0	1,100.0
	Residential Schools Program	0.0	8,353.4	0.0	0.0	8,353.4
School Debt Reimbursement	School Debt Reimbursement	0.0	0.0	0.0	0.0	0.0
K-12 Formula Programs Total		**$0.0**	**$1,273,493.2**	**$20,791.0**	**$30,262.4**	$1,324,546.6

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2020 Final Budget vs FY2021 Enacted Budget
General Funds Only (Designated and Unrestricted) (in thousands)

K-12 Formula Programs:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Foundation Program*	$1,172,603.9	$1,183,504.2	$10,900.3	0.9%
Pupil Transportation	$77,214.6	$76,997.7	($216.9)	-0.3%
Additional Foundation Funding	$30,000.0	$0.0	($30,000.0)	-100.0%
Residential Schools Program	$7,453.2	$8,353.4	$900.2	12.1%
Youth in Detention	$1,100.0	$1,100.0	$0.0	0.0%
Special Schools	$3,540.9	$3,537.9	($3.0)	-0.1%
School Debt Reimbursement	$48,910.2	$0.0	($48,910.2)	-100.0%
Total Formula Programs	**$1,340,822.8**	**$1,273,493.2**	**($67,329.6)**	-5.0%

Agency and Program Operations:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Executive Administration	$830.2	$831.4	$1.2	0.1%
Administrative Services	$966.4	$970.3	$3.9	0.4%
Information Services	$381.4	$383.0	$1.6	0.4%
School Finance & Facilities	$1,558.8	$1,555.8	($3.0)	-0.2%
Child Nutrition	$89.3	$89.3	$0.0	0.0%
Student and School Achievement	$6,194.0	$6,010.8	($183.2)	-3.0%
State System of Support	$2,164.8	$2,170.7	$5.9	0.3%
Teacher Certification	$934.4	$939.3	$4.9	0.5%
Early Learning Coordination	$9,486.6	$9,488.0	$1.4	0.0%
Pre-Kindergarten Grants**	$7,045.7	$2,000.0	($5,045.7)	-71.6%
Alaska State Council on the Arts	$704.4	$697.1	($7.3)	-1.0%
Professional Teaching Practices Commission	$253.4	$253.6	$0.2	0.1%
Mt. Edgecumbe Boarding School*	$86.6	$4,697.5	$4,610.9	5324.4%
MEHS Facilities Maintenance	$250.0	$650.0	$400.0	0.0%
State Facilities Rent	$1,068.2	$1,068.2	$0.0	0.0%
Library Operations	$5,857.6	$12,431.2	$6,573.6	112.2%
Archives	$1,113.8	$1,101.1	($12.7)	-1.1%
Museum Operations	$1,715.3	$1,725.9	$10.6	0.6%
Online With Libraries (OWL)	$670.9	$472.4	($198.5)	-29.6%
Live Homework Help	$138.2	$138.2	$0.0	0.0%
APK Facilities Maintenance	$1,245.1	$1,365.1	$120.0	100.0%
ACPE - Program Admin & Operations	$5,975.5	$5,975.5	$0.0	0.0%
WWAMI Medical Education	$3,173.7	$3,224.5	$50.8	1.6%
Alaska Performance Scholarship Awards	$11,750.0	$11,750.0	$0.0	0.0%
ASLC - Loan Servicing	$0.0	$0.0	$0.0	0.0%
Total Agency and Program Operations	**$63,654.3**	**$69,988.9**	**$6,334.6**	**10.0%**
TOTAL DEED GF FUNDING	**$1,404,477.1**	**$1,343,482.1**	**($60,995.0)**	**-4.3%**

***** Funding transferred from the Public School Trust Fund to General Funds to maximize investment earnings.

** Reduction is due to expiration of temporary 2-year Pre-K grant which was appropriated for FY2019 and FY2020.

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2020 Final Budget vs FY2021 Enacted Budget
All Funds (in thousands)

K-12 Formula Programs:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Foundation Program	$1,214,932.3	$1,234,069.4	$19,137.1	1.6%
Pupil Transportation	$77,214.6	$76,997.7	($216.9)	-0.3%
Additional Foundation Funding	$30,488.2	$488.2	($30,000.0)	-98.4%
Residential Schools Program	$7,453.2	$8,353.4	$900.2	12.1%
Youth in Detention	$1,100.0	$1,100.0	$0.0	0.0%
Special Schools	$3,540.9	$3,537.9	($3.0)	-0.1%
School Debt Reimbursement	$48,910.2	$0.0	($48,910.2)	-100.0%
Total Formula Programs	**$1,383,639.4**	**$1,324,546.6**	**($59,092.8)**	-4.3%

Agency and Program Operations:	FY2020 Final Budget	FY2021 Enacted Budget	Final Budget to Enacted	% Change
Executive Administration	$852.6	$853.8	$1.2	0.1%
Administrative Services	$1,820.3	$1,829.7	$9.4	0.5%
Information Services	$1,024.7	$1,028.5	$3.8	0.4%
School Finance & Facilities	$2,481.7	$2,484.3	$2.6	0.1%
Child Nutrition	$77,081.5	$77,090.7	$9.2	0.0%
Student and School Achievement*	$179,668.4	$152,252.8	($27,415.6)	-15.3%
State System of Support	$2,164.8	$2,170.7	$5.9	0.3%
Teacher Certification	$934.4	$939.3	$4.9	0.5%
Early Learning Coordination	$9,609.2	$9,611.8	$2.6	0.0%
Pre-Kindergarten Grants**	$7,045.7	$2,000.0	($5,045.7)	-71.6%
Alaska State Council on the Arts	$3,869.6	$3,862.3	($7.3)	-0.2%
Professional Teaching Practices Commission	$253.4	$253.6	$0.2	0.1%
Mt. Edgecumbe Boarding School	$11,486.7	$11,547.5	$60.8	0.5%
MEHS Facilities Maintenance	$1,444.5	$1,844.5	$400.0	0.0%
State Facilities Rent	$1,068.2	$1,068.2	$0.0	0.0%
Library Operations	$7,413.1	$13,987.6	$6,574.5	88.7%
Archives	$1,316.2	$1,324.3	$8.1	0.6%
Museum Operations	$1,775.3	$1,996.9	$221.6	12.5%
Online With Libraries (OWL)	$670.9	$472.4	($198.5)	-29.6%
Live Homework Help	$138.2	$138.2	$0.0	0.0%
APK Facilities Maintenance	$1,245.1	$1,365.1	$120.0	100.0%
ACPE - Program Admin & Operations	$17,773.9	$17,187.6	($586.3)	-3.3%
WWAMI Medical Education	$3,173.7	$3,224.5	$50.8	1.6%
Alaska Performance Scholarship Awards	$11,750.0	$11,750.0	$0.0	0.0%
ASLC - Loan Servicing	$11,742.8	$11,062.1	($680.7)	0.0%
Total Agency and Program Operations	**$357,804.9**	**$331,346.4**	**($26,458.5)**	**-7.4%**
TOTAL DEED FUNDING	**$1,741,444.3**	**$1,655,893.0**	**($85,551.3)**	**-4.9%**

***** Reduction is due to a technical change in reflection of authority for DEED federal programs.

** Reduction is due to expiration of temporary 2-year Pre-K grant which was appropriated for FY2019 and FY2020.

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2020 Final Budget vs FY2021 Enacted Budget Detail
(in thousands)

#	Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
1	Personal Services	FY2021 Health Insurance and Contract Term Increases				$75.8	$40.3	$103.5	$219.6
2	Foundation Program	Reverse FY2020 Foundation - Public Education Fund (PEF)				($1,172,603.9)			($1,172,603.9)
3	Foundation Program	FY2021 Foundation Program to PEF (BSA $5,930)				$1,183,504.2		$29,774.2	$1,213,278.4
4	Foundation Program	Transition Public School Trust Fund to Language Section to Maximize Investment Returns						($21,537.4)	($21,537.4)
5	Pupil Transportation	Reverse FY2020 Pupil Transportation - PEF				($77,214.6)			($77,214.6)
6	Pupil Transportation	FY2021 Pupil Transportation Estimate				$76,997.7			$76,997.7
7	Additional Foundation Funding	Reverse FY2020 Additional Foundation Funding				($30,000.0)			($30,000.0)
8	Additional Foundation Funding	Reverse FY2020 Additional Foundation Funding						($488.2)	($488.2)
9	Additional Foundation Funding	Additional Foundation Funding from Dividend Donations to the Dividend Raffle Fund						$488.2	$488.2
10	Residential Schools Program	Name change from Boarding Home Grants to Residential Schools Program; Added Residential Programs for North Slope Borough and Lower Yukon School Districts				$900.2			$900.2
11	Special Schools	FY2021 Special Education Service Agency Decrease				($3.0)			($3.0)
12	School Finance & Facilities	Reduce One-Time REAA & Small Muni School District Fund				($9.0)			($9.0)
13	Student & School Achievement	Alaska Autism Resource Center						$50.0	$50.0
14	Student & School Achievement	Reverse One-Time Mental Health Trust Recommendation						($50.0)	($50.0)
15	Student & School Achievement	Comprehensive Literacy State Development Federal Grant	1				$3,945.9		$3,945.9
16	Student & School Achievement	Reduce One-Time Bree's Law; Dating Violence Programs				($246.8)			($246.8)
17	Student & School Achievement	Align Authority with Anticipated Expenditures - Moving a Majority of Federal Authority to Language Section					($14,700.0)		($14,700.0)
18	Student & School Achievement	Increase in the Alaska Technical and Vocational Funding for Galena Interior Learning Academy				$53.9			$53.9
19	Student & School Achievement	Reverse RPL Federal Receipt Authority for Alaska Comprehensive Literacy State Development Program Grant					($6,507.7)		($6,507.7)
20	Student & School Achievement	Reverse Supplemental Federal Receipt Authority for U.S. Department of Education Grants					($10,000.0)		($10,000.0)
21	Pre-Kindergarten Grants	Reverse One-Time Additional Support for Pre-Kindergarten Grant Program				($5,045.7)			($5,045.7)
22	Alaska State Council on the Arts	Align Authority with Federal Match Requirements				($7.3)			($7.3)
23	Mt. Edgecumbe High School	Reverse School Maintenance and Operation for MEHS Aquatic Center				($28.2)			($28.2)
24	Mt. Edgecumbe High School	Replace Funding Source from Public School Trust Fund to General Fund Maximize Investment Earnings				$4,639.1		($4,639.1)	$0.0
25	MEHS Facilities Maintenance	General Fund ($400.0) and General Fund Program Receipt Authority ($250.0) for MEHS Aquatic Center Operations and Maintenance				$650.0			$650.0
26	MEHS Facilities Maintenance	Reverse Supplemental Operational and Maintenance Costs for MEHS Aquatic Center ($100.0 General Funds; $150.0 General Fund Program Receipt Authority)				($250.0)			($250.0)
27	Library Operations	Passage of SB 74 (Ch 5 SLA 2020) Internet for Schools				$6,552.0			$6,552.0
28	Archives	Increase Inter-agency authority for Microfilm Services						$20.0	$20.0
29	Archives	Transfer to Andrew P. Kashevaroff Facilities Maintenance for Utility Costs				($20.0)			($20.0)
30	Museum Operations	Preparing Alaska's Cultural Organizations for Emergencies Federal Grant (FY21-FY23)					$211.0		$211.0
31	Online with Libraries (OWL)	Eliminate OWL Video Conference System				($200.0)			($200.0)
32	APK Facilities Maintenance	APK Utility and Maintenance Costs				$100.0			$100.0
33	APK Facilities Maintenance	Transfer from Archives for Increased Maintenance Costs				$20.0			$20.0
34	ACPE - Program Admin & Ops	Outsource Federal Family Education Loan Program (FFELP) Servicing	(6)					($586.3)	($586.3)
35	WWAMI Medical Education	Increase to Support WWAMI Contractual Obligation				$50.8			$50.8
36	ASLC - Loan Servicing	FFELP Servicing & Other Reductions in Program Administration & Operations component						($680.7)	($680.7)
37		**Total FY2021 Operating Changes**	**-5**	**0**	**0**	**($12,084.8)**	**($27,010.5)**	**$2,454.2**	**($36,641.1)**
38		**Total FY2020 Final Budget**	273	14	2	1,355,566.9	272,734.2	64,233.0	1,692,534.1
39		**Total FY2021 Enacted Budget**	**268**	**14**	**2**	**$1,343,482.1**	**$245,723.7**	**$66,687.2**	**$1,655,893.0**

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
Public School Funding Program
FY2020 Authorized vs. FY2021 Enacted

	FY2020 Authorized	FY2021 Enacted less Vetoes	Difference
Regular Average Daily Membership (ADM)	115,027.01	114,762.45	(264.56)
Correspondence ADM	13,011.90	14,161.46	1,149.56
Total ADM	128,038.91	128,923.91	885.00
Adjusted ADM	**$256,498.57**	**$259,829.10**	**$3,330.53**
Basic Need	$1,521,036.5	$1,540,786.6	$19,750.1
Required Local Effort	(257,515.4)	(262,398.8)	(4,883.4)
Deductible Impact Aid	(82,181.0)	(74,502.9)	7,678.1
Supplemental Funding Floor	0.0	0.0	0.0
Quality Schools Grant	4,104.0	4,157.2	53.2
Military Flow Through and Other	29,488.2	26,027.3	(3,460.9)
Total	**$1,214,932.3**	**$1,234,069.4**	**$19,137.1**
Funding Sources:			
1004 GF: Public Education Fund/Formula	1,172,603.9	1,183,504.2	10,900.3
1043 P/L 81-874 (Impact Aid)	20,791.0	20,791.0	-
1066 Public School	21,537.4	29,774.2	8,236.8
Total	**$1,214,932.3**	**$1,234,069.4**	**$19,137.1**

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
FY2021 Projected State Program Allocations (Legislative Appropriations)

	FY2021 Projected ADM	Projected Total Foundation @ $5,930	Projected PFD Raffle Grant	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	**PROJECTED FY2021 TOTALS**
ALASKA GATEWAY	378	$ 8,892,232	$ 2,883					$ 749,474	**$ 9,644,589**
ALEUTIAN REGION	23	1,158,396	376					0	**1,158,772**
ALEUTIANS EAST	215	4,565,842	1,826					73,745	**4,641,413**
ANCHORAGE	45,134	328,805,864	140,025		45,600	491,464	1,134,600	21,168,103	**351,785,656**
ANNETTE ISLANDS	289	4,029,867	1,709					58,089	**4,089,665**
BERING STRAIT	1,726	31,575,195	13,445		431,184			93,204	**32,113,028**
BRISTOL BAY	103	1,023,342	607					289,296	**1,313,245**
CHATHAM	166	3,622,004	1,186					47,740	**3,670,930**
CHUGACH	484	4,188,548	1,335		273,600			0	**4,463,483**
COPPER RIVER	440	6,435,803	2,118					558,769	**6,996,690**
CORDOVA	348	4,386,412	1,667					127,995	**4,516,074**
CRAIG	528	4,509,583	1,648					118,151	**4,629,382**
DELTA/GREELY	781	10,176,521	3,271					1,302,960	**11,482,752**
DENALI	966	6,872,922	2,477					431,352	**7,306,751**
DILLINGHAM	455	6,140,562	2,268	34,310				609,285	**6,786,425**
FAIRBANKS	13,281	113,402,308	47,786			133,592		11,737,726	**125,321,412**
GALENA	4,837	28,270,460	8,978		3,517,074			80,647	**31,877,159**
HAINES	264	2,456,959	1,141					171,616	**2,629,716**
HOONAH	124	2,413,208	858					40,920	**2,454,986**
HYDABURG	120	1,972,799	639					0	**1,973,438**
IDITAROD	307	6,054,459	2,011					40,693	**6,097,163**
JUNEAU	4,611	37,090,490	16,434			107,712		3,050,280	**40,264,916**
KAKE	105	2,103,875	743					31,500	**2,136,118**
KASHUNAMIUT	320	4,516,634	2,000					1,600	**4,520,234**
KENAI	8,573	78,010,226	33,600			110,150		7,848,393	**86,002,369**
KETCHIKAN	2,229	25,396,819	9,578					1,749,737	**27,156,134**
KLAWOCK	120	2,075,756	853					77,400	**2,154,009**
KODIAK	2,215	24,746,546	9,532					1,871,960	**26,628,038**
KUSPUK	453	8,406,378	3,328	6,060				327,066	**8,742,832**
LAKE AND PENINSULA	329	9,269,801	3,122					136,952	**9,409,875**
LOWER KUSKOKWIM	4,035	65,156,012	25,570		1,060,616	156,430		1,234,710	**67,633,338**
LOWER YUKON	2,007	35,074,335	14,154		570,000			2,007	**35,660,496**
MAT-SU	19,285	170,560,700	64,306			100,652		17,033,745	**187,759,403**
NENANA	1,435	9,793,577	3,120		1,382,572			136,290	**11,315,559**
NOME	705	8,796,590	3,185			-		473,340	**9,273,115**
NORTH SLOPE	2,016	18,778,877	11,815		331,680			2,493,792	**21,616,164**
NORTHWEST ARCTIC	1,977	37,829,962	13,241		663,360			52,758	**38,559,321**
PELICAN	12	463,797	158					0	**463,955**
PETERSBURG	470	6,148,104	2,315					194,580	**6,344,999**
PRIBILOF	61	947,480	449					0	**947,929**
SAINT MARY'S	185	3,575,208	1,158					39,405	**3,615,771**
SITKA	1,186	12,197,841	4,953					554,626	**12,757,420**
SKAGWAY	130	1,119,904	599					5,200	**1,125,703**
SOUTHEAST	190	5,616,413	1,775					236,060	**5,854,248**
SOUTHWEST	611	10,614,475	4,450	20,000				403,260	**11,042,185**
TANANA	35	1,035,929	342					18,445	**1,054,716**
UNALASKA	430	4,278,124	1,950					307,880	**4,587,954**
VALDEZ	696	5,141,951	2,872					544,913	**5,689,736**
WRANGELL	316	3,882,367	1,412					244,584	**4,128,363**
YAKUTAT	100	1,369,436	503					66,582	**1,436,521**
YUKON FLATS	215	5,716,798	2,256					62,911	**5,781,965**
YUKON/KOYUKUK	1,993	16,787,457	5,617	17,344				96,983	**16,907,401**
YUPIIT	479	7,166,993	3,192					958	**7,171,143**
Mt. EDGECUMBE	430	3,419,941	1,365					0	**3,421,306**
OTHER \1	0	26,027,300	0				2,403,288	0	**28,430,588**
Sub Totals	128,924	$ 1,234,069,382	$ 488,201	$ 77,714	$ 8,275,686	$ 1,100,000	$ 3,537,888	$ 76,997,682	**$ 1,324,546,553**

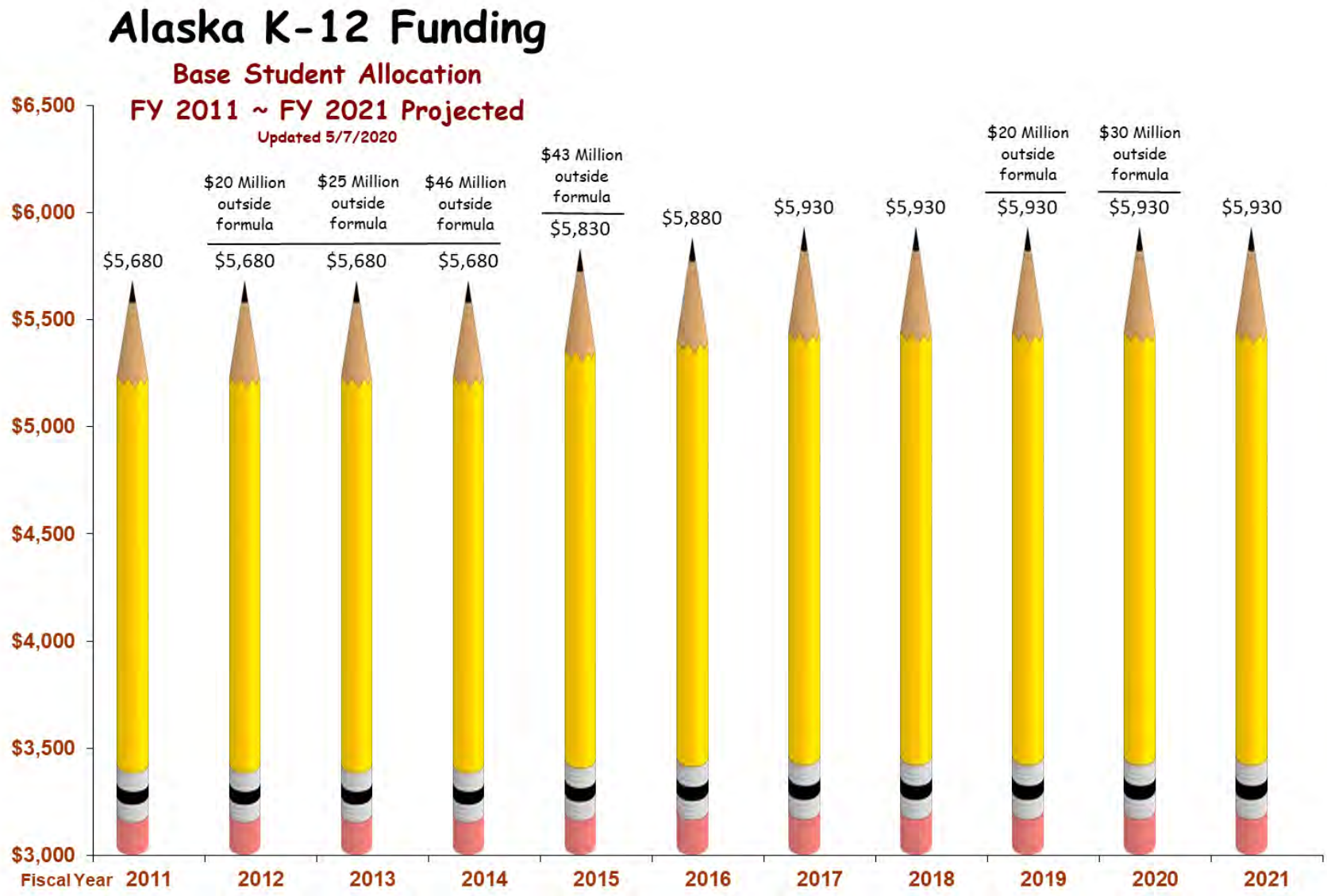
\1 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
Division of Innovation and Education Excellence
FY2021 Program Allocations by Funding Source
(in thousands)

Student and School Achievement Component	Federal	Federal ESEA	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
ESEA Title I Grants to LEAs		45,608.9									45,608.9	6
ESEA Title I-Part C Migrant Education		16,963.9									16,963.9	4
ESEA Title I-Part D Neglected & Delinquent		414.9									414.9	1
ESEA Title II-A Supporting Effective Instruction		9,857.1									9,857.1	2
ESEA Title III English Language Acquisition		1,280.2									1,280.2	1
Title IV Student Support and Enrichment Grants		5,646.1									5,646.1	1
ESEA Title IVB 21st Century Community Learning		5,986.2									5,986.2	1
ESEA Title VI Part B State Assessments and Data		3,506.3	1,800.0								5,306.3	4
ESEA Title X Part C Education for Homeless Children & Youth		264.0									264.0	1
IDEA Title VI B 611 Special Education	39,092.9										39,092.9	3
IDEA Title VI 619 Special Education - Preschool	1,298.1										1,298.1	-
Carl Perkins Vocational Education Career & Tech PL 109-270	5,037.4				207.3						5,244.7	3
Charter School Start-up Grant			168.8								168.8	-
Comprehensive State Literacy Development Grant	4,955.2										4,955.2	1
Counseling (Suicide Prevention & At Risk)				39.8							39.8	1
Office of School Health and Safety			75.0				1,147.5				1,222.5	4
Alaska Trauma Recovery in Schools (AKTRIS)	999.9										999.9	-
Alaska Longitudinal Data System			450.0								450.0	2
Alaska Resource Education Program			25.0								25.0	-
Rural Transition Services				150.0							150.0	-
Autism Resource Center				188.0				50.0			238.0	-
Senate Youth									1.0		1.0	-
Accountability and Oversight			1,226.0								1,226.0	7
Interdepartmental RSA Chargebacks			1,127.5								1,127.5	-
Galena TVEP Grant										553.4	553.4	-
Unallocated / Carryforward	4,083.4								49.0		4,132.4	-
Total Student School & Achievement Component	**$55,466.9**	**$89,527.6**	**$4,872.3**	**$377.8**	**$207.3**	**$0.0**	**$1,147.5**	**$50.0**	**$50.0**	**$553.4**	**$152,252.8**	**42**

Component	Federal	Federal NCLB	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
State System of Support *(includes Transfer from Curriculum Program from Student and School Achievement component)*	-	-	2,170.7	-	-	-	-	-	-	-	2,170.7	7
Teacher Certification	-	-	-	-	-	939.3	-	-	-	-	939.3	5
Early Learning Coordination: *Headstart*	123.8	-	6,853	-	-	-	-	-	-	-	6,976.8	1
Early Learning Coordination: *Early Learning Programs*	-	-	2,635.0	-	-	-	-	-	-	-	2,635.0	1
Pre-Kindergarten Program	-	-	2,000.0	-	-	-	-	-	-	-	2,000.0	-

Division of Innovation and Education Excellence Totals	Federal	Federal NCLB	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
Student & School Achievement	55,466.9	89,527.6	4,872.3	377.8	207.3	-	1,147.5	50.0	50.0	553.4	152,252.8	42
State System of Support	-	-	2,170.7	-	-	-	-	-	-	-	2,170.7	7
Teacher Certification	-	-	-	-	-	939.3	0.0	-	-	-	939.3	5
Early Learning Coordination	123.8	-	9,488.0	-	-	-	-	-	-	-	9,611.8	1
Pre-Kindergarten Programs	-	-	2,000.0	-	-	-	-	-	-	-	2,000.0	1
Total	**$55,590.7**	**$89,527.6**	**$18,531.0**	**$377.8**	**$207.3**	**$939.3**	**$1,147.5**	**$50.0**	**$50.0**	**$553.4**	**$166,974.6**	**56**


Alaska K-12 Funding
Base Student Allocation
FY 2011 ~ FY 2021 Projected
Updated 5/7/2020
$6,500
$6,000
$5,500
$5,000
$4,500
$4,000
$3,500
$3,000
$5,680
$20 Million outside formula
$5,680
$25 Million outside formula
$5,680
$46 Million outside formula
$5,680
$43 Million outside formula
$5,830
$5,880
$5,930
$5,930
$20 Million outside formula
$5,930
$30 Million outside formula
$5,930
$5,930
Fiscal Year 2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 10A**

♦ ISSUE

The board is being asked to open a period of public comment on the repeal of 4 AAC 12.400 Emergency special services certificate (emergency Type C) and the adoption of 4 AAC 12.401 Emergency certificate. The proposed regulations would end the issuance of emergency special services certificate (emergency Type C) and allow for the issuance of emergency administrative certificates (emergency Type B) and some emergency teacher certificate (emergency Initial).

♦ BACKGROUND

- Alaska school districts are finding it increasingly difficult to fill all of their vacant positions with fully qualified educators. Districts reported over 200 unfilled certified vacancies on their 2019 First Day Certified Vacancy Reports.

- Under AS 14.20.020 (b)(2), the commissioner is granted the authority to issue emergency certificates, during situations that, in the judgement of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.

- Currently, regulations provide a process that allows the issuance of an emergency Type C special services certificate. Prior to 2005, regulations also provided a process that allowed the issuance of an emergency teaching certificate (previously called an emergency Type A).

- Under federal statute, the state may not waive "special education certification or licensure requirements" on an emergency, temporary, or provisional basis." Under the same federal statute, the state may not waive "certification or licensure requirements'' for "related services personnel" on "an emergency, temporary, or provisional basis" for related services personnel "who deliver services in their discipline or profession." Alaska regulations equate "special services providers" with "related services personnel."

- In order to comply with federal law and maximize the flexibility provided in Alaska statute, this proposal would repeal the current emergency Type C special services regulation and replace it with a new regulation that would provide a process that local school boards could follow to request a temporary emergency certificate for administrators and teachers in all endorsement area except special education.

- Under the new regulation, neither a special education teacher nor a related service provider would be eligible for a temporary emergency certificate.

- Under the new regulation, an emergency certificate would be valid for the remainder of the school year in which it was issued; an emergency certificate would not be renewable,

and the local school board would be required to provide a mentor for the person issued an emergency certificate.

- The commissioner would approve all requests for emergency certificates issued under this proposal.

- Behind this cover memo is the proposed regulation.

- Tamara Van Wyhe, Director of Innovation and School Excellence, and Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

♦ OPTIONS
Open a period of public comment on the proposed regulation.
Amend the proposed regulation and open a period of public comment.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION
Open a period of public comment on the proposed regulation changes.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development open a period of public comment on the repeal of 4 AAC 12.400 Emergency special certificate (emergency Type C); the adoption of 4 AAC 12.401 Emergency certificate; and the amendment of 4 AAC 12.397 Mandatory training requirements, 4 AAC 52.030 Advisory panel, 4 AAC 52.142 Individualized family service plan, 4 AAC 52.260 Personnel development, and 4 AAC 52.785 Related to other laws.

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 10B**

♦ ISSUE

The board is being asked to open a period of public comment on proposed amendments to regulation 4 AAC 31.014, Codes and regulations for school facilities. The amendments update the energy efficiency code of the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) from ASHRAE Standard 90.1 2010 Edition to Standard 90.1 2016 Edition.

♦ BACKGROUND

- In 2010, the legislature passed SB 237 (ch. 93, SLA 2010), requiring the Department of Education & Early Development (DEED) to institute an energy efficiency code for construction and renovations of school facilities.

- In 2012, the Bond Reimbursement & Grant Review Committee (BR&GR) recommended to the State Board that the American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) Standard 90.1 version 2010 be adopted as the state's energy efficiency standard for school capital projects with state-aid.

- The recommended energy standard was adopted by the State Board and became regulation in 2013.

- In the six years since adoption, ASHRAE has updated 90.1 every three years with versions 2013, 2016, and 2019.

- At the BR&GR's August 2019 meeting, the committee considered whether or not to update the energy efficiency code and recommends that the State Board adopt ASHRAE Standard 90.1 2016 Edition as the department's energy code.

- A copy of *ASHRAE Standard 90.1, Energy Standard for Buildings Except Low-Rise Residential Buildings* (*2016 Edition*) is available for review in the DEED Commissioner's Office located at 801 W 10th Street, Suite 200, Juneau, Alaska 99801. To schedule a time to review the standards please call (907)465-2800 or email deed.commissioner@alaska.gov.

- Behind this cover memo is the proposed amended regulation.

- Heidi Teshner, Director of Finance and Support Services, and Tim Mearig, Facilities Manager, will be present to brief the board.

♦ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.

Seek more information.

♦ **ADMINISTRATION'S RECOMMENDATION**
Open a period of public comment on the proposed regulations.

♦ **SUGGESTED MOTION**
I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 31.014, Codes and regulations for school facilities.

4 AAC 31.014(a) is amended to read:

(a) The chief school administrator shall assure that a new school facility, addition, or major renovation complies with applicable facility codes and regulations of the state and with those of the municipality in which the facility is located. The chief school administrator may meet the obligation by providing documentation from the appropriate state or municipal official that the facility, addition, or renovation complies with an applicable code or regulation. For purposes of this subsection, the applicable codes and regulations of the state with which facilities, additions, or renovations must comply are the

(1) building code, adopted by 13 AAC 50.020;

(2) electrical code, adopted by 8 AAC 70.025;

(3) plumbing code, adopted by AS 18.60.705(a);

(4) mechanical code, adopted by 13 AAC 50.023;

(5) ASME Boiler and Pressure Vessel Code, adopted by 8 AAC 80.010;

(6) fire code, adopted by 13 AAC 50.025; and

(7) energy efficiency code, consisting of the American Association of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) Standard 90.1, Energy Standard for Buildings Except Low-Rise Residential Buildings **(2016 Edition)** [(2010 EDITION)] and adopted by reference.

(Eff. 4/17/98, Register 146; am 6/17/2010, Register 194; am 6/14/2013, Register 206; am __/__/___, Register ___)

Authority: AS 14.07.020

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 10C**

♦ ISSUE

The board is being asked to adopt amendments to regulations related to fee increases for the Division of Libraries, Archives, and Museums.

♦ BACKGROUND

- The Division of Libraries, Archives and Museums proposes modest fee increases for a variety of services offered to the public, including costs for photocopies, photographs, museum admissions, and hourly fees charged for special services.

- The Division estimates that these fee increases will generate about $100,000 per year, which will be used to offset increases in building operating costs for the facilities housing the Division.

- State agencies will not be much impacted by these fee increases, since most of these services are used by the public. Museum visitors and tour companies will be most impacted by these increases. The $2 increase to museum entry fees is expected to generate more than $90,000 in program receipts annually.

- Museum entry for people under 19 will continue to be free. Seniors will continue to receive a $1 discount on entry fees.

- The proposed regulations can be found behind this cover memo.

- Patience Frederiksen, LAM Division Director, will be present to brief the board.

♦ OPTIONS

Adopt the proposed regulations.
Amend the proposed regulations and adopt the amended regulations.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

♦ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 57.910; 4 AAC 58.010; and 4 AAC 59.065

4 AAC 57.910(a) is amended to read:

(a) The division shall charge fees for each of the following services provided by the division through the state library, in the amounts set out after each:

(1) for photographic services, the division processes requests for the duplication of photographs from its collections using the duplication services of a private vendor; the processing fee payable to the division is **$30** [$25] per photograph, except that the processing fee payable by a person who is a student is $1; the provisions of this paragraph apply to the use of an image in publishing, video production, self-copy, exhibits product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by consultants or commercial design firms on behalf of government agencies or non-profit institutions; the processing fee is for one-time non-exclusive use; in addition to the processing fee, the person making a request for a photograph duplication service may be billed by the vendor for the fee or processor's cost of providing the duplicate photograph;

(2) for interlibrary loan services,

(A) for a rush request: **$15** [$10] per request;

(B) for the loan of material for an out-of-state request: **$20 [**$15] per loan;

(C) for a request for photocopying material for an out-of-state request: **$20** $15, plus $.25 per page;

(3) for photocopying services,

(A) **$.20** [$.10] per page for self-service;

(B) **$.20** [$.10] per page, plus **$60** [$50] per hour for photocopying by division personnel; for photocopying services that are subject to the fee charged under this subparagraph, the per-hour fee is not charged for the first 10 photocopies of material;

(C) $1 per page for color photocopies;

(D) $75 replacement fee for a lost book, which includes a $15 non-refundable service fee;

(4) for special services rendered by the staff, the division shall charge a person who requests special services rendered by the staff in an amount based on

(A) actual costs; and

(B) actual staff time rendered that takes into consideration the hourly cost of the salary and benefits payable to any staff member assigned to respond to the request; however, the charge made for staff time under this subparagraph may not exceed **$60** [$50] per hour per staff member.

(Eff. 12/13/87, Register 104; am 2/24/88, Register 105; am 7/1/89, Register 110; am 5/1/98, Register 146; am 8/28/2015, Register 215; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.56.020 AS 14.56.030

4 AAC 58.010(a) is amended to read:

(a) The admission fee to the Alaska State Museum is **$9** [$7] per visit. The admission fee to the Sheldon Jackson Museum is **$7** [$5] per visit. However, during the period in the summer months in which the Alaska State Museum and Sheldon Jackson Museum have extended hours,

the admission fee to the Alaska State Museum is **$14** [$12] and the admission fee to the Sheldon Jackson Museum is **$9** [$7]. The museums may not charge an admission fee to a person who is younger than 19 years of age. A $1 discount is available to **a visitor** [VISITORS] who **is** [ARE] 65 years of age or older.

4 AAC 58.010(b) is amended to read:

(b) The fee for an annual pass to the Alaska State Museum and the Sheldon Jackson Museum is **$40** [$35]. An annual pass allows the holder to visit both museums without paying an additional admission fee. An annual pass is valid for the calendar year in which it is issued.

4 AAC 58.010(d) is amended to read:

(d) For extraordinary services rendered by staff, the Alaska State Museum and Sheldon Jackson Museum may charge for actual material costs and staff time. The charge for staff time may not exceed **$60** [$50] per hour.

4 AAC 58.010(e) is amended to read:

(e) The Alaska State Museum and Sheldon Jackson Museum shall charge a fee for a traveling exhibition **or a special exhibition rented from another entity**. The fee must be equivalent to the museum's costs in providing the exhibition.

4 AAC 58.010(f) is amended to read:

(f) The Alaska State Museum and the Sheldon Jackson Museum shall charge a **$30** [$25] fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by **a** [THE] state **museum** [MUSEUMS] or is made by the user. The museum shall waive, in whole or in part, a fee for photographic use if the director of the departmental division that oversees libraries, archives, and museums determines that it is in the public interest.

4 AAC 58.010(h) is amended to read:

(h) The departmental division that oversees libraries, archives, and museums shall charge a fee for the rental of space within the Father Andrew P. Kashevaroff State Library, Archives, and Museum Building that covers the actual costs associated with hosting an event or program. The division may waive applicable fees if the director determines that the event or program is consistent with the mission and duties of the division, as described in AS 14.56.020, AS 14.57.010, and AS 40.21.020. Rental requests shall be made on a form prescribed by the department. Rental fees and requirements under this subsection are as follows:

(1) for rentals during regular business hours the fees are as follows:

	Atrium	Lecture Hall	Classroom
Base fee	$75 per hour	$50 per hour	$25 per

		hour
Set-up and take-down for rental period	$100 per hour	$50 per hour
Janitorial services	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in attendance	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in attendance
Security services	$50 per hour	$50 per hour
Facility services	$100	$100

(2) for rentals outside of business hours the fees are as follows:

	Atrium	Lecture Hall	Classroom
Base fee	$300 per hour	$100 per hour	$25 per hour
Set-up and take-down for rental period	$100 per hour	$50 per hour	
Janitorial services	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in attendance	$150 for events with **fewer** [LESS] than 100 people in attendance; $225 for events with 100 or more people in	

		attendance	
Security services	$100 per hour	$100 per hour	$100 per hour
Facility services	$200	$200	$100 per hour

(3) for grand piano rental - $25;

(4) for stage set-up and take down - $150;

(5)[(3)] A certificate of liability insurance is required if the program or event will be attended by more than 75 persons or if alcohol is going to be served; the certificate is due to the division one week before a scheduled event and must meet the following coverage limit:

(A) for all claims resulting from a single occurrence - $1,000,000;

(B) medical - $5,000;

(C) general aggregate for all claims during the policy period - $2,000,000;

(D) damage to premises rented - $300,000. (Eff. 2/20/87, Register 101; am 10/21/89, Register 112; am 4/19/95, Register 134; am 5/10/98, Register 146; am 5/3/2000, Register 154; am 11/26/2011, Register 200; am 8/28/2015, Register 215; am 6/14/2017, Register 222; am ___/___/___, Register ____)

Authority: AS 14.07.060 AS 14.57.010

4 AAC 59.065(a) is amended to read:

(a) The Alaska State Archives and the Records and Information Management Services shall charge fees for copies of records provided by the Alaska State Archives and Records and Information Management Services in the amounts set out as follows:

(1) for photocopying services,

(A) **$.20** [$.10] per page for self-service;

(B) **$.20** [$.10] per page, plus $**60** [$50] per hour if an employee of the Alaska State Archives photocopies the material;

(C) $1 per page for color photocopies;

(2) for microfiche duplication, reel-to-reel microfilm duplication, microfilm copies of microfilmed records, audio-visual records, and electronic records, the charge is the actual cost of materials plus **$60** [$50] per hour if an employee of the Alaska State Archives provides assistance in duplicating the material.

4 AAC 59.065(c) is amended to read:

(c) If a person requests duplication of photographs from its collection, the Alaska State Archives and Records and Information Management Services shall charge a **$30** [$25] fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other

processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the state **archives** [MUSEUMS] **or** is made by the user. The Alaska State Archives and Records and Information Management Services shall waive, in whole or in part, a fee for photographic use if the director of the departmental division that oversees libraries, archives, and museums determines that it is in the public interest.

(Eff. 10/2/94, Register 131; am 5/1/98, Register 146; am 10/18/2007, Register 184; am 8/28/2015, Register 215; am ___/___/___, Register ____)

Authority: AS 40.21.030 AS 40.21.050 AS 40.21.120

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 10D**

♦ ISSUE

The State Board of Education & Early Development is asked to open a period of public comment on proposed regulation changes to Article 4's "High School Graduation Requirements" by adding a new regulation entitled "High school credit for Alaska Army National Guard military training," 4 AAC 06.077. This proposal makes military training with the Alaska Army National Guard, for high school credit, available to all eligible third and fourth year high school students in Alaska.

♦ BACKGROUND

- This proposed regulation requires all school districts to allow eligible third and fourth year students to participate in the Alaska Army National Guard's Basic Combat Training (BCT) and Advanced Individual Training courses (AIT), beginning the summer after their third year of high school.

- The regulation requires school districts to award a health/physical education credit and/or an elective credit (e.g., CTE) for successful completion of BCT and/or AIT.

- School districts must use the same hourly calculation to award credit for military training that they use for other courses of study.

- The proposed regulation is necessary to ensure all school districts provide their eligible third and fourth year high school students access to this opportunity, and that each school district awards credit for successful completion of BCT or AIT training on an equitable basis.

- This regulation would: (i) help ensure secondary students have access to approximately 45 CTE/vocational courses through AIT training; (ii) augment the state's efforts in workforce development; (iii) provide paid employment to students for their participation in training; (iv) provide additional college funding options for students (e.g., Montgomery GI bill, tuition assistance programs, etc.); (v) provide high school and college credit for successful completion of training; (vi) create alternative career pathways for students who choose not to attend college; and (vii) provide unique, additional opportunities that are not easily available and accessible to students in our rural and remote areas. All of these benefits would be provided at no additional cost to the state.

- Assistant Commissioner Niki Tshibaka, Susan Sonneborn (Department of Law), Lt. Col. Donna Johnson (Alaska Army National Guard), and (possibly) Commissioner Torrence Saxe (DMVA) will be present to brief the board.

♦ **OPTIONS**

Open a period of public comment on the proposed regulation.
Amend the proposed regulation and open a period of public comment.
Seek more information.

♦ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulation changes.

♦ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on amendments to Article 4's High School Graduation Requirements by adding the new regulation entitled "High school credit for Alaska Army National Guard military training," 4 AAC 06.077.

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.077. High school credit for Alaska Army National Guard military training. (a) A course of study under 4 AAC 06.075(e) includes Alaska Army National Guard training that meets the requirements of this section.

(b) A school district shall award high school credit to an eligible student who has successfully completed Alaska Army National Guard Basic Combat Training, Advanced Individual Training or both, prior to graduation.

(c) A school district shall allow a student to attend Alaska Army National Guard training during the school term of the student's fourth year of high school if

(1) the student has written permission from the student's parent or legal guardian; and

(2) the student has met all other requirements for graduation and needs only the credits the student will earn from the training to graduate.

(d) A school district shall require that a student seeking to obtain units of credit for the Alaska Army National Guard training program provide the chief school administrator of the high school written documentation from the Alaska Army National Guard

(1) that the student has been accepted for enlistment in the Alaska Army National Guard; and

(2) that the student has successfully completed the training that meets the requirements of (a) of this section, which may include Alaska Army National Guard course transcripts, training verification forms, or any other documentation reflecting successful completion of training.

(e) A school district shall award health/physical education credit, as required under 4 AAC 06.075(b), or elective credits, which may include career technical education courses or other high school courses of study, based on satisfactory completion of Basic Combat Training, Advanced Individual Training, or both.

(f) A school district shall use the same hourly calculation used to award credit for other courses of study or alternative learning experiences when calculating units of credit for Alaska Army National Guard training, but may adjust the number of credits granted or award no credits if the student fails to successfully complete any portion or all of the military training that is eligible for high school credit.

(g) A school district is not responsible for informing students of service obligations associated with enlistment in the Alaska Army National Guard.

(h) In this section, "eligible student" means a student who

(1) has completed the student's third year of high school;

(2) is at least 17 years of age;

(3) has parent or legal guardian consent to participate in Alaska Army National Guard training, if the student is 17 years of age; and

(4) meets all Alaska Army National Guard military eligibility requirements for enlistment, as determined by the Alaska Army National Guard, which may include physical, academic, moral and maturity standards. (Eff. __/__/__, Register ___)

Authority: AS 14.03.030 AS 14.07.060 AS 14.30.350

AS 14.07.020

To: Members of the State Board of Education and Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 10E**

♦ ISSUE

The board is being asked to open a period of public comment on proposed amendments to regulation 4 AAC 04.140 Content Standards. The amendment removes the library/information literacy standards from Alaska Standards: Content and Performance Standards for Alaska Students, revised as of March 2016, and publish the new library standards separately as *The Alaska School Library Framework for Learners based on AASL Standards*

BACKGROUND

- The current library standards were updated in 2006.
- In April 2019 a writing committee and a review committee were created to review and update the library standards. A team of 11 educators participated in the writing committee. The review committee included 21 educators, including librarians, parents, students and educational organizations.
- The committees met via WebEx between June 2019 and September 2019. The writing committee reviewed the library standards from the National School Library Standards that were created by the American Association of School Librarians; ISTE standards; state standards from Iowa, South Dakota, Connecticut, Texas, New York; and the Alaska Digital Literacy Standards.
- The review committee studied the work of the writing team and provided feedback. The writing committee responded to the comments and made the appropriate updates.
- Behind this cover memo are the proposed regulations as well as the proposed library standards.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

♦ OPTIONS

Open a period of public comment.
Amend the proposed regulation and open a period for comment.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Open a period of public comment.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 04.140 Content Standards to establish library standards and publish them as *The Alaska School Library Standards based on AASL Standards Framework for Learners.*

4 AAC 04.170 is amended to read:

4 AAC 04.170. Library and information literacy standards. The [CONTENT] standards for library and information literacy, as set out in the document titled ***Alaska School Library Framework for Learners, 2020 Edition*, based on standards developed by the American Association of School Librarians** [*LIBRARY/INFORMATION LITERACY STANDARDS*, DATED DECEMBER 10, 1999], are adopted by reference. (Eff. 5/11/2000, Register 154; am ____, Register ___)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.165
AS 14.03.120 AS 14.07.060

Editor's note: The standards adopted by reference in 4 AAC 04.170 may be obtained **at** [BY WRITING TO] the Department of Education and Early Development, 801 W. 10th Street, Suite 200, Juneau, Alaska 99811-500**, (907) 465-2800, or deed.commissioner@alaska.gov**.

The Alaska School Library Framework for Learners

Based on the American Association of School Librarians Standards

June 2020

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Introduction

The writing committee for the Alaska State Library Standards proposes the adoption of the American Association of School Librarians (AASL) Standards Framework for Learners. These standards would replace the significantly out of date Alaska Library and Information Literacy Content Standards of 1999.

A review of our FAQ document will address the most common questions we have fielded from teachers, administrators and from our statewide review committee. We feel this framework provides the strongest and most comprehensive set of library standards for Alaska's students.

Alaska's school librarians have been participants in the process that brought these standards to publication. Following the adoption of these standards at the national level many of us have participated in training and professional development in order to implement the standards in our work with students and teachers. Some librarians have developed Grade Level Expectations to fit the needs of schools in their districts. Others have shared with teachers in their professional learning communities how these standards have many intersections (crosswalks) with the content area standards which opens the way for collaborative teaching.

These standards are flexible and can be addressed by any educator in a variety of learning settings. This is important in a state where school library staffing can range from full time certified teacher librarians to paraprofessionals to part time teachers, secretaries and community volunteers or to no school library at all.

Finally, it is important for school library professionals to have standards that are relevant, up to date, flexible and collaboration friendly. Standards call for action! Let's move beyond thinking that it's about the books in the room to school librarians as connectors and collaborators working with teachers and students to think, create, share and grow.

Alaska School Library Framework for Learners

	A. Think	B. Create	C. Share	D. Grow
I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	**Learners display curiosity and initiative by:** 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	**Learners engage with new knowledge by following a process that includes:** 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	**Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.
II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	**Learners contribute a balanced perspective when participating in a learning community by:** 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	**Learners adjust their awareness of the global learning community by:** 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	**Learners exhibit empathy with and tolerance for diverse ideas by:** 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.

	A. Think	B. Create	C. Share	D. Grow
III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.	**Learners identify collaborative opportunities by:** 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	**Learners participate in personal, social, and intellectual networks by:** 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	**Learners work productively with others to solve problems by:** 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.
IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	**Learners act on an information need by:** 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	**Learners gather information appropriate to the task by:** 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	**Learners exchange information resources within and beyond their learning community by:** 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	**Learners select and organize information for a variety of audiences by:** 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.

	A. Think	B. Create	C. Share	D. Grow
V. Explore Discover and innovate in a growth mindset developed through experience and reflection.	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**Learners construct new knowledge by:** 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.
VI. Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	**Learners follow ethical and legal guidelines for gathering and using information by:** 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	**Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.	**Learners responsibly, ethically, and legally share new information with a global community by:** 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.	**Learners engage with information to extend personal learning by:** 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Frequently Asked Questions about the Alaska Library Standards

Q. Is Alaska writing its own library standards or adopting national standards?

It is important to note that the standards process is still ongoing and updating school library standards have not yet been adopted by the Alaska Department of Education and Early Development (AK DEED). See below for more information on the process. See the AK DEED website for information on how to provide public comment.

Rather than writing its own standards, Alaska is considering the adoption of the *AASL Standards Framework for Learners.* This document was developed over three years by a diverse team of librarians from around the country at every stage of the writing and development process including Alaskan school librarians. It reflects a competency-based model that is forward thinking, responsive, and flexible. Competencies in the *AASL Standards Framework for Learners* are applicable to all learners in all locations and designed to be adapted to the individual needs of each state, district, school, and classroom.

For example, competency V.B.1. states "Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection." These high-level concepts can be applied to any subject are discipline at any grade level in any school. A Kindergarten class might address this competency by engaging in basic reflection and revision. At 6th grade, learners might be challenged to build a tool, test it, and then revise it as part of a science or mathematics unit. In high school, learners might practice this competency by sharing knowledge through the creation, presentation, and revision of a documentary-style video. The options are endless.

Q. What *are* library skills?

A: Library skills are designed to prepare learners to think, create, share, and grow as they prepare for college, career, and community throughout their entire educational experience. The *AASL Standards Framework for Learners* reflects six shared foundations that all learners must master: inquire, include, collaborate, curate, explore, and engage. School librarians support the entire educational community to help learners:

- **Inquire** by building new knowledge through inquiry and thinking critically;
- **Include** by being inclusive and have respect for diversity in learning;
- **Collaborate** by partnering with others to broaden perspectives and achieve common goals;
- **Curate** by collecting, organizing, and sharing resources;
- **Explore** by innovating through a grow mindset and reflection; and
- **Engage** with information by using and creating it ethically.

School librarians help learners master the competencies within the six shared foundations by guiding them to:

- **Think** about ideas and topics that spark curiosity, seek answers, gain knowledge, and ask questions;
- **Create** products with new knowledge, make educated decisions, and draw conclusions;
- **Share** knowledge with others and be an active member of our society; and
- **Grow** as a learner, increasing literacy skills, while using information ethically.

Q. Where are reading skills in the library standards?

A. In development of the *AASL Standards Framework for Learners*, six common beliefs were identified that are central to the school librarian profession. One of these is "reading is the core of personal and academic competency." In the school library, learners engage with information in a variety of modes and for a variety of purposes as part of a broader culture of reading. School librarians strive to foster a love of reading in their learners through the careful curation of digital and print materials that spark curiosity and engage learners; the development and facilitation of motivational reading initiatives; the use of story and narrative to motivate learners; spearheading efforts to ensure equal access to reading materials; helping learners find the right books and information for their needs and interests; and protecting students right to read.

Within the *AASL Standards Framework for Learners*, various competencies reflect these ideals, such as (this is not an inclusive list):

- V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- IV.A.1. Learners act on an information need by determining the need to gather information.
- IV.B.1. Learners gather information appropriate to the task by seeking a variety of sources.
- I.B.2. Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.

Q. Are technology skills part of the library standards?

A. Information technology is woven into almost every aspect of learning and life. The *AASL Standards Framework for Learners* is not designed to explicitly address technology skills. However, school librarians acknowledge that technology skills and experience are necessary for information gathering, creating, and sharing. School librarians assist educators and learners in locating and utilizing a variety of educational and information technologies in pursuit of their educational goals.

Similar to reading skills, technology skills are implicitly embedded throughout the competencies of the AASL Standards Framework for Learners. For example, technology skills might be addressed in some of the following ways (not an exhaustive list):

- III.B.1. Learners participate in personal social, and intellectual networks by using a variety of communication tools and resources:

    - Learners might use Google Docs to collaborate, websites to share information, video productive tools to communicate new ideas, etc.
- IV.B.2: Learners gather information appropriate to the task by collecting information representing diverse perspectives:
    - Learners might use library tools such as local and statewide databases to find information reflecting diverse perspectives.
- VI.B.1. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others work:
    - Learners might use images in the creative commons in their school projects, providing proper attribution for all sources.

Q. Why new library standards? Why now?

A: The current Alaska Library / Information Literacy standards were adopted in 1999. Twenty years later, much has changed within our schools and our society. The way we interact with, consume, and share information has radically changed. Updated standards are needed to reflect this shift in society, as well as the evolving role of the school librarian as a content expert and information literacy teacher in collaboration with other educators in the entire school community.

Q. How were these standards developed?

The AASL Framework for Learners was developed over three years in a process that moved from planning, to survey, to focus groups, to standards drafting. First, the seven-member AASL Standards and Guidelines Editorial Board (which included an Alaskan school librarian) reviewed existing standards and guidelines documents, noted what concepts were outdated or missing, alignment between other major sets of standards, discussed delivery modes, and attempted to determine the needs of the professional and educational community in the next 10 years based on prevailing societal, technological, and educational trends. Next, the AASL Standards and Guidelines Editorial Board worked with KRC Research to develop and deploy an online survey to capture school librarians use of existing standards, and priorities for future documents. After reviewing survey results, the AASL Standards and Guidelines Editorial Board and KRC Research engaged with focus groups of school librarians and school library stakeholders around the country at local, district, state, and national events, including events in Alaska. Analysis and review of focus groups was shared with the AASL membership and professional community. In the final phase, the AASL Standards and Guidelines Editorial Board drafted the learner, school librarian, and school library standards. These three sets of standards are part of one integrated framework. Alaska is seeking only to adopt the framework for learners.

In 2019, Alaska initiated the standards review and revision process for the Alaska Library / Information Literacy Standards. The decision to adopt the *AASL Standards Framework for Learners* was an iterative process involving multiple review and improvement cycles. The writing committee initially reviewed the existing standards, standards adopted in other states, and the national standards. After extensive review and discussion, they decided to request adoption of the *AASL Standards Framework for Learners* without modifications. Discussion included applicability to Alaska, cultural diversity and inclusion, and flexibility for the variety of approaches and resources available across Alaska.

A review committee consisting of volunteer educational stakeholders from around the state provided comments and feedback on the writing committees proposal, and ultimately agreed on the writing committee's recommendation. Next, a second review committee comprised of individuals selected by AK DEED reviewed the writing committee's recommendation and agreed with their assessment.

Finally, a public comment period was made available prior to finalization of the standards. Public testimony (which is currently ongoing) consists of surveys, direct emails, and testimony at State Board of Education meetings.

Q. Not all schools have a school library or librarian. Will those schools implement these standards? How?

Library standards and library skills, although more robust and effective with the presence of a school library and librarian, do not require the presence of those resources in order to be addressed. Learners can inquire, include, collaborate, curate, explore, and engage in all subject areas. Similar to cultural and technology standards, the presence of a specialized educator is helpful but not required for these standards to be taught in a classroom or a school.

Where school librarians are present, they can ensure that there is a robust collection of diverse materials that meet curricular needs and collaborate with other educators and educational stakeholders to build instructional, support, and enrichment opportunities for all learners.

Additional Resources
What school library standards mean to educators?
How does the school library support your child?
Standards Crosswalks: Future Ready Framework, ISTE Standards for Learners and Educators, Next Generation Science Standards, Code with Google's CS First Curriculum.

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 11**

♦ ISSUE

The board is being asked to adopt emergency regulation changes to 4 AAC 33, Article 6, Funding for the Improvement of Internet Speed at Public Schools (4 AAC 33.600 – 4 AAC 33.690), so that school districts may receive funding under Senate Bill 74 (enacted as ch. 5, SLA 2020) to improve Internet services for the upcoming school year. The changes relate to the School Broadband Assistance Grant program administered by the Division of Libraries, Archives, and Museums.

♦ BACKGROUND

- Senate Bill 74, as enacted, takes effect on June 23, 2020. It provides funding to increase Internet service to schools from up to 10 megabits per second (Mbps) to up to 25 Mbps. Regulation changes are necessary to provide the increased funding. Only emergency regulations will allow the changes to be in effect in time for the money to be distributed on August 15 for the upcoming school year.

♦ EMERGENCY REGULATIONS

- Emergency regulations can take effect immediately upon filing with the Lieutenant Governor after adoption by the board. Even emergency regulations, however, cannot take effect before the authorizing statute takes effect; in this case, on June 23, 2020. The regulations expire after 120 days unless the board provides public notice and a comment period and then adopts them as permanent regulations during the 120-day period.

- For the schools that need the increased Internet access for the upcoming school year (those with the least access currently), the denial of increased access during the COVID-19 emergency presents a threat to the general welfare of the students first, but also to the general welfare of the schools, districts, and communities that most need distance learning this fall. Delivery of educational services via the Internet during the current pandemic and statewide public health disaster emergency is essential to the general welfare of those students, schools, districts, and communities.

- The 2020 Legislature enacted Senate Bill 74 with the attached fiscal note with the intent of making increased Internet access available in the upcoming school year. The bill was a priority in light of the importance of distance learning during the COVID-19 emergency. To effectuate the legislative intent, the regulations must establish a new benchmark for calculating the applicant's share (under the federal E-rate program) of the cost of bringing Internet services to up to 25 Mbps.

- To adopt emergency regulations, the board must adopt a finding of emergency (motion below). As noted above, the affected students have a current emergency need in light of COVID-19 for increased access to distance learning this fall.

- Changes to the regulations include updating the text to reflect the new 25 Mbps coverage and updating deadlines by which grant activities must occur.

- The proposed regulations remove dated sections pertaining to FY2015, which was the first year of the program.

- The proposed regulations update language to clarify that the district must report all circuits or connections included on the E-rate application and available at a school operated by the district (instead of only those used by students at a school). This avoids the under reporting of Internet access in order to qualify for additional funding.

- The proposed regulations can be found behind this cover memo.

- Patience Frederiksen, LAM Division Director, will be present to brief the board.

♦ OPTIONS

Adopt a finding of emergency to support the immediate need for the proposed emergency regulations.

Adopt the proposed regulations as emergency regulations to be effective on June 23, 2020.

Provide notice and a period of public comment during the 120-day effective period for the emergency regulations.

Amend the proposed regulations.

Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Adopt a finding of emergency to support the immediate need for the proposed regulations.

Adopt the proposed regulations as emergency regulations to be effective on June 23, 2020.

Provide notice and a period of public comment during the 120-day effective period for the emergency regulations, before deciding whether to make the regulation changes permanent.

♦ THREE SUGGESTED MOTIONS

(1) I move the State Board of Education & Early Development adopt a finding of emergency under AS 44.62.250 that supports emergency regulation changes to of 4 AAC 33, Article 6, Funding for the Improvement of Internet Speed at Public Schools (4 AAC 33.600 – 4 AAC 33.690) for the immediate preservation of the general welfare of the affected students, schools, districts, and communities.

(2) I move the State Board of Education and Early Development adopt emergency regulation changes to 4 AAC 33.600 – 4 AAC 33.690, to take effect on June 23, 2020, the effective date of ch. 5, SLA 2020.

(3) I move the State Board of Education and Early Development provide public notice and a period of public comment during the 120-day period when the emergency regulation changes to 4 AAC 33.600 – 4 AAC 33.690 are in effect.

4 AAC 33.605(a) is amended to read:

(a) A district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program may apply to the department for funding under AS 14.03.127 to increase the download speed of the Internet to **up to 25** [10] megabits per second (Mbps) for **the** [A] Internet service available [CIRCUIT OR CONNECTION THAT IS ACCESSIBLE TO STUDENT INTERNET USERS] at a school operated by the district. **All circuits or connections reported by a district in its federal universal services program application that provide Internet service to a school must be included in the calculation of available Internet service at the school for funding under AS 14.03.127.**

4 AAC 33.605(e) is amended to read:

(e) An applicant must provide information in the application regarding Internet services available **to a school in** [FOR USE BY THE STUDENTS OF] the district, including

(1) a list of each circuit or connection that serves a school operated by the district and provides Internet access [FOR STUDENTS] at an initial negotiated capacity of less than **25** [10] Mbps;

(2) the Internet speed measured in Mbps of download for each circuit or connection listed under (1) of this subsection, verified in writing by the Internet service provider for the district;

(3) the current cost and the applicant's share of the current cost for each Internet circuit or connection listed under (1) of this subsection in monthly recurring charges to the

district, with the current cost verified in writing by the Internet service provider for the district; and

(4) the total cost and the applicant's share of the total cost in monthly recurring charges for increasing the Internet speed to **up to 25** [10] Mbps of download at **the** [EACH] Internet **circuits** [CIRCUIT] or **connections** [CONNECTION] listed under (1) of this subsection, with the total cost verified in writing by an Internet service provider qualified under the federal universal services program.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.610 is repealed:

4 AAC 33.610. Application deadline for fiscal year 2015. Repealed. (Eff. 11/13/2014, Register 212; repealed ___/___/_____, Register ___)

4 AAC 33.620(a) is amended to read:

(a) A district that is a successful applicant in the federal universal services program is eligible for funding under AS 14.03.127 to increase the amount that the district shall contribute as the applicant's share to the cost of Internet service, so that funding will be sufficient to provide an Internet download speed of **up to** [AT LEAST] **25** [10] Mbps for [STUDENT INTERNET USERS] **each school** in the district.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.620(b) is amended to read:

(b) A district is eligible for a pro rata share of the available funding under AS 14.03.127 based on a calculation that takes into account

(1) the number of Internet circuits or connections that serve a school in the district [THAT

(A) PROVIDE INTERNET ACCESS FOR STUDENT USERS; AND

(B) OPERATE] at an initial negotiated capacity of less than **25** [10] Mbps; and

(2) the applicant's share of the cost of increasing the initial negotiated capacity to **up to 25** [10] Mbps for **the** [EACH] **circuits [**CIRCUIT] or **connections** [CONNECTION] under (1) of this subsection.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.620(d) is amended to read:

(d) The department will calculate a district's need under AS 14.03.127 by multiplying the eligible circuits or connections under (b)(1) of this section by the applicant's share of the cost of increasing the initial negotiated capacity under (b)(2) of this section to **up to 25** [10] Mbps for **the eligible circuits or connections** [EACH CONNECTION] **that serve a school**.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.630 is amended to read:

4 AAC 33.630. Eligible costs. A district must include only monthly recurring costs for eligible circuits or connections in its calculation of current Internet service cost and the projected cost of increasing the eligible circuit or connection speed to **up to 25** [10] Mbps under 4 AAC 33.605. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.640 is amended to read:

4 AAC 33.640. Notice of funding. The department will notify an applicant of its eligibility for funding and the amount of the available funding under AS 14.03.127 not later than **July 1** [MAY 15] of each year. If an applicant has provided an electronic mail address to be used for communications under AS 14.03.127, the department may notify the applicant of its eligibility and funding under this section by electronic mail. The notice is a final action for purposes of appeal under 4 AAC 40. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.645 is repealed:

4 AAC 33.645. Notice of funding for fiscal year 2015. Repealed. (Eff. 11/13/2014, Register 212; repealed ___/___/_____, Register ___)

4 AAC 33.650 is amended to read:

4 AAC 33.650. Distribution of funding. The department will distribute funding under AS 14.03.127 to districts not later than August 15 of each year. A district shall use funding distributed under AS 14.03.127 to pay for Internet service for circuits or connections that **serve schools** [ARE ACCESSIBLE TO STUDENTS]. If a district files an appeal under 4 AAC 40 and in the final resolution of that appeal is accorded an increased allocation for funding under AS 14.03.127, payment in accordance with the final decision will be provided from the following year's appropriation, if any, under AS 14.03.127. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.655 is repealed:

4 AAC 33.655. Distribution of funding for fiscal year 2015. Repealed. (Eff. 11/13/2014, Register 212; repealed ___/___/_____, Register ___)

4 AAC 33.665(a) is amended to read:

(a) Not later than April 15 of the fiscal year that a district receives funding under AS 14.03.127, a district shall file a year-end report with the department on a form provided by the department. The district shall report

(1) the total of paid invoices for Internet circuits or connections that serve **schools** [STUDENT USERS] for the current fiscal year, including the applicant's share and the total cost;

(2) anticipated costs, including the applicant's share and the total cost for Internet circuits or connections that serve **schools** [STUDENT USERS] for the remainder of the fiscal year; and

(3) the negotiated capacity in Mbps for each circuit or connection listed in the district's application under 4 AAC 33.605 as reported by the Internet service provider at the time of the most recent invoice.

(Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.670 is amended to read:

4 AAC 33.670. Return of unexpended funds. Not later than August **15** [30] of each year, a district shall return to the department funding received under AS 14.03.127 and unexpended for eligible costs for Internet services during the prior fiscal year. (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

4 AAC 33.690(b)(4) is amended to read:

(4) "initial negotiated capacity" means the **cost of** Internet **services** for **the** [AN] eligible **circuits** [CIRCUIT] or **connections** [CONNECTION] **for a school** that a district reports on Federal Communications Commission Form 471 (Description of Services Ordered and Certification Form) filed with the Universal Service Administrative Company under the federal

universal services program **and submits in support of the application for state funding under AS 14.03.127, as of** [FOR THE LATER OF]

(A) **November 1, 2014, for a school that has continuously received funding under AS 14.03.127 for up to 10 Mbps of Internet service through state fiscal year 2020** [FISCAL YEAR 2015; OR]**;**

(B) **March 1, 2020, for a school that receives funding under AS 14.03.127 for up to 25 Mbps of Internet service starting in state fiscal year 2021;**

(C) March 1 of the year of the application for the first year the district applies **on behalf of a new school** under both the federal universal services program and AS 14.03.127; **or**

(D) for a school that has reopened, March 1 of the most recent year in which the district applied on behalf of the reopened school under both the federal universal services program and AS 14.03.127;

4 AAC 33.690(b) is amended by adding a new paragraph to read:

(6) "school" means a facility at which a school district provides instruction to students in elementary or secondary grades and includes the geographically contiguous grounds where the instructional buildings of a single eligible school are located; a facility at which a school district provides instruction for both elementary and secondary grades is a single school; (Eff. 11/13/2014, Register 212; am ___/___/___, Register ____)

Authority: AS 14.03.127 AS 14.07.020 AS 14.07.060

To: **Members of the State Board of Education and Early Development** **March 26, 2020**

From: **Dr. Michael Johnson, Commissioner** **Agenda Item: 12**

♦ ISSUE

The board is being asked to adopt proposed amendments to Article 4 Statewide Student Assessments (4 AAC 06.700-7510), to update required statewide assessments and language from previous assessments as well as to update requirements and deadlines regarding district reporting requirements as well as article 5 School and District Accountability (4 AAC 06.800-899), to update requirements and deadlines in Alaska's accountability system (The System for School Success). The changes will address state and district deadlines regarding reporting and changes in the use of graduation rates.

BACKGROUND

- Deadlines stated in the current regulations do not reflect the timelines associated with the new accountability system.
- The new deadlines reflect the current accountability system calculations and associated data collections in order to create school designations and calculations for long-term goals and measures of interim progress.
- The changes reflect the use of previous year's graduation rates for school designation calculations (lagging graduation rate) in order to release school designations earlier in the school year.
- The proposed regulations update language to reflect online and paper-based testing procedures and requirements as well as update the district reporting deadline, and reflect clarification regarding when districts need to inform educators and parents about assessment results.
- The proposed updates to *The Participation Guidelines for the Inclusion of Alaska Students in State Assessments* reflect changes made in the regulations noted above.
- Behind the cover memo are the proposed amended regulations and the *Participation Guidelines for the Inclusion of Alaska Students in State Assessments.*

- Deb Riddle, Division Operations Manager, will be present to brief the board.

♦ OPTIONS

Adopt the proposed regulations.
Amend the regulations and adopt the amended regulations.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the amendments to Article 4 Statewide Student Assessments (4 AAC 06.700-.790) and Article 5 School and District Accountability (4 AAC 06.800-899).

4 AAC 06.710(4) is amended to read:

(4) the **assessments** [ASSESSMENT] **included** [DESCRIBED] in 4 AAC 34.055 to identify English language proficiency. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

The editor's note following 4 AAC 06.737 is amended to read:

Editor's Note: [COPIES OF THE] ***English/Language Arts and Mathematics Standards*** [*ALASKA STANDARDS: CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS]*, adopted by reference in **4 AAC 04.140** [4 AAC 06.737], may be obtained by writing to the Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or at **www.education.alaska.gov/standards** [WWW.EED.ALASKA.GOV/STANDARDS/].

4 AAC 06.738 is amended to read:

4 AAC 06.738. Assessment Results [STANDARDS-BASED TEST RESULTS]. (a) Except as provided by this section, **all student** [A STUDENT'S STANDARDS-BASED TEST AND ALTERNATE] assessment results **as described in 4 AAC 06.710** are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.

(b) The commissioner shall compile the results of the standards-based test**,** [AND] alternate assessment**, and the English language proficiency assessments** by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

(c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.

(d) [WITHIN 20 DAYS AFTER] **After** receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students **not later than the date decided by the commissioner and announced by the department**; [HOWEVER, IF A DISTRICT IS UNABLE TO DISTRIBUTE THE RESULTS TO TEACHERS BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE ASSESSMENT WAS ADMINISTERED, THE DISTRICT MUST DISTRIBUTE THE RESULTS TO TEACHERS IN THE DISTRICT NO LATER THAN THE FIRST DAY THAT SCHOOL IS IN SESSION IN THE NEXT SCHOOL YEAR;] and

(2) individual student results to each student's parents **not later than the date decided by the commissioner and announced by the department**. (Eff. 3/3/2000, Register 153; am 12/19/2002, Register 164; am 11/10/2005, Register 176; am 10/3/2011, Register 200; am ___/___/____, Register _____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is amended to read:

(b) Achievement levels for English language arts and mathematics are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, below proficient, or far below proficient in English language arts and mathematics, a student must obtain a score as set out in the following table:

Profi-ciency Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	[GRADE 10]
Reading: Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	[400 OR ABOVE]
Reading: Proficient	300-391	300-414	300-417	300-393	300-405	300-401	300-381	[300-399]
Reading: Below Proficient	261-299	260-299	251-299	234-299	246-299	243-299	229-299	[222-299]
Reading: Far Below Proficient	260 or below	259 or below	250 or below	233 or below	245 or below	242 or below	228 or below	[221 OR BELOW]
Writing: Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	[485 OR ABOVE]
Writing: Proficient	300-401	300-419	300-405	300-395	300-422	300-459	300-469	[300-484]
Writing: Below Proficient	218-299	204-299	187-299	215-299	234-299	232-299	238-299	[233-299]
Writing: Far Below Proficient	217 or below	203 or below	186 or below	214 or below	233 or below	231 or below	237 or below	[232 OR BELOW]
Mathematics: Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	[392 OR ABOVE]
Mathematics: Proficient	300-389	300-382	300-372	300-375	300-382	300-378	300-369	[300-391]
Mathe- matics: Below Proficient	263-299	260-299	252-299	258-299	248-299	258-299	258-299	[252-299]

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am ___/___/____, Register _____)

Authority: AS 14.03.015 AS 14.07.030 AS 14.07.06

AS 14.07.020

4 AAC 06.761(b) is amended to read:

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only [TRAINED AND] designated district **staff** [TEST COORDINATORS, ASSOCIATE TEST COORDINATORS, PROCTORS, OR TEST ADMINISTRATORS] may be in the test center rooms at the time of testing students.

4 AAC 06.761(c) is amended to read:

(c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site **building** [ASSOCIATE] test coordinator for each center. The district test coordinator or **building** [ASSOCIATE] test coordinator shall assign as many test administrators [OR PROCTORS] to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each **district** test coordinator, **building** [ASSOCIATE] test coordinator, [PROCTOR,] and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed. (Eff. 10/3/2011, Register 200; am ___/___/____, Register _____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, **the alternate assessment taken under 4 AAC 06.775,** [COLLEGE AND CAREER READINESS ASSESSMENTS TAKEN UNDER 4 AAC 06.718,] and the English language proficiency **assessments** [ASSESSMENT] provided for in 4 AAC 34.055[,] are confidential[,] and may be disclosed only as provided in this section.

4 AAC 06.765(c) is amended to read:

(c) School and district personnel responsible for test administration shall

(1) inventory and track **secure** [TEST] materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;

(2) securely store **secure materials** [TESTS] before distribution to school test centers and after their return;

(3) control distribution of **secure materials** [TESTS] to and from school test centers;

(4) control the storage, distribution, administration, and collection of **secure materials** [TESTS];

(5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

4 AAC 06.765(d)(1) is amended to read:

(1) **label** [CODE] the tests according to test administration directions before testing;

4 AAC 06.765(d)(7) is amended to read:

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner **under 4 AAC 06.765(b)**, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 6/1/2018, Register 226; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in **the** [THIS] state[, TO BE KNOWN AS THE ALASKA ALTERNATE ASSESSMENT,] for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility **for an alternate assessment** [THE ALASKA ALTERNATE ASSESSMENT] shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the **alternate assessment** [Alaska Alternate Assessment] to eligible students whenever it administers the **standards-based** [STATE] assessments described in 4 AAC 06.737 [4 AAC 06.710]. Achievement levels for the English language arts, mathematics, and science **alternate assessment** [ALASKA ALTERNATE ASSESSMENT] are advanced, at target, approaching target, or emerging.

Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in

(1) English language arts, and mathematics on the **alternate assessment** [Alaska Alternate Assessment], a student must obtain a score as set out in the following table:

Achievement	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts:								
Advanced	71 or above	75 or above	76 or above	65 or above	73 or above	72 or above	68 or above	72 or above
English language arts:								
At Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71
English language arts:								
Approaching Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46
English language arts:								
Emerging	35 or below	37 or						

below 34 or
below 26 or
below 26 or
below 22 or
below 19 or
below 16 or
below
Mathematics

Advanced 37 or
above 56 or
above 48 or
above 38 or
above 53 or
above 53 or
above 33 or
above 36 or
above
Mathematics:

At Target 21-36 30-55 32-47 28-37 37-52 40-52 21-32 21-35
Mathematics:

Approaching
Target 12-20 20-29 15-31 13-27 19-36 17-39 10-20 8-20
Mathematics:

Emerging 11 or
below 19 or
below 14 or
below 12 or
below 18 or
below 16 or
below 9 or
below 7 or
below

(2) Science on the **alternate assessment** [ALASKA ALTERNATE

ASSESSMENT], a student must obtain a score as set out in the following table:

Achievement
Level Grade 4 Grade 8 Grade 10

Science: Advanced 21 or above 23 or above 23 or above
Science: At

Target Science:	15-20	16-22	16-22
Approaching Target Science:	9-14	10-15	8-15
Emerging	8 or below	9 or below	7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

The editor's note following 4 AAC 06.775 is amended to read:

The [COPIES OF THE] Department of Education and Early Development's ***Participation Guidelines for Inclusion of Alaska Students on State Assessments*** [*PARTICIPATION GUIDELINES AND ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*], adopted by reference in 4 AAC 06.775, **is** [ARE] available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at

education.alaska.gov/assessments/accommodations

[HTTP://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-

MODATIONS/HTML. A COPY OF THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT'S ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL, ADOPTED BY REFERENCE IN 4 AAC 06.775, IS AVAILABLE BY SUBMITTING A WRITTEN REQUEST ADDRESSED TO THE DEPARTMENT AT 801 WEST 10TH STREET, SUITE 200, P.O. BOX 110500, JUNEAU, ALASKA 99811-0500 OR MAY BE OBTAINED ON THE DEPARTMENT'S WEBSITE AT HTTP://EED.ALASKA.GOVLS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF].

4 AAC 06.812(a) is amended to read:

(a) Each year, the department will determine a school performance index **value** [score] for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020 AS 14.07.170

4 AAC 06.815(f) is amended to read:

(f) Not later than **30 days after the release of preliminary goals and measures of interim progress** [SEPTEMBER 1 OF] each year, the department will produce a report for the state and each district and school showing the performance for academic achievement,

graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.825(a) is amended to read:

(a) A school serving students in grade 12 will earn points for the graduation rate indicator **using graduation rates from the previous academic year**. A school will earn between zero and 100 points for the four-year graduation rate for the all-students group, and between zero and 100 points for the five-year graduation rate for the all-students group as defined below. At least ten students must be in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.845(a) is amended to read:

(a) Not later than **150**[60] days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4

AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.850(a) is amended to read:

(a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than **150 days from receiving notice of school designations** [NOVEMBER 15 OF] each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.868(c) is amended to read:

(c) Each school year, not later than **60 days after designations are received by the district** [OCTOBER 1] and after consultation with and approval of the department, a district shall increase the level of intervention in a school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 4 AAC 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.872(a) is amended to read:

(a) For purposes of determining the level of state support and oversight to be provided to a district, no later than **60 days after the release of school designations** [OCTOBER 1 OF] each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.
(Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.875(c) is amended to read:

(c) **Not later than** [WITHIN] 20 working days after the district receives notice of the preliminary score and designation[, AND NO LATER THAN SEPTEMBER 1], the commissioner or the commissioner's designee will issue a final determination on the score and designation of a school for which the district provided supporting evidence in accordance with (b) of this section.

(Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(a) is amended to read:

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and **the requirements of** this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, **following requirements** [ON A FORM] provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, **following requirements** [ON A FORM] provided by the department.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 06.899(2) is amended to read:

(2) "Alaska Native" means a person having origins in any of the Alaska Native Tribes in Alaska [WHO IS A DESCENDANT OF, AND WHO HAS AT LEAST ONE-QUARTER BLOOD DERIVED FROM,

(A) A MEMBER OF THE ABORIGINAL PEOPLES INHABITING THE STATE WHEN ANNEXED TO THE UNITED STATES; OR

(B) AN AMERICAN INDIAN OR ESKIMO WHO, AFTER 1867 AND BEFORE JUNE 30, 1952, MIGRATED INTO THE STATE FROM CANADA];

(Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/____, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

Participation Guidelines

for Inclusion of Alaska Students in State Assessments

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The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The Participation Guidelines for Inclusion of Alaska Students in State Assessments (PGs) is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires assessment of all students, including regular education students, students with Individual Education Plans (IEPs), students with Section 504 plans, and students identified as English learners. The Participation Guidelines explains the assessment options available and is subject to change based on revisions to the statewide student assessment system.

Federal and state law requires accommodations (as appropriate) for students with disabilities and for English learners (EL). English learners have been previously referred to as students with limited English proficiency (LEP). For the purposes of this guide, however, the term English learner refers to students currently identified as English learners, not former English learners who may be in monitoring status.

Alaska's Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a school, district, and statewide basis the extent to which children of the state are attaining state standards;
- Produce school, district, and statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Performance Evaluation for Alaska's Schools (PEAKS)
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs)
5. Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs)
6. National Assessment of Educational Progress (NAEP)

Accommodations for the Alaska Developmental Profile for kindergarten students with disabilities or who are English learners are addressed in the *Alaska Developmental Profile Implementation Guide* available on the ADP webpage (education.alaska.gov/assessments/developmental).

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* available on the DEED Accommodations webpage (education.alaska.gov/assessment/accommodations).

Introduction to Participation in Assessments and to Student Supports

Participation

Statewide system of Student Assessment includes all required statewide assessments. Students participate in these assessments according to criteria for each assessment. This document provides regulatory guidance for both the comprehensive system of student assessment and each assessment within that system. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or Section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do. This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English learner.

Student Supports

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

Universal Tools

Universal tools are supports or preferences that are available to **all** students taking the computer- based or paper-based PEAKS, Alaska Science Assessment, ACCESS for ELLs, and Alternate ACCESS for ELLs. Universal tools are available at all times and their use is based on student choice, need and preference.

Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded within the test engine. There are also Universal tools that are provided outside of the test engine, such as scratch paper. These tools do not alter the test "construct" (what the assessment is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Accommodations

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading aloud

the reading passages) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an ELA standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Due to the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular and/or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP Team must take care to ensure that students have multiple opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to practice using the tools and accommodations made available on the computer-based assessments. For more information on how to access the training tools, refer to the resources on the webpage for the specific assessment on the DEED Assessments homepage (education.alaska.gov/assessments).

Accommodations for English Learners (ELs) for Content Assessments

According to AAC 34.090(a):

(2) "English learner" means an individual

(A) who is between 3 and 21 years old;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) who falls into one or more of the following categories of individuals:
(i) an individual not born in the United States or whose native language is a language other than English;
(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the (i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, mathematics, and science under 4 AAC 06.737; (ii) ability to successfully achieve in classrooms where the language of instruction is English; or (iii) opportunity to participate fully in society;

All English learners must be formally identified through Alaska's statewide standardized entrance procedures, which includes a screening assessment to determine that the student's difficulties in speaking, reading, writing and/or understanding the English language may be sufficient to deny the student the ability to succeed academically. Students currently identified as ELs must participate in statewide academic assessments, and are eligible to receive accommodations as outlined in these guidelines. Formerly identified EL students are not eligible for EL accommodations. These students would be eligible for accommodations based on disabilities, if applicable. For details on the process for identification of EL students, refer to the *Guidance for English Learners (EL) Identification, Assessment, and Data Reporting* (education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx).

ELs must be provided reasonable accommodations on state content assessments, to the extent practicable. Accommodations are allowed for students who are ELs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. A sample documentation form is available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Modifications

A modification is a change in the content, format, and/or administration of an assessment that alters what the assessment is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessment is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

Determining if an Adaptation is a Modification or Accommodation

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accommodation tables of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child.

In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables are examples of acceptable accommodations. When an adaptation for a content assessment is not listed, the student's IEP Team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP Team or 504 Team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by **reducing the effect of the disability** on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 Team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
    a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
    b. Does any research support the conclusion that this adaption does not alter the ability of the assessment to measure the student's skill level?

Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score? Before rejecting an adaptation because it changes or alters the answer sheet, an IEP or 504 Team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test administrator can transcribe the student's answers to another test booklet or answer document after the student completes the assessment.

*If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on a state assessment results in an invalid score.*

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the

accommodation.

IEP or 504 Teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 Teams will be able to resolve issues regarding the proper use of adaptations.

Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non- binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 Team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. The district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the assessment.

If an IEP or 504 Team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 Team that the modification will make the assessment results invalid and that the assessment will not be scored. A list of examples of modifications that are not allowed are listed in Appendix A.

Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science Assessments

The Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science assessments are designed to measure student growth and achievement. There are three content area assessments: English language arts, mathematics, and science. The assessments measure the Alaska English Language Arts and Mathematics Standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). PEAKS and Alaska Science Assessments are administered to all students in the specified grade levels except those with significant cognitive disabilities who participate in the Alternate assessment program.

Some schools may choose the PEAKS and Alaska Science paper-based test administration option for all students due to a lack of technological capacity or other logistical reasons. Additionally, a paper-based assessment may be chosen for a student by an IEP Team as an accommodation if the student's disability prevents the successful use of a device.

Student Supports for the PEAKS and Alaska Science Assessment

Universal Design

The PEAKS and Alaska Science assessments are designed with the principals of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). *The Standards for Educational and Psychological Testing also* addresses this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

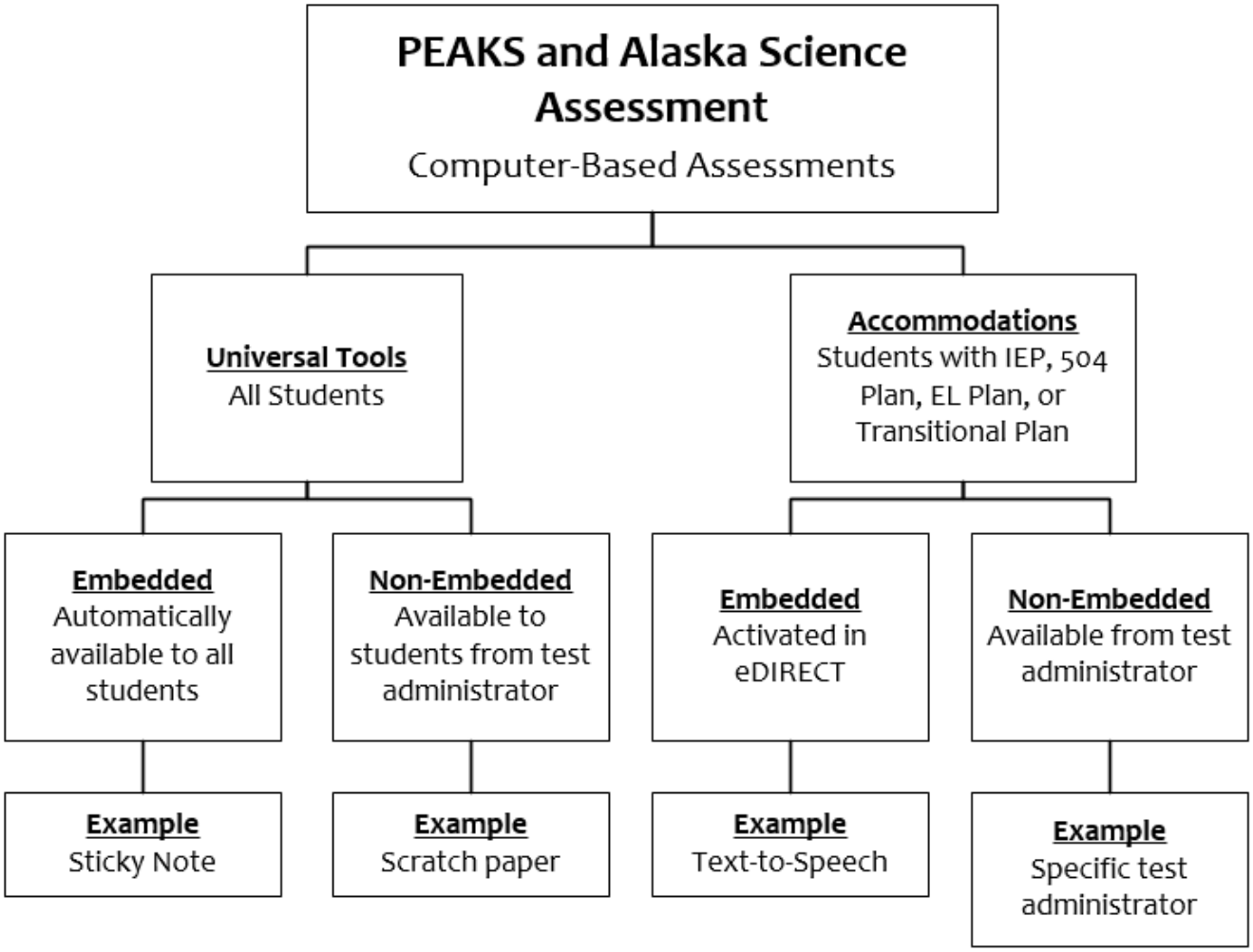
Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

TYPES OF STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE COMPUTER-BASED ASSESSMENTS

Embedded and Non-Embedded Accommodations

Accommodations are provided to students based on the decisions of the IEP Team. Accommodations can be either embedded or non-embedded.

- Non-embedded accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- Embedded accommodations are those that are within the test engine. They are activated for an individual student within the DRC INSIGHT Portal.



For detailed information on how to use these supports for students, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments* (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

UNIVERSAL TOOLS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Universal tools are supports or preferences that are available to **all** students taking the PEAKS and Alaska Science computer-based assessments or the paper-based assessments. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Table 1: Universal Tools for the PEAKS and Alaska Science Assessments

Available to all students. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on universal tools, refer to the *Test Administration Directions* located on the PEAKS webpage (education.alaska.gov/assessments/peaks), Test Administration tab.

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Calculators	Available only on select sections on the math content assessment. See *Test Administration Directions* and *Assessment Calculator Policy* for specific information.	YES, embedded within the DRC INSIGHT Test Engine	YES
Color Overlay	Changes the background color behind text, graphics, and response areas.	YES, embedded within the DRC INSIGHT Test Engine	YES, students may use a color overlay sheet.
Clarification of technology directions	Student may request clarification of technology directions. See *Test Administration Directions* for specific information.	YES	N/A
Color Contrast / Reverse Contrast	Student may choose from options to changes background color and text.	YES, embedded within the DRC INSIGHT Test Engine	N/A
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	YES, embedded within the DRC INSIGHT Test Engine	YES
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. **This does not include music devices.**	YES	YES
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	YES, embedded within the DRC INSIGHT Test Engine	YES

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Line Guide / Place Markers	A straight edge line used to follow along with each line of text or to help student track items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use a device, such as an unmarked ruler.
Magnification	Magnify text or images for better viewing.	YES, student can magnify/enlarge the entire screen, including all text, images, and objects.	YES, student may use devices that magnify text such as a magnifying glass.
Masking	Masking portions of the test to direct attention to uncovered items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use blank paper or other unmarked device.
Scratch / Graph Paper	Scratch or graph paper must be securely destroyed after assessment session.	YES	YES
Sticky Note	Creates and places a note (or multiple notes) on the screen in which a student can type a short message for later reference.	YES	N/A

Accommodations For PEAKS And Alaska Science Assessments

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section "Determining if an Adaptation is a Modification or Accommodation" to determine if the adaptation would be allowed as an accommodation. Table 2 is not an exhaustive list of all allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *Test Administration Directions*. Look for the Test Administration tab on the PEAKS webpage (education.alaska.gov/assessments/peaks).

Activating Accommodations Embedded In the PEAKS and Alaska Science Assessments

PEAKS and the Alaska Science Assessments are administered using the DRC INSIGHT Test Engine in which embedded accommodations are provided to a student. Embedded accommodations, unlike Universal tools, are only available for students to use when activated by an educator via the DRC INSIGHT Portal prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

Table 2: Accommodations for the PEAKS and Alaska Science Assessments

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on providing accommodations, refer to the *Test Administration Directions* located on the PEAKS webpage (education.alaska.gov/assessments/peaks), Test Administration tab. For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Adaptive devices, equipment and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	YES	YES
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	YES	YES
Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor	A scribe may type responses verbatim into the test engine or write them in the test booklet or answer document. For use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	YES	YES
Audio CD for test questions and answer choices	Use of the test-contractor provided audio CD is required if the student's IEP requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's IEP specifically designates a human read aloud. **Reading of reading passages is not allowed.**	N/A See Text-to-Speech.	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. • Questions • Answer choices **Reading of reading passages is not allowed.**	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	YES	YES
Braille	Students may require Braille version of the paper-based assessment. Available in UEB for ELA, math, and science.	N/A	YES
Clarification of test directions: • student requests clarification • student restates directions	A test administrator may provide clarification of assessment directions. **This does not apply to assessment questions, answer choices, or embedded directions.**	YES	YES
Clarification of embedded test directions: • student requests clarification • student restates directions	A test administrator provides clarification of directions provided within a test item. **This does not apply to assessment questions or answer choices.**	YES	YES
Flexible scheduling	Students may split a test "part" over multiple days.	YES	YES
Frequent breaks	Students may take breaks as needed.	YES	YES
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	YES	YES
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	YES	YES
Large Print	Students may require larger text and graphics.	YES, embedded magnifier within the DRC INSIGHT Test Engine, responsive screen	YES, large print version of the test is 18pt font on 11 x 17 paper

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Math manipulatives	Student use of physical objects for math items. Multiplication tables and number lines may be used on select sections of the math content assessment where calculators are allowed. See *Test Administration Directions* and the *Assessment Calculator Policy.* See the *Handbook for the Participation Guidelines* for list of additional allowable and non-allowable math manipulatives.	YES	YES
Reading, and re-reading, if requested: • test directions • embedded directions	In individual or small-group assessment administrations, a test administrator may read directions.	N/A See Text-to-Speech.	YES
Signing to student: • directions • embedded directions • math items • science items • ELA questions & answer choices	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. **Reading passages may not be signed to the student. This invalidates the assessment.**	YES	YES
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	YES	YES
Special pen or non-#2 pencil	Requires transcription of student answers.	N/A	YES
Specific test administrator	For students who need a familiar test administrator.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. **Text-to-Speech does NOT read the passages associated with ELA reading items.**	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.
Allow student to mark in test booklet	Students may mark answers in test booklet instead of answer document. Requires transcription of student answers.	N/A	YES
Provide detailed monitoring to ensure student marks responses in correct answer area	Test administrator monitors student responses individually or in small groups.	N/A	YES
Provide student with additional room for writing responses	Requires transcription of student answers.	N/A	YES

Common instructional supports NOT allowed as accommodations for the PEAKS and Alaska Science assessments:

The following supports are ***not*** allowed as accommodations for the PEAKS and Alaska Science assessments because they would change the construct of what is being measured on the assessment. A complete list of modifications is located in Appendix A.

- Calculators on all sections of the test
- Reading aloud the reading passages
- Spell-check

ACCOMMODATIONS FOR ENGLISH LEARNERS FOR CONTENT ASSESSMENTS

All students identified as English learners must participate in statewide academic assessments. Only **currently identified ELs may receive EL accommodations.** The EL accommodations listed below in Table 3 are the only allowed accommodations for ELs for the PEAKS and Alaska Science computer-based and paper-based assessments.

The research-based EL accommodations in Table 3 are EL-responsive: they have been shown to support ELs linguistically in order to more accurately assess their academic content knowledge. Careful selection of EL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students' English proficiency level. For detailed instructions on the use of EL accommodations, refer to the *Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports* (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

Teams of people (teachers, administrators, etc.) who know the educational needs of the EL should make decisions concerning appropriate EL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with the instruction of English learners. With a close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELs gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the student's file [4 AAC 06.776(b)]. A sample documentation form for EL accommodations is available on the DEED forms webpage (education.alaska.gov/forms).

The accommodations listed below are the only allowable accommodations for ELs for content assessments.

Table 3: Accommodations for English Learners for Content Assessments

Accommodations must be documented in the EL student plan. Embedded within the testing system and/or provided by test administrator.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. **Text-to-Speech does NOT read the passages associated with ELA reading items.**	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Audio CD	Use of the test-contractor provided audio CD is required if the student's plan requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's plan specifically designates a human read aloud. **Reading of reading passages is not allowed.**	N/A See Text-to-Speech.	YES
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location.	YES	YES
Using a specific test administrator	For students who need a familiar test administrator.	YES	YES
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the *Test Administration Directions*.	YES	YES
Read aloud and/or repeat written and/or oral assessment directions, including embedded item directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.	YES	YES
Clarification of test directions in English or the native language: • student requests clarification • student restates directions	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word- to-word bilingual dictionary	Published document must pro- vide word-for-word equivalents in English and native language, and suitable for standardized assessment. Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas or examples. **Not allowed for reading pas- sages.**	YES	YES
Allow the student to respond orally to constructed response items in English for math, and/or science items	Requires a scribe to transcribe verbatim into the test engine or test booklet. **Not allowed for English language arts items.**	YES	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. • Questions • Answer choices **Reading of reading passages is not allowed.**	YES	YES

Note: EL students with disabilities may be given EL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Alternate Assessment Dynamic Learning Maps (DLM)

Overview of Assessment of Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004) and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. These students may be precluded from taking regular or substitute course offerings as defined in Alaska regulation 4 AAC 06.078. Alternate assessments designed for these students offer assessments in the same content at the same grade levels as the general content assessments. If a student meets the eligibility criteria, the IEP Team may recommend the alternate assessment for that student. It is expected that only a small number (less than one percent) of all students will be eligible to participate in an alternate assessment. These students may be awarded a certificate of completion or attendance, based on completion of the IEP goals or attendance, rather than a high school diploma. (See 4 AAC 06.790 for definitions.)

Content Standards and Achievement Standards

The alternate assessments are based on content standards for English language arts, mathematics, and science called the Alaska-Dynamic Learning Maps (DLM) Essential Elements. The Essential Elements are aligned to Alaska's content standards, but are reduced in complexity, breadth, and depth. The Essential Elements are located on the DLM website (dynamiclearningmaps.org/about/model#essential-elements).

The Alternate Achievement Standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

Administering the Alternate Assessment

District personnel must be trained and qualified in order to administer the Dynamic Learning Maps Alternate Assessment, in accordance with the requirements of 4 AAC 06.761.

Determining Student Eligibility for the Alternate Assessment

Eligibility and selection for the alternate assessment is a decision made by the IEP Team members on an annual basis during the IEP meeting. The IEP Team must use the Alternate Assessment Participation Criteria Checklist found in this section to determine if a student is eligible to take the alternate assessment. Decisions made by the IEP Team must be reflected in the student's IEP and kept in the student's special education file.

Parents/guardians must be informed when their child's instruction will be based on content aligned with the Essential Elements rather than regular curricular offerings and their child's achievement measured by the alternate assessment will be based on the Alternate Achievement Standards. The notification must also include how the child's participation in this instruction and in the alternate assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

Students with Significant Cognitive Disabilities

Students eligible for the alternate assessment must take the assessment in all the content areas: English language arts, mathematics, and science (if applicable).

Participation in the alternate assessment **requires** a yes answer to **each** of the following questions.

Agree (Yes) or Disagree (No)? **Provide documentation for each**	**Participation Criterion**	**Participation Criterion Descriptors**
Yes/No	1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
Yes/No	2. The student is primarily being instructed (or taught) using content aligned to the DLM Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the alternate assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expect poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education

8. EL status
9. Low reading level/achievement level
10. Anticipate student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology) to participate in assessment process

Documenting the Decision in the Individualized Education Program (IEP)

The following information must be documented and stored in the student's special education file. A sample IEP form can be found in the *Guidance for Special Education Personnel* available on the DEED SPED webpage (education.alaska.gov/sped).

1. Acknowledgement that the alternate assessment (DLM) is based on alternate achievement standards, and therefore, may delay or limit the student's ability to obtain a regular high school diploma.
2. An acknowledgement, signed by the parent/guardian, stating that he or she has been notified that the student is taking the alternate assessment (DLM) for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the general content assessments (PEAKS and Alaska Science) in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the alternate assessment (DLM) is appropriate based on the participation criteria.

Student Supports for the DLM Alternate Assessment

Accommodations and Assistive Technology

Students taking DLM may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the alternate assessments is provided via a special user interface called Kite® Suite. Prior to testing, information must be entered into the student's profile for accessibility and into the First Contact Survey for each student. These resources are available on the Educator Portal website (educator.kiteaai.org/). This information must be entered prior to testing to customize each student's experience and determine which test form is the most appropriate.

The First Contact Survey is a collection of background information about students who are eligible for the DLM alternate assessment. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. The First Contact Survey is completed prior to assessment administration and some questions are used to determine a student's entry point, or initialization, into the assessment. This is the student's first testlet. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the testing system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP Profile is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP Profile is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

The following information is taken from the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Accessibility Supports Provided in the DLM Alternate Assessment

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes among accessibility supports that (a) can be utilized by selections online supports via the PNP Profile, (b) require additional support materials, and (c) are provided by the test administrator outside the system.

Prior to administering the DLM alternate assessment, test administrators provide information about the accessibility needs of each assessed student. The Kite® system stores this information and uses some of it to activate certain supports.

Category 1 Settings in the PNP Profile activate supports within Student Portal

Online supports include magnification, overlay color, invert color choice, contrast color, and Spoken Audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Selecta and View Supports in the Kite System of the six-Step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Test Administrators are advised to try out the supports in advance to make sure they are compatible and provide the best access for students. See the Guide to Practice Activities and Released Testlets on the DLM website (dynamiclearningmaps.org) for more information (e.g., the user names and passwords for the practice demo testlets). Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3-8 and high school. New released testlets are added periodically.

CATEGORY 1

ACCESSIBILITY FEATURE	DESCRIPTION
Magnification	Magnification allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22 point. Scrolling may be required when the level of magnification is increased and the entire item can no longer been seen on the screen. Scrolling will vary due to the level of magnification, the amount of content in the item, and the size of the screen.
Overlay Color	The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP and actual live testlets.
Invert color choice	Makes the background color black and the font white. Images display with a white background.
Contrast color	Allows test administrators to choose from color schemes for the background and font.
Spoken Audio • Text only • Text & graphics • Nonvisual	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).

Category 2 Settings in the PNP Profile require additional supports or materials

These supports include braille, switch system preferences, and the use of special equipment and materials and typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with supports are available through several demo student accounts. See the Guide to Practice Activities and Released Testlets or the *Test Administrator Manual* for a list of demo logins for practice testlets.

CATEGORY 2

ACCESSIBILITY FEATURE	DESCRIPTION
Braille	The DLM Alternate Assessment System supplies braille forms for some testlets and target linkage level. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student's PNP Profile, if the state permits both. DLM braille forms also include Nemeth code for mathematics as needed.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or has a significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP BVI SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Test Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student.
Single-switch system	This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and Enter key to select the choice when highlighted.
Individualized manipulatives	Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
Calculator	Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify when a calculator is permitted.

Category 3 Settings in PNP Profile all require supports provided by the test administrator outside of Kite Student Portal

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signed, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

CATEGORY 3

ACCESSIBILITY FEATURE	DESCRIPTION
Human read aloud	Test administrators may read the assessment aloud to students. Alternate test for test administrators who will deliver the human read aloud will include descriptions of graphics and alternate test descriptions of images and are provided as additional pages after the main TIP. The *Test Administrator Manual* also includes information about human read aloud.
Sign interpretation of text	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
Language translation of text	Test administrators may translate the text for students who are English learners or who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used.
Test administrator entering student responses	If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option and students indicate when presented their desired response.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

English Language Proficiency (ELP) Assessment ACCESS for ELLs

Students in kindergarten through grade 12 who are currently identified as English learners (ELs) must be assessed annually to monitor their progress in acquiring academic English. Alaska uses WIDA's ACCESS for ELLs assessment as its English language proficiency assessment. This assessment is aligned with the WIDA English Language Development (ELD) Standards. Alaska adopted the 2007 WIDA ELD Standards in 2011 (4 AAC 04.155). ACCESS for ELLs is used to assess the proficiency levels of English learners' receptive and productive skills in English in the areas of listening, speaking, reading and writing. ACCESS for ELLs focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. ACCESS for ELLs is available for grades 1-12 in online and paper-based versions. Kindergarten ACCESS for ELLs is available in a paper-based version only. Assessment administration information is available on the WIDA website (wida.wisc.edu).The following information is an excerpt from the *WIDA Accessibility and Accommodations Supplement*. For more information on any of these supports, please refer to the Supplement located on the WIDA website (wida.wisc.edu).

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any EL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. In addition to administration procedures listed in the test administration manual, the following tables show the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessment.

Table 4: Administrative Considerations for ACCESS for ELLs, Alternate ACCESS for ELLs, Kindergarten ACCESS and WIDA Screener

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing.

Administrative Consideration	Description
Alternative Microphone	Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test. Students may also need to be tested in a separate environment in order to limit distractions for other students.
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators are required to be trained and certified to administer the test.
Frequent or Additional Supervised Breaks	Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious). Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements should be made for the student to be escorted in order to minimize interactions with other students. During breaks, the student's test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student's paper-based test materials, or ensure the online test has been placed on "pause." The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.
Individual or Small Group Setting	A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., "fewer than ten students" or "no more than 8 students"), or follow the state's policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment. The testing location must be a secure and safe environment that is monitored while the assessment is being administered.
Monitor placement of responses in the test booklet or onscreen	Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of

Administrative Consideration	Description
	the item or selecting the correct response.
Participate in different testing format (paper vs online)	If allowed by state policy, students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis. Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing. Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.
Read Aloud to Self	A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used. To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored while the assessment is being given.
Specific Seating	Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk. While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.
Short Segments	In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time. A language domain should be completed within one school day. NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.

Administrative Consideration	Description
Verbal praise or tangible reinforcement for on task or appropriate behavior	It may be appropriate to provide students positive reinforcement during testing. Reinforcement may not depend on the accuracy of the student's response. Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student. Verbal feedback may include phrases such as "Good job," "Very good," "Nice job," and "Okay."
Verbally redirect student's attention to the test (English or Native Language)	Test administrators may verbally redirect the student's attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.

UNIVERSAL TOOLS

Universal tools are available to all students taking the ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students' abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them. Remember, sample items are available for students to practice using the universal tools.

Universal tools do not need to be pre-selected for online testing in WIDA AMS.

Table 5: Universal Tools for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

UNIVERSAL TOOL	DESCRIPTION
Audio Aids	A tool that the student can use to amplify or diminish sound. Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.) • The student uses amplification devices typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). • The student uses a white noise machine typically used during instruction or assessment. **Online test:** Noise cancelling headphones or ear buds may be connect to the computer. Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer's speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students. **Paper-based test:** Noise cancelling headphones, earplugs, earphones or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.
Color Contrast	A tool that the student can use to change the text and background color. **Online test:** After selecting the options button found in the lower left corner of the screen, the student will select Color Contrast, and choose from 8 pre-defined color combinations. Combinations include: white with black text (default), pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text. **Paper-based test**: See Color Overlay

UNIVERSAL TOOL	DESCRIPTION
Color Overlay	A tool that the student can use that changes the contrast between the text and the background color. **Online test:** After selecting the options button found in the lower left corner of the screen, the student will select Color Overlay, and then choose from 6 pre-defined background colors. The text remains black. Color will remain selected until turned off. Color choices include: white (default), green, blue, beige, pink and yellow. Students may also use external color overlays provided by the school or student. These external overlays may also be combined with the embedded color settings. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical classwork on the computer. **Paper-based test:** Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.
Highlighters, colored pencils, or crayons	A tool that the student can use to mark specific text. **Online test:** Students will select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow. This is only available with mouse control. **Paper-based test:** Students can use their preferred writing tool(s) to mark specific text in the test booklet.
Keyboard Navigation	A tool that the student can use to change to different areas of the online test screen or move from screen to screen. **Online test:** Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools. TAB order: highlighter, magnification, line guide, pause, help, options, next. See Appendix B of the WIDA Accessibility and Accommodations Supplement for Keyboard Shortcuts. **Paper-based test:** Does not apply.

UNIVERSAL TOOL	DESCRIPTION
Line Guide or Tracking Tool	A tool that the student can use to guide his or her eyes while reading text on the computer screen. **Online test:** After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper-right portion of the screen. Students select the light blue rectangle and drag it to position and move the line guide. This is only available with mouse control. **Paper-based test:** Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC. The tracking device must be blank/empty.
Low-vision aids or magnification devices	A tool that the student can use to increase the size of graphics and text. **Online test:** After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors can also allow for increased text and image size with or without the magnifier tool. Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the embedded magnifier or select the paper-based large print test. **Paper-based test:** Students will use their low vision device with a regular or large print paper-based form. Student answers in test booklet. Transcription is required if the student marks answers in the large print test booklet.
Sticky notes	A tool that the student can use to make notes in preparing responses on the Writing test. **Online test:** Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens. Sticky notes are available on only some screens. **Paper-based test:** See Scratch Paper

UNIVERSAL TOOL	DESCRIPTION
Scratch Paper	A tool that the student can use for notes, drafts and diagrams. The student receives one sheet (or more as needed) of scratch paper with a pencil, pen or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper or colored paper. Students may alternately use an individual, erasable white board as scratch paper for notes and responses. No graphic organizers may be provided. Used scratch paper is considered a secure test material. Test administrators must collect used scratch paper and completely erase white boards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy. **Online test:** For the writing domain students in Grades 4 – 12, students will receive one piece of blank scratch paper as part of the general test administration. Scratch paper should be available to students upon request for all domains and grade levels. **Paper-based test:** Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.

ACCOMMODATIONS

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs administration in order to allow the student to effectively demonstrate their knowledge and skills while generating valid assessment results for students who need them. Accommodations are intended to provide testing conditions that do not result in changes to what the test measures and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes; these accommodations provide comparable test results to those of students who do not receive accommodations.

Accommodations are available only to ELs with disabilities as specified in the student's IEP or 504 Plan or as determined by the individual or team designated by the LEA to make decisions for students covered under Title II of the ADA, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Sometimes students with disabilities require non-digital accommodations (i.e., accommodations delivered by a test administrator instead of by the online test). For those students, administering the assessment in a paper-based format should be considered. Decisions about accommodations appropriate for all four domains of the ELP assessment—Listening, Reading, Speaking, and Writing—should be based on the needs of individual students, rather than based on the nature of the disability or disability type. A student's individual educational team (IEP, 504, or Title II of the ADA) makes decisions about accommodations. These educational teams must not select accommodations that invalidate the assessment. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA (34 CFR §§300.320 through 300.324.4).

It is important that teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. Documentation should be maintained as part of the student's records.

The following should be considered when choosing appropriate accommodations for students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment.

2. Does the accommodation address the challenge faced by the student?

The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge or skills, or because of a lack of appropriate instruction (or lack of access to) in the complex academic language associated with any content area.

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

3. Is the accommodation allowable for ACCESS for ELLs ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs and, therefore, different accommodations may be allowed for each. Some accommodations that might be appropriate for content areas tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy.

Once the student's educational team has selected appropriate accommodations, it is important to share this information with the school Test Coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who does not have an IEP or 504 Plan or who is not regularly receiving services under Title II of the ADA, may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to a short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write, or use voice recognition software. Accommodations for a student without an IEP or 504 Plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).

Accommodations may be embedded within the online test platform or be delivered locally by a test

administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.

Accommodations requiring physical materials (e.g., braille, assistive technology, manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

On the following pages, descriptions of the allowable accommodations provide detailed information on each accommodation. Each accommodations table is divided the four domains of English language proficiency assessments (Listening, Reading, Speaking, and Writing) with indications as to whether a particular accommodation is

(a) appropriate for the domain (Yes).

(b) inappropriate and therefore not recommended (No).

(c) not applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test which requires no writing).

Most accommodations for ELLs with disabilities are allowed during both the paper and online administrations of the assessment. If the accommodation is delivered the same way during online and paper test administration, the two cells in that accommodations table have been merged.

As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.

The following table is from the WIDA 2019-2020 Accessibility and Accommodations Supplement. For further description and guidelines about each of the accommodations listed below, please refer to the accommodations section in that document. It can be found on the *WIDA Accessibility and Accommodations webpage* (wida.wisc.edu/assess/accessibility).

Table 6: Accommodations for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Braille Code: BR	N/A	Embossed test with graphics provided in either contracted or uncontracted braille. Unified English Braille (UEB) in Grades 1-12 Grades 6-8 uses UEB with Nemeth for Math and Science-related items.	YES	YES	NO	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Extended time of a test domain Code: EM	Student completed a test domain over multiple days. Test administrator must follow security measures.	Student completed a test domain over multiple days. Test administrator must follow security measures.	YES	YES	YES	YES
Extended Speaking test response time Code: ES	Student is provided up to twice the allowable time to respond to items on the Speaking test	Student is provided up to twice the allowable time to respond to items on the Speaking test	N/A	N/A	YES	N/A
Extended test time within the school day Code: ET	Student is allowed extended test time within the same school day	Student is allowed extended test time within the same school day	Yes	YES	See Accommodation ES	YES
Human Reader for items (stimuli and prompts) by in-person human. Code: HI	N/A-embedded pre-recorded human voice is used.	Read aloud test items (i.e. stimuli and prompts). by in-person human.	YES	NO	YES	YES, Grades 4-12 Tiers B/C
Human Reader for response options (answer choices) Code: HR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	YES	NO	N/A	N/A
Human Reader for repeat of items (stimuli and prompts) Code: RI	N/A -See accommodation RA if repeating recorded audio is needed.	Read aloud and repeat test items (e.g. prompts and response options) by in-person human.	YES, only repeat item one time	NO	YES, may repeat item multiple times	YES, may repeat item multiple times

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Human Reader for repeat of response options (answer choices) one time Code: RR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	YES	NO	NO	NO
Interpreter signs test directions in ASL Code: SD	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	YES	YES	YES	YES
Large Print Code: LP	Embedded magnifier, responsive screen	Large print version of the test. 18-point font on 11 x 17 paper	YES	YES	YES	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Manual control of item audio Code: MC	Student manually starts the audio embedded in the online platform.	The test administrator asks the student if he/ she is ready to listen, and then plays the audio delivered via CD.	YES	NO	YES	YES online N/A for paper
Repeat item audio Code: RA	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time.	The test administrator asks the student if he/she is ready to listen, and then plays and/ or replays the audio delivered via CD.	YES Repeat item audio one time.	NO	YES May repeat item multiple times.	YES online. May repeat item multiple times. N/A for paper.
Scribe Code: SR	The test administrator types student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	The test administrator marks or writes student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	YES	YES	N/A	YES
Student responds using a recording device, which is played back and transcribed by the student. Code: RD	Students uses a recording device to respond, and then the student transcribes the response into the test.	Students uses a recording device to respond, and then the student transcribes the response into the test.	N/A	N/A	N/A	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Test may be administered by school personnel in non-school setting. Code: NS	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	YES	YES	YES	YES
Word processor or similar keyboarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.	The student responds using standalone (external) word processing or similar keyboarding device.	YES	YES	N/A	YES

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test
- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It can be found on the WIDA Accessibility and Accommodations webpage (wida.wisc.edu/assess/accessibility).

For additional information and updates, refer to the *Handbook for the Participation Guidelines* located on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Note: Students with significant cognitive disabilities who cannot participate fully in ACCESS for ELLs, with or without accommodations, may be eligible to take the Alternate ACCESS for ELLs if they meet the required criteria. Refer to the Alternate ACCESS for ELLs section of this document for participation criteria.

Alternate English Language Proficiency (ELP) Assessment
Alternate ACCESS for ELLs

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires that all students identified as English learners (ELs) be assessed annually for English language proficiency, including EL students with disabilities. The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in statewide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP).

The Alternate ACCESS for ELLs Assessment assesses English language proficiency for students in grades 1 - 12 who are currently identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. Alternate ACCESS for ELLs is aligned to four of WIDA's English Language Development Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, and Language of Science and associate model performance indicators. Alternate ACCESS for ELLs provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities by expanding upon the performance indicators for Proficiency Level 1 for each standard in a grade-level cluster. Each test form assesses the four language areas of listening, speaking, reading, and writing.

At this time, there is no alternate ELP assessment available for kindergarten students but WIDA is currently working on development of such an assessment.

For the purposes of this guide, the term English learner (EL) refers to currently identified EL students, not former EL students. Only currently identified EL students with disabilities are eligible for accommodations or to participate in Alternate ACCESS for ELLs.

Administering the Alternate ELP Assessment

District personnel must be trained and qualified in order to administer Alternate ACCESS, in accordance with the requirements of 4 AAC 06.761. Test administrators must either complete the Alternate ACCESS module provided by WIDA or participate in district-facilitated training. Additionally, test administrators must sign a Test Security Agreement.

Determining Student Eligibility for the Alternate ELP Assessment

The following Alternate ELP Participation Criteria Checklist must be used by IEP Teams to determine if a student is eligible to take Alternate ACCESS for ELLs. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in Alternate ACCESS, and documentation must be kept in the student's IEP file.

The decision to participate in the Alternate ELP assessment must not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

Alternate ELP Assessment Participation Criteria Checklist

YES/NO	PARTICIPATION CRITERIA CHEKLIST
	The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student.
	The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	For students in tested grades 3 – 8 and high school, the student is identified in the student's IEP as eligible to take the Alaska Alternate Assessment.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

Accommodations and Supports

The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all universal tools, accommodations, and student supports that are relevant to the paper-based ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment. Administrative procedures of Alternate ACCESS for ELLs incorporate the accommodations such as extended test time and human readers; therefore, they do not need to be recorded as accommodations for the Alternate ACCESS for ELLs.

Please refer to Tables 4, 5, and 6 in the previous section for a list of applicable supports.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Only students who participate in the alternate assessment for students with significant cognitive disabilities (Dynamic Learning Maps) will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or English Learners as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English learners (ELs). The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most ELs will be included on the NAEP. Only ELs who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELs should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found on the DEED NAEP webpage (education.alaska.gov/assessments/naep). If you have questions about the NAEP accommodations, please contact the Alaska NAEP State Coordinator at 907-465-8729.

Appendix A: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the test administration directions for the specific assessment prior to administer ring the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets unless provided by the assessment
- Use of a calculator on items where it is not permitted
- Test administrators/proctors providing synonyms for unknown words

Appendix B: Abbreviations Glossary

CBA – Computer-based assessment

DEED – Alaska Department of Education and Early Development

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

ELA – English Language Arts

EL – English learner

ELP – English language proficiency

ESSA – Every Students Succeeds Act of 2015

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

NAEP – National Assessment of Educational Progress

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education Statistics, conducts NAEP

PBA – Paper-based assessment

PEAKS – Performance Evaluation for Alaska's Schools, Alaska's assessment to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

PNP Profile - used to activate the appropriate student supports that are selected in a computer-based assessment system prior to testing, for the DLM alternate assessment

THE STATE of ALASKA
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Department of Education & Early Development

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M E M O R A N D U M

To:	State Board of Education & Early Development	**Date:**	June 10, 2020
Thru:	Commissioner Michael Johnson	**Telephone:**	(907) 465-2857
From:	Director Tamara Van Wyhe	**Subject:**	Division Updates

Assessments

- PEAKS Science Assessment:
  - From January 14 – 16, 2020 the assessments team, along with the test vendor (DRC) facilitated a review by Alaska science educators of the test blueprint for a science assessment based on newly adopted standards. The new science assessment will be operational in the spring of 2022.
  - An item review by Alaska science educators of test items for the new PEAKS Science Assessment will take place in June.
- NAEP Long Term Trend assessments for 9 and 13 year old students took place in Anchorage and Matanuska-Susitna Borough School Districts in October and December. NAEP Long Term Trend assessments for 17 year old students will take place in Anchorage and Matanuska-Susitna Borough School Districts in May.
- Trainings:
  - Computer-based assessment training for Technology Directors and assessment technology coordinators was held on December 5, 2019.
  - A webinar for all District Test Coordinators concerning all assessments took place on January 9, 2020.
  - In person training for the 2020 administration of PEAKS was provided to all District Test Coordinators on February 12 – 13, 2020.
- Members of the assessments team attended the Technical Issues in Large Scale Assessments (TILSA) collaborative during the CCSSO SCASS meetings on February 18 – 19, 2020.

- On March 27, 2020, the United States Department of Education, in response to school closures as a result of the outbreak of COVID-19, approved Alaska's request for a waiver from sections of ESSA related to assessments and accountability. The practical implications of the waiver are:
    - The assessment window for the spring 2020 administration of the WIDA ACCESS for ELLs assessment ended on March 16, instead of March 31, 2020 as planned.
    - The 2019-2020 administration of DLM alternate assessment has been cancelled.
    - The 2019-2020 administration of PEAKS and the Alaska Science Assessment has been cancelled.
    - No results will be available for 2020 administrations of PEAKS, Alaska Science, and DLM assessments; partial results will be available for WIDA ACCESS for ELLs in the fall of 2020.
- Up to the time DEED cancelled statewide assessment, the assessments team provided support and assistance to districts for test setup (prior to cancelled assessment windows) and during the WIDA ACCESS for ELLs assessment window. The team also worked with – and continues to work with – districts to return secure materials after the cancellation of assessments.
- PEAKS Science Assessment:
    - Development of a new science assessment, PEAKS Science, aligned to new science standards is underway. The new science assessment will be operational in the spring of 2022.
    - DEED plans to request from the United States Department of Education a waiver from requirements to administer the Alaska Science Assessment in order to conduct field testing for PEAKS Science in 2021.
    - From January 14 – 16, 2020 the assessments team, along with the test vendor (DRC) facilitated a review by Alaska science educators of the test blueprint for a science assessment based on newly adopted standards.
    - An item review by Alaska science educators of test items for the new PEAKS Science Assessment will take place virtually in June.
- NAEP Long Term Trend assessment for 17-year-old students will take place in 2021 instead of May 2020 as planned.
- DEED is seeking an offeror to collaborate with the state to create and deliver a through-year assessment that can be used by educators to drive instructional decisions as well as contribute to Alaska's accountability system. A "Best Value" RFP for the development of a through-year assessment will be released on May 14th.

Career and Technical Education program

- The Career & Technical Education Team sponsored and led a successful *2020 Perkins Spring Workshop* in Anchorage February 5-7.
    - CTE staff trained participants on federal requirements, implementation processes, and district application procedures for FY21 federal Carl Perkins funds.
    - Forty-two individuals representing school districts and 24 attendees representing postsecondary university campuses and technical training institutions participated in the three day collaborative work sessions.

    - Presentations also explored effective regional industry inputs, strong programs of study that provide students marketable skills and credentials, and emphasized CTE's role in reading instruction across the 16 recognized career clusters.
    - Three statewide Career and Technical Student Organizations were featured with statewide student leaders presenting to the conference.
- DEED/CTE supports six Career & Technical Student Organizations with their spring annual student conferences.
- DEED/CTE continues to work with the Department of Corrections to support CTE instruction for incarcerated individuals.
- A joint DEED/CTE, Department of Labor, Department of Commerce, employers, and Anchorage School District work team has produced a draft guide supporting Work Based Learning opportunities for students. This guide is available statewide to assist school districts and employers to navigate the opportunities, challenges, and legalities of students accessing job related experiences.
- The Alaska State Perkins V plan has been forwarded to the Governor's office for review and feedback as required before submission to the US Department of Education by June 15, 2020. This plan is scheduled to be presented to the State Board of Education as part of the June meeting.
- In response to COVID-19 interruptions, the CTE Team has hosted a weekly check-in webinar with district CTE directors since March 26, 2020. Where available, flexibility has been provided to districts as they apply for Carl Perkins funds for the 2020-21 school year. FY21 grant awards can be made starting June 1, 2020 to avoid any funding related disruption of CTE programs for students.
- DEED has requested from the US Department of Education the authority to allow districts to carry over unspent funds (due to COVID-19 interruptions) past the usual end date of June 30th. This flexibility has yet been provided as of May 8, 2020 but discussions continue at the national level.

Data and Accountability

- Data Collections
    - The Fall OASIS data collection has been completed. Enrollment numbers for the 2019-2020 school year have been posted.
    - The Summer OASIS data collection is set to open for trial submissions on 05/18/2020 and certified submissions are due by 07/15/2020. Webinars for the data collection were scheduled and completed on 5/5/2020 and 5/7/2020.
    - The Suspensions and Expulsions collection opened for trial submissions on 4/20/2020 and certified submissions are due by 06/30/2020.
- Report Cards to the Public
    - The school, district, and state report cards to the public have been completed and posted to the website.
    - Postsecondary enrollment rates and per pupil expenditures are the two new data elements that were added to the report card this year.
- EDFacts – Federal Reporting Requirements

    - The three largest rounds of annual reporting on 11/6/2019, 12/11/2019, and 2/12/2020 have been completed.
- Consolidated State Performance Report (CSPR) – Federal Reporting Requirements
    - The two parts of the annual reporting were completed in April and May.
- Accountability System
    - In preparation for meeting with the state's Technical Advisory Committee, the team has begun examining alternative ways to calculate academic growth and alternative ways to aggregate up to 3 years of data in the accountability system for school designations in school year 2021-2022.
- English Language Proficiency Exam
    - Data validation for the English Language Proficiency exams received by the vendor prior to 4/15/2020 has been completed.
- On March 27, 2020, the United States Department of Education, in response to school closures as a result of the outbreak of COVID-19, approved Alaska's request for a waiver from sections of ESSA related to accountability. Many federal requirements related to the Report Card that uses data from the 2019- 2020 school year have been waived**:**
    - Percentage of students assessed and not assessed
    - Assessment results (including English language proficiency assessment results)
    - Number and percentage of students with the most significant cognitive disabilities taking an alternate assessment
    - Accountability system description
    - Other academic indicator results (academic growth)
    - School quality or student success indicator results (chronic absenteeism, Grade 3 ELA)
    - Progress toward meeting long-term goals and measurements of interim progress

Early Learning Program

Pre-Elementary

- 28 School districts receiving a pre-elementary grant award
    - Programs are diverse – funding homeschool programs, classrooms, summer kinder-ready programs, and partnerships with Head Start
- Annual pre-elementary/pre-kindergarten grantee meeting held in Anchorage on 02/06. Programs shared their program information, challenges, successes, and collaboration with other Early Childhood programs.
- A no-cost extension for the Preschool Development Grant (PDG) activities was approved; new deadline is the end of the federal fiscal year 2020.
- The Department of Health and Social Service applied for the renewal of the PDG and the application was denied.
- Alaska Early Childhood Strategic Plan stakeholder meetings are occurring. Kodiak, Bethel, and Anchorage meetings have already occurred. Two meetings were held at last week's Anchorage Association for the Education of Young Children (AAEYC) Annual Conference, representing early childhood educators and administrators from around the state.

HEAD START

- Congress appropriated an additional funding for Head Start. This includes $250 million for Quality Improvement activities that shall be distributed to all Head Start grantees nationwide and added to their program's base allocation going forward. There is also an additional $100 million that will be available as a competitive grant for Early Head Start and Child Care partnerships.
- The Federal Office announced a change in duration requirements. Duration would have required 100% of center-based funded enrollment to operate for 1,020 annual hours. This requirement has been lowered to 45% of center-based funded enrollment. There is also a 2-year delay in which Head Start programs must meet new comprehensive background check requirements and to participate in state and local quality rating and improvement systems.
- The Alaska Head Start Association held their annual awards banquet to honor Head Start parents, staff, and community partners. Lucy Hope from the Matanuska-Susitna School District was honored with the School District Collaboration award for their work with CCS Early Learning. The Head Start Teacher of the Year was Heather Ayd from Tlingit and Haida Head Start. The Early Head Start Teacher of the year was Chante'e Miller of CCS Early Learning.
- Head Start Directors and DEED staff met in Anchorage in December to finalize a formula for utilization in FY21.

ESEA/ESSA Federal Programs

- The Title I, Part C Migrant Education Team has continued to engage its statewide Parent Advisory Council (PAC) in the planning and operation of the Migrant Education Program. Additionally, members of the Migrant Education State PAC will have the opportunity to attend the National Migrant Education Conference in May 2020.
- The ESEA Federal Programs team hosted their annual ESEA Consolidated Application Technical Workshop virtually April 13 - 16, 2020. This workshop provided technical assistance to district personnel on the fiscal and programmatic provisions under ESSA. This workshop was attended by over 100 district staff including Superintendents, Federal Programs Directors, and various district personnel.
- DEED submitted to the US Department of Education on April 28, 2020 a request for approval to amend its Consolidated State Plan under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), to implement the requirements of covered programs under ESEA. Proposed revisions are linked on the DEED ESSA State Plan webpage. DEED sought public comment from the public, the Title I Committee of Practitioners, the State Migrant Parent Advisory Council, and other stakeholder groups. Feedback was also gathered through DEED's ESSA webpage where the amended sections were posted. The public survey posted to DEED's ESSA webpage was also disseminated through weekly newsletters to federal program contacts throughout the state.
- The US Department of Education issued formal approval on April 22, 2020 for DEED's waiver request of certain fiscal and programmatic requirements pursuant to section 3511 of Division A of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). This waiver includes Title I-A carryover, period of availability of funds under Alaska's approved ESSA State Plan, certain requirements under Title IV-A, and the definition of professional development under ESEA.
- In an effort to support school districts, ESEA Federal Program FAQs related to COVID-19 have been created and posted to the DEED COVID-19 webpage.

- In an effort to support school districts, Migrant Education Program FAQs related to COVID-19 have been created and posted to the DEED COVID-19 webpage.
- DEED is recommending changes to the current exit criteria on the annual English language proficiency assessment, ACCESS for ELLs. The current criteria is:
    - An overall composite proficiency level (CPL) of 4.5, and
    - At least a 4.0 in each domain of reading, speaking, and listening, and
    - At least a 3.8 in the writing domain

  The recommended criteria will include a minimum overall CPL requirement of 4.5 with no additional domain requirements. Under the current exit criteria, Alaska is exiting approximately 2% of its ELs annually. Experts in the field note that rates should be closer to 10-15%.
- DEED wishes to establish alternate scoring procedures to calculate an overall composite proficiency level (CPL) for English learners (ELs) with a disability whose disability precludes their assessment in one or more domain on WIDA's ACCESS for ELLs. The calculation of the CPL allows the student to be considered for exit from EL status, as well as be included in calculations for growth on the EL Progress Indicator of our statewide accountability system, the System for School Success.
- DEED's 21 CCLC program released a competitive Request for Applications (RFA) in February, with the anticipation of awarding approximately 2.7 million in grants for afterschool programs. The RFA offered priority points for applications that proposed programming that will intentionally support one of the five Positive Trajectories or goals of DEED's Strategic Plan presented in *Meeting Alaska's Education Challenge Together*, particularly applications supporting K- 3 literacy. Districts, tribal entities, and other non-profits were eligible to apply.
- In October DEED's 21st Century Community Learning Centers Program (21st CCLC) provided its grant directors and evaluators training in using the Weikart Center's SEL Youth Program Quality Assessment (PQA) tool in order to help grantees meet the federal requirement of ongoing Program Quality Improvement. The PQA is a nationally used afterschool program observation tool, and the newest SEL version has a sharper focus on the program's ability to increase students' social/emotional skills.
- In November DEED's 21st CCLC program co-hosted the 5th annual Alaska Afterschool Conference with their partner the Alaska Afterschool Network. The conference is designed to support 21st CCLC programs and other afterschool providers in providing quality programming that increases student academic achievement and positive youth development outside of the regular school day. Over 200 participants from school districts and non-profits--from a variety of rural and urban communities--attended. In addition to half-day pre-conference sessions on Staff Social and Emotional Learning and Marijuana Use Prevention, there were also site visits, and 36 additional workshops offered.

Health and Safety Programs

COVID-19 (Novel Coronavirus) Preparedness

- Participating in the Interdepartmental COVID-19 Preparedness Operations Workgroup to ensure the state departments are sharing strategies, coordinating efforts, and utilizing consistent messaging with the public
- Sent out informational resources to all superintendents for use with parents, staff, and students as well as hotlinks to DHSS and CDC to support easy access to real time status updates and information on the virus

- Conducted statewide presentations/Q&A with superintendents, educational leadership, and DEED staff to bolster internal and external readiness to respond to and mitigate any potential outbreak
- Created a dedicated COVID-19 DEED webpage for district use
- DEED created a COVID 19 resource document for school counselors. This document includes DEED resources, FERPA/HIPPA documents, American School Counselor Association, resources, Telehealth, information for students about COVID-19, student check examples, virtual counseling supports, Post-secondary/CTE etc.

Suspension & Expulsion Data Collections

- Updated the Suspension & Expulsion Data Collection Handbook to add validation checks to ensure accurate reporting and coding of suspension/expulsion incidents
- Finalized the 2018-2019 suspension and expulsion EDFacts reports to the U.S. Department of Education
- Submitted the annual Bullying report to the Legislature. This report includes the total number of incidents of bullying, intimidation or harassment that resulted in a suspension or expulsion by district and statewide.
- DEED finalized the Suspension & Expulsion Data Collection Handbook and had two statewide technical assistance webinars.

eLearning

- Updated the most-frequently trafficked eLearning courses with latest state and national data and resources
- Began the procurement process for the next 5-year (2020-2025) eLearning contract to ensure no interruptions in training for the program's 25,000 school district members
- DEED released a new eLearning course Self Care for Educators. It provides health-enhancing information on how to manage compassion fatigue and secondary trauma by practicing self-care strategies. Topics covered are: What is self-care, how to avoid compassion fatigue and burnout, what are the four important factors of self-care, and what are core self-care strategies. Active self-care reduces teacher turnover and depression, anxiety, anger and fatigue among teachers. In taking care of ourselves and each other, we provide positive role modeling for students.
- Continued efforts in the procurement process for the next 5-year (2020-2025) eLearning contract to ensure no interruptions in training for the program's 25,000 school district members

Quality Schools

- Completed the Quality Schools annual report to the Legislature
- Revised Quality Schools grant application and end of year report to allow for COVID-19 related modifications to plans.

Alaska Trauma Recovery Demonstration Grant

- DEED has been awarded a $5 million five-year federal grant by the U.S. Department of Education to expand delivering mental health services to students who have experienced trauma and are struggling in school as a result. The Health & Safety team launched the grant at the end of January in Fairbanks. The launch included meetings with school and agency administration and school staff. The team also visited each of the schools in the project.

Alaska Safe Children's Act Update

- The team is in final stages of completion for the state authored student training to support districts with the implementation of the Alaska Safe Children's Act in grades 7-12. The three grade bands (7-8, 9-10, 11-12) include 5 modules for dating violence awareness and prevention and sexual assault/abuse awareness and prevention that will be delivered via eLearning. The state authored curriculum will be available to districts for the 2020-2021 school year.

Project AWARE Grant Submission

- The team submitted a grant application for a 5 year $9.1 million grant to the federal Substance Abuse and Mental Health Services Administration. This grant, with its school mental health and safety focus, would significantly expand DEED's trauma informed work across the state. Notifications of awards will be announced in August.

School Improvement

- Currently in the process of filling the vacant positions on the School Improvement team.
- Current staff continue to support schools and districts in a cycle of continuous improvement
    - Reviewing and approving Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) grant applications.
    - Grants provide funding to implement identified strategies toward improving student outcomes.
- Staff are working with districts with end-of-year program and funding processes.
- School year 2020-2021 allocation calculations are underway. School designations associated with the March 27, 2020 assessment and accountability waivers will remain the same as they were for school year 2019-2020. No schools will exit a designation category for the upcoming year.
- Carl Chamblee is under contract to review and propose updates to the current SSOS coaching program and assist in supporting DEED's initiatives and directives for the school improvement program.

Special Education Program

Compliance/ Special Education Monitoring -

- FY19 compliance monitoring is complete
- FY20 compliance monitoring is complete with corrective actions pending
- FY20 Technical Assistance will be provided via webinar/ teleconference due to travel restrictions
- FY 21 – Pending - districts will receive 30 days' notice of arrival or desk audit

- Daily Special Education webinars for education personnel have been reduced to Monday Wednesday and Friday. The focus is COVID related issues, but other issues are also discussed and addressed.
- The Alternate Assessment "1%" letters are being collected from districts that went over the 1% cap

- Planning for the special education directors' training next fall – details pending The Lake Front (Previously Millennial) Hotel is the likely location as it allows for greater spacing of attendees (anticipated need) and is cost effective.
- District Disproportionality reporting this completed with ongoing training for the districts found in significant disproportionality.
- The Annual Performance Report/ State Performance Plan (APR/SPP) and State Systemic Improvement Plan (S-SIP) are submitted and approved. The federal special education grant application was submitted and is still pending review.
- Complaint and Due Process Hearing information remains available to the public. Current Due Process and Administrative Complaints status is as follows:
    - Due Process Hearings: 3 in progress
    - Complaint Investigations: 1 in progress and 5 complete (2 had findings, 3 had no findings)
    - Complaint Investigations: 5 completed, 2 for the parent, 3 for district

Teacher Certification Information

CAEP Accreditation

On November 3 to November 5, the University of Alaska Southeast educator preparation program was visited by a three member review team from the Council for the Accreditation of Educator Preparation (CAEP). This site visit is one aspect of the CAEP accreditation process.

Prior to the site visit, UAS provided the CAEP review team a Self-Study Report and evidence that addressed CAEP's five standards. In turn, the review team provided feedback asking clarifying questions and requesting additional documentation. UAS responded to the questions and provided additional documentation through an addendum.

The site visit was an opportunity for the review team and the university to clear up any outstanding questions. Sondra Meredith, Administrator for Teacher Education & Certification, participated in the site visit as an observer to the process.

The CAEP Accreditation Council (AC) reviewed the information and recommendation of the site visit team at its spring meeting on April 24 – April 27. The department was notified on May 14 that UAS's educator preparation initial-licensure and advanced programs have meet all five CAEP standards. The initial-licensure and advanced programs at UAS will be CAEP accredited through Spring of 2025.

Response to COVID-19

As part of the Declaration of Public Health Disaster Emergency issued by Governor Mike Dunleavy on March 11, 2020, and Alaska Statutes 26.23.020(g)(1) and (7), the Governor, under Order of Suspension No. 2, suspended statutory and regulatory requirements that were barriers for educators to gain or maintain Alaska certification and for districts to focus on the continuation of educational services to their students. The suspension of requirements applied to any applicant for Alaska certification and all certificated staff of Alaska School Districts. Additionally, Commissioner Johnson invoked his authority

under AS 14.20.020 and 4 AAC 12.410 to issue emergency certification and waive requirements for the renewal of certification in light to the COVID-19 pandemic.

Because of the disruption caused by the pandemic, the following certification requirement were suspended:

- Basic competency examination
- Content area examination
- Alaska studies coursework
- Alaska multicultural coursework
- Notarization
- Minimum required hours for student teaching

Additionally, school districts were allowed to halt their educator evaluation process and will not be required to report evaluation information to the department in the fall of 2020.
The department has worked with the Department of Public Safety to allow for a temporary name based criminal history check as an alternative to the submission of a fingerprint card. The name based criminal history check will allow the department to process applications while giving the applicants additional time to find a trained technician to roll their fingerprints.

Mt. Edgecumbe High School

State Board Report

May 2020

Prepared by: Janelle Vanasse, Superintendent/Director

Note from the Superintendent

Wow, who would have thought that our year would end this way? MEHS had our first committee meeting on our Covid-19 response in February and it has been a fast run since. I am so proud of our team on how they handled this situation at every phase. When we were still in the initial planning, we were preparing to manage the virus on campus if needed. The cooperation with SEARHC and our health clinic was excellent. The staff was so supportive and calming to students. The next phase was the mass exit home. That was very chaotic, but everyone pitched in to make it all work. Normally it takes weeks to prepare to get all students to their home communities, this time we did it within days. A great big thank you goes to our chaperones in Anchorage and the help we got from many of the other boarding schools in the hub towns. Nactec in Nome, Voyage to Excellence (Chugach School District), and the Ready Academy in Bethel all took in our students during their transition back home. At one point we had over 40 students weathered in Bethel. This final stage of distance delivery has been an adventure to say the least. Many teachers are really stretching to learn new skills and providing meaningful ways to continue learning. We have set a priority on maintaining contact and our relationships with students. True to MEHS fashion, everyone has been excellent at focusing on this goal. Teachers are reaching out in every method possible to keep kids engaged, dorm staff have called just to check in with kids, our continued to provide support, and our counselors have made teleconference appointments with students. Throughout all of this craziness, our office staff has been rock stars and have done absolutely whatever was needed to keep things moving.

This has not been the easiest end to a year, but it is certainly an experience. I believe MEHS will emerge even stronger. Of course, we still do not know what August will bring, but I believe we will be prepared. Currently we are working on several contingency plans and are actively accepting students. Throughout this uncertain time, we will continue to be Brave!

Second semester started with teacher professional development. This year we were very lucky to host Doug Fisher, a renowned leader in education, to Mt. Edgecumbe for a two-day workshop. Doug Fisher has been a keynote speaker at the Alaska Effective Instruction conference many times. A team of MEHS teachers met him in 2018 and started a conversation. Dr. Fisher became very interested in MEHS and offered to work with us directly. After being here, he invited a team to go down to his school in March. Some of the key things that we have already implemented tied to our work with Dr. Fisher include:

- Consistent morning meetings to start each day as a team
- 5 commonly used "spotlight" strategies to increase student-to-student collaboration and engagement in text
- Selection of an 'essential question' as a focus theme to encourage deep thinking and a commonality for learning conversations

We look forward to this continued collaboration.

Current Enrollment/Admissions Information

October Count

Grade	October Count			May Count			Retention Rate
	F	M	ALL	F	M	ALL	
9	69	51	120	62	46	107	90%
10	74	39	113	60	37	97	86%
11	57	42	99	50	34	86	85%
12	58	39	97	58	36	96	97%
total	258	171	429	230	153	386	89%

Admissions Update

The application for MEHS for the 2020-21 school year is operational on the website. Information has been sent out by the facebook page and applications are already being received We are deep in the process of admitting students for the 2020-21 school year. Our first "deadline" is March 31. We had 87 applications that were complete (including transcripts, test scores, educator assessments). Last year we had 116 at that time. By May 1 we had 128 completed application. Overall we are down by about 15-20%. We continue to accept applications through June 15. Currently have 199 applications that are submitted, but some do not have all of the necessary documents, that too is about 20% down from the previous year.

Professional Development

Second semester started with teacher professional development. This year we were very lucky to host Doug Fisher, a renowned leader in education, to Mt. Edgecumbe for a two-day workshop. Doug Fisher has been a keynote speaker at the Alaska Effective Instruction conference many times. A team of MEHS teachers met him in 2018 and started a conversation. Dr. Fisher became very interested in MEHS and offered to work with us directly. After being here, he invited a team to go down to his school in March. Some of the key things that we have already implemented tied to our work with Dr. Fisher include:

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We look forward to this continued collaboration.

Strategic Plan Update

Strategic Plan revision work has continued through this year. The plan is being aligned to the Alaska Education Challenge. A data team has been working on Mondays to align appropriate data with goals. Teachers worked with the data and identifying strategies to achieve the goals through a process during inservice in January. A parent survey is being developed to gather parent input.

Data Highlight- Re-defining Ready Measures

Each report will feature one measurable target and highlight some of the data used to monitor progress.

College and Career Readiness

MEHS students will have a post-secondary plan and be prepared to successfully pursue that plan

MEHS uses several data points in monitoring college and career readiness including test scores and Alaska Performance Scholarship eligibility. Redefining Ready is a national movement with Alaskan support that encourages using a matrix model for defining college and career ready that allows for multiple paths toward demonstration beyond test scores. MEHS has worked toward tracking this data and providing the programming necessary to allow students to achieve readiness through the matrix.

Matrix Options can be found at Redefiningready.org and are summarized below:

College Ready:
GPA 2.8 out of 4.0 and ONE or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit English/Math class (A, B or C)
- Algebra II (A, B or C)

OR meet
Standardized Testing Benchmarks:

- SAT Exam: Math(530) / Reading & Writing (480)
- ACT Exam: English (18) / Reading (22) / Science (23) / Math (22)

Career Ready
Career Cluster/Interest Identified and TWO or more of the following:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Dual Credit Career Course
- Industry Credential Earned
- Two or more organized Co-Curricular Activities

Mt. Edgecumbe High School is working to build a system to collect these readiness data and to offer programming to encourage students to meet readiness indicators. This sample data is incomplete as we continue to build the system and collect data.

EXAMPLE DATA, incomplete for class of 2020

College Readiness Indicators			**Career Readiness Indicators**	
College Ready	51.6%		Career Ready	
Ready based on Courses	50.5%		Career Interest Indicated	
GPA 2.8+	72.3%		90% Attendance	86.6%
Ap Course w/ Grade of A,B,C	6.2%		Dual Credit Career Course	32.0%
AP Exam w/ score of 3+	*		Industry Credential	
Dual Credit Eng/Math w/ Grade of A,B,C	2.1%		Work Place Learning Experience	
Algebra II w/ Grade of A,B,C	49.5%		25 Hours Community Service	
Ready based on Placement Tests	8.3%		2+ Co-Curricular Activities	
SAT Scores - Math 530 | ERW 480	5.2%			
ACT Eng 18 | Read 22 | Sci 23 | Math 22	5.2%			

Initiative/Strategy Highlight – Internships and Work Experience

Each report will feature an initiative or strategy tied to the school improvement process and/or federally funded supplemental services.

The goal to increase internship and work experiences have come up frequently in our school improvement work. The concept of service learning, or volunteer time for students has also been a favored topic. MEHS has had great success using an Alaska Fellows program volunteer to support our College and Career guide the past three years and so we are going to expand to include an additional fellow to serve as an Internship, Work Experience, and Service Learning Guide. The 20-21 school year will be the first year for this position. The position will support students in some existing internship partnerships, but will spend much of the year developing the structure and partnerships needed to have a more consistent and systematic program to offer internships and work experiences to students. This is aligned with our goal to be both college and career ready and to be a program that offers opportunities to meet the Redefining Ready matrix.

MEHS Aquatic Center

The aquatic center has remained open second semester until it closed for COVID. Public swims, lap swimming, and rentals began in January. The original plan to close in December relied on about 100K of educational funds being spent on aquatic center operations. A supplemental budget has provided funds for the year and funds have been budgeted for next year

Covid-19 and Re-entry Planning

MEHS students went home the week of March 16, 2020. To provide continued education, teachers switched to distance delivery methods. Since connectivity was not reliable or available for all students, teachers used a mix of online and mailing to provide educational materials to students. The residential staff worked to keep in contact with students and provided mental health calls, distance delivered recreation activities, tutoring services, and just about any support needed. Many of the residential staff took on jobs around the dorms to beautify campus, including painting and rearranging common spaces. All MEHS and contract staff stepped up to provide quality service during these difficult times. On May 7, 2020, MEHS broadcast a virtual graduation ceremony for the class of 2020. It was well received, and families appreciated the huge effort to make this a special event. The video can be accessed, along with other special publications, on the MEHS website: www.mehs.us

MEHS staff are now working on re-start and re-entry plans. We are drawing out ideas for several scenarios. Of course everything is still quite unpredictable, but we are willing to do what is necessary to continue to serve our students and families.

THE STATE of ALASKA
GOVERNOR MICHAEL J. DUNLEAVY

State of Alaska
Department of Education & Early Development

801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800

M E M O R A N D U M

To: State Board of Education

Thru: Commissioner Michael Johnson

From: Patience Frederiksen
Division of Libraries, Archives and Museums

Date: May 13, 2020

Telephone: 907-465-2911

Subject: Report to the State Board of Education & Early Development Covering February through April 2020

Staffing:

- Jack Kovaleski, the OWL Librarian I, started work under quarantine on March 23.
- Tracy Swain, Grants and Statistics Librarian III in Library Development, retired April 30.
- Andrew Washburn, Museum Registrar, resigned May 1.

Division News:

February 7 - In recognition of the 100-year anniversary of women's suffrage in the United States, the Alaska State Museum opened an exhibit *Women of Vision* that highlights from the collection by 50 women artists. These works span over a century and include recent acquisitions made possible by the Rasmuson Foundation.

Three panels with details from art included the *Women of Vision* of exhibit.

February 7 – A solo artist exhibit titled *Lowlands* by Sara Tabbert opened at the State Museum. For this exhibition, Tabbert created woodblock prints, carved panels, and sculptures that reveal often overlooked subjects and environments. *Lowlands* highlights new sculptural skills and techniques and explores the strange and beautiful landscapes of interior Alaska.

Image of Sara Tabbert's *Tinder* artwork of carved and painted yellow cedar.

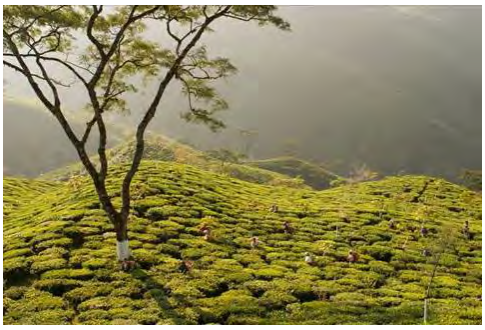
February 22 – The Alaska State Library partnered with the Alaska Library Association to present a free showing of the movie *The Public*. The movie is about an act of civil disobedience when homeless people in Cincinnati take over the public library to seek shelter from the bitter cold. The movie was followed by a panel discussion with the directors of the Juneau Public Libraries and the Glory Hall shelter and Juneau's Homelessness Services Coordinator.

Image of the movie poster for *The Public*.

February 26 - The State Museum organized a traveling exhibit examining women's suffrage in Alaska to commemorate the centennial of the passage of the 19th Amendment. During 2020, *Alaska's Suffrage Star* will be on exhibit in museums and libraries in Cordova, Haines, Anchorage, Nome, Wrangell, Fairbanks, Homer, and Wasilla. The exhibit describes how local and national activism helped Alaska women citizens achieve the vote in 1913, seven years before the 19th Amendment. In 1924, all Alaska Native women become eligible voters when the federal government granted US citizenship to Native Americans. The League of Women Voters and the Friends of the Alaska State Library, Archives, and Museum sponsored the exhibit.

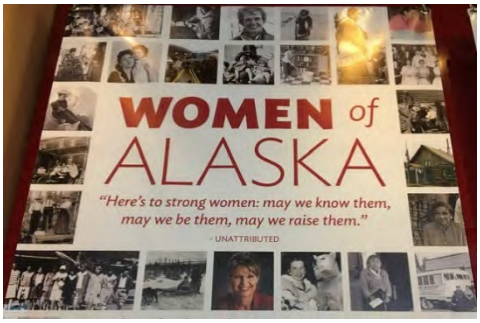
Margaret Vale, niece of President Woodrow Wilson, represents Alaska in a 1915 suffrage parade in New York City. Image courtesy Library of Congress.

February 27 – A Twitter posting of a baseball game was retweeted over 50 times and garnered more than 350 likes for the photo.
Caption: Image of baseball game at mining camp in Southeast Alaska from 1918



March 6 –*Rarefied Light* concluded its statewide tour at the State Museum. *Rarefied Light* is organized by the Alaska Photographic Center, a statewide organization formed in 1983, with a mission to promote fine art photography in Alaska. *Rarefied Light* is Alaska's largest annual fine art photography exhibition. This year, the exhibit received 525 entries by 83 artists.

Untitled photograph by Bob Sacha showing tree and hills.



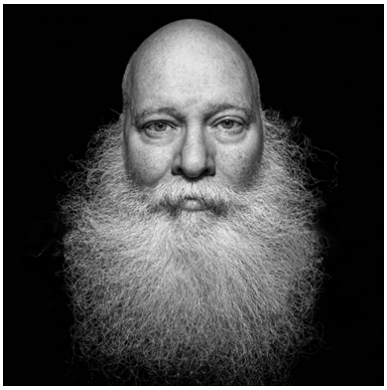
March 6 – The State Archives and the Historical Collections organized a *Women of Alaska* exhibit in honor of the centennial of the 19th Amendment. The multi-panel exhibit celebrates and recognizes the significant role women have played in shaping Alaska into the state it is today. On display through 2020.

Image of the first panel from *Women of Alaska* exhibit

April 3 - The State Museum participated in Virtual First Friday during Covid by posting Sara Tabbert's exhibit *Lowlands* on the Museum's website, lam.alaska.gov/sara-tabbert-lowlands. Tabbert creates woodblock prints, carved panels, and sculptures that reveal often overlooked subjects and environments. *Lowlands* highlights new sculptural skills and techniques and explores the strange and beautiful landscapes of interior Alaska.

April 9 – The Library Development unit published online a *COVID-19 Resources for Libraries Guide* https://lam.alaska.gov/covid-19 . The guide included the latest health mandates applicable

to libraries, archives, and museums; resources for remote working and professional development; self-care resources to help you destress in this time of crisis; and a working list of services currently offered by libraries in Alaska.



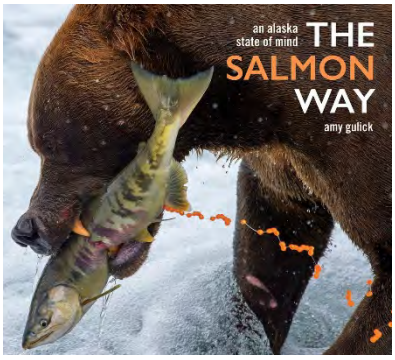
April 29 – The Alaska State Museum participated in its second Virtual First Friday by posting an online exhibit of *Alaska Positive* on the Museum's website https://lam.alaska.gov/ak-positive-2019 Now in its 49th year, *Alaska Positive* is a statewide juried photographic exhibition organized and toured by the Alaska State Museum. Its purpose is to encourage the practice of photography as an art form in Alaska. The juror for *Alaska Positive* was David Michael Kennedy, who selected 38 photographs that 26 photographers sent in for the exhibit.

Self, Mike Gates, Digital photograph, Award of Recognition

Trainings and Workshops:

February 8 - The Division offered a printmaking workshop for youth. Participants toured the *Lowlands* exhibit with the artist, Sara Tabbert, and then learned printmaking techniques to create their own relief prints.

February 29 – On Leap Day, the State Library and State Archives held a *Leap into Family History and Genealogy* workshop. FamilySearch volunteers Richard and Laura Carmack presented *Leap – SLAM – Dunk: Capturing Alaska's Past* to highlight the digital images of millions of archival records from the State Archives added to *familysearch.org* databases over the past seven years. Electronic Resources Librarian Kate Dunn presented *What's In A Name? An Ancestry Library Edition Workshop*. The thirty researchers in attendance put their new skills to work by heading up to the reading room, where staff were on hand to help users sign up, sign in, and use genealogical resources.



March 4 – The State Library welcomed Amy Gulick, author and photographer of *The Salmon Way: An Alaska State of Mind*, for a public lecture, book signing, and refreshment. This program was recorded for later broadcast on 360 North and on the web at www.ktoo.org/show/at-the-apk/.

Image of book cover of *The Salmon Way: An Alaska State of Mind*

March 7 – The Division hosted a youth art activity *Fantastic Animals* with local artist Crystal Cudworth. Attendees practiced drawing animals found in the Museum's Wonder Wall, then moved to the classroom to create watercolors of their drawings.

MEMORANDUM

State of Alaska

Department of Law

TO:	Members, State Board of Education and Early Development	DATE:	May 12, 2020
		FILE NO.:	JU2015200003
THRU:	Michael Johnson, Commissioner Department of Education and Early Development	TEL. NO.:	(907) 465-3600
		FAX NO.:	(907) 465-2520
FROM:	Luann Weyhrauch Susan Sonneborn Assistant Attorneys General Labor & State Affairs Section Department of Law	SUBJECT:	Attorney General's Report

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *DEC Enforcement Matter related to Contamination at Joe Parent Vocational Education Center in Aniak.* The Alaska Department of Environmental Conservation (DEC) identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

At a mediation in 2013, the PRPs agreed to the allocations (percentages of responsibility) that each party would bear in an agreement to share past and future clean-up costs for PCB and TCE contamination, although not all issues relating to TCE contamination could be resolved. In 2015, the PRPs executed an agreement (which remains in effect) to share the cost of the sub-slab-depressurization system and the TCE monitoring program at the site.

In 2016, Consent Decree (a settlement agreement in the form of a court order) was fully executed. In 2017, DOT&PF retained contractors who conducted PCB clean-up work. The TCE remedial investigation report was issued in 2018, and the TCE feasibility study was approved by DEC in 2019. The feasibility study includes a recommended alternative for addressing TCE at the site. DEC has requested a project schedule to implement the recommended alternative. Currently the parties are considering scaling back the TCE monitoring program in part because the future status of the building is uncertain.

2. *North Slope Borough (NSB) & North Slope Borough School District v. State of Alaska, Department of Education and Early Development.* This is a judicial appeal of the department's denial of debt reimbursement on five NSB bonds. In 2015, the department determined that the bonds were ineligible for school construction debt reimbursement under AS 14.11.100(j)(3) because they did not conform to the statutory requirement that bonds be repaid in approximately equal principal and interest payments over a period of at least 10 years. NSB filed an administrative appeal to the Commissioner. In September 2016, the Commissioner issued a final decision affirming the decision to deny reimbursement. NSB appealed the decision to the superior court. NSB then moved for a trial de novo; that motion was denied, and NSB's Petition for Review challenging the denial of trial de novo was rejected by the Alaska Supreme Court. Superior Court Judge Kevin Saxby issued a favorable decision on July 12, 2019, affirming the department's decision. NSB has appealed to the Alaska Supreme Court, and briefing is underway. Chief AAG Janell Hafner in the Labor & State Affairs section has primary responsibility for this appeal.

3(a). *Illuminations Childcare and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department*. In 2015, Illuminations submitted a request for an administrative review of the department's notice suspending the participation of Illuminations in the CACFP program, proposing to terminate Illumination's agreement, proposing to disqualify Illuminations, and proposing to disqualify its owner and administrator. This notice, required under CACFP federal regulations, was sent because of action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. A review official issued a determination upholding the DEED's action.

3(b). *Illuminations, LLC, d/b/a Illuminations Childcare and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early Development. Appeal to court.* In 2015, Illuminations, *et al*., filed an appeal and their opening brief in the superior court. They continue to agree to the postponement of the deadline for the department's responsive brief (currently October 21, 2020) based initially on the discussion of settlement and claim documentation. In light of appellants' waning interest in pursuing their claims, the case is evolving into dormancy. This is likely to lead eventually to an agreed-upon dismissal of the matter.

4. *Burattin, et al. v. Chilkat Indian Village.* This is a judicial appeal of the superior court decision ordering that the state museum transfer certain artifacts to the Jilkaat Kwaan Cultural Center in Klukwan. On June 20, 2019, several individuals purporting to represent a faction of the Frog House clan filed this appeal. Starting in 1978 the state museum acted as a neutral temporary custodian of the artifacts (four carved house posts and one replica screen), based on an agreement and court order. In

November 2018, the museum, through the Department of Law, gave notice that the museum intended to transfer the artifacts to the Jilkaat Kwaan Cultural Center in accordance with the 1978 order. Due to competing claims to custody of the artifacts, the court issued a temporary restraining order to prevent their transfer, but then lifted that temporary restraining order when it issued the May 21, 2019 order, now under appeal.

The main issue on appeal is whether the superior court properly ordered that the artifacts be transported to Klukwan. The state did not take a position on the ownership of the artifacts in superior court and is not likely to assume a significant role in the appeal. After missing several deadlines, the appellants filed their opening brief on January 14, 2020. Chilkat Indian Village (CIV) filed a motion to dismiss the appeal for failure to adhere to deadlines, which the court denied. CIV recently brought a motion requesting an extension of time, until June 3, 2020, to file its brief. The court has not yet ruled on this motion.

5. *Coalition for Education Equity v. Governor Dunleavy and Commissioner Johnson.* On May 1, 2019, the Coalition for Education Equity (CEE) filed suit against Governor Dunleavy and Commissioner Johnson, in their official capacities. The suit seeks an order declaring that the distribution on June 10, 2019, of the fiscal year 2019 $20 million education appropriation (outside the foundation formula), violated Alaska law. The suit, filed in advance of the distribution, also requested an order directing the release of the funds. The superior court denied the defendants' motion to dismiss on mootness grounds and the parties are engaged in discovery with a view to filing cross motions for summary judgment in the near future. The court vacated the trial scheduled for June and instead scheduled a status conference for June 11, 2020. The parties have discussed engaging in limited discovery, stipulating to facts and trying to resolve the case on briefing. AAG Jessica Leeah in the Special Litigation Section is primarily responsible for this litigation.

6. *Alaska Legislative Council, on behalf of the Alaska Legislature v. Governor Dunleavy, Commissioner Tshibaka, and Commissioner Johnson.* On July 16, 2019, the Alaska Legislative Council on behalf of the legislature filed suit in superior court against Governor Dunleavy, Department of Administration Commissioner Tshibaka, and Commissioner Johnson, in their official capacities. The Council alleged in its complaint that the defendants failed to disburse the funds appropriated by the legislature in 2018 to public school districts for fiscal year 2020. The Attorney General issued a formal opinion prior to the lawsuit, concluding that the legislature's 2018 appropriation was unconstitutional because it sought to commit future revenues not on hand in the state treasury in fiscal year 2019, and a new appropriation was needed. The legislature did not pass a new appropriation. On July 16, 2019, based on the parties' joint motion, the court entered an order requiring that education funds be disbursed while the lawsuit proceeds. After oral argument on the parties' cross motions for summary judgment, the superior court ruled in favor of the Council, holding that forward appropriations do not violate the

Alaska Constitution. Defendants appealed this decision. Chief AAG Dario Borghesan in the Opinions, Appeals, & Ethics Section is handling the appeal. The appeal is still in the briefing stage, and a decision is not expected for at least several months.

7. *Yukon-Koyukuk School District (YKSD) Administrative Appeal of Count of Two Students for Average Daily Membership (ADM). Appeal within Department.* On January 16, 2020, YKSD submitted a notice of appeal with the Department, contesting the Department's December 17, 2019 ADM calculation for two students enrolled in a correspondence school in YKSD. The Department appointed an internal reviewer who requested additional documents and reviewed the Department's initial decision. The internal reviewer issued a decision on March 4, 2020, amending the initial decision and awarding partial funding to YKSD for the students at issue. YKSD did not request a formal hearing on the decision within the required time period.

8. *William Graham v. Kenai Peninsula Borough School District (KPBSD), et al.* On January 21, 2020 the Department of Labor and Workforce Development, Alaska Occupational Safety and Health (AKOSH), provided notice that William Graham, a former employee of KPBSD, filed an Occupational Safety and Health whistleblower complaint on September 20, 2019 against several entities and individuals. AKOSH notified respondents, including the Department, Commissioner Johnson and Deputy Commissioner Melin, of its intent to investigate the allegations. Mr. Graham alleged that KPBSD coordinated with the Professional Teaching Practices Commission to retaliate and discriminate against him. On February 4, 2020, the Department requested that AKOSH rescind its notification and investigation based on the lack of any allegations against the Department or its representatives. On March 4, 2020, AKOSH dismissed the Department, Commissioner Johnson and Deputy Commissioner Melin from the complaint and rescinded its notification of investigation.

To: Members of the State Board of Education and Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 14**

♦ ISSUE

This is a standing oral report to the board by the Commissioner.

♦ BACKGROUND

- The board will hear a report on the Commissioner's activities.
- Commissioner Johnson will be present to brief the board.

♦ OPTIONS

This is an information item. No action is required.

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 15**

♦ ISSUE

The board is being asked to approve the final annual priority lists of capital projects eligible for funding under the school construction and major maintenance grant funds.

♦ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.

- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1), and AS 14.11.014.

- The department may not award a grant unless the board approves the grant application.

- Behind this cover memo are: 1) the School Construction Grant Fund Final List, and 2) the Major Maintenance Grant Fund Final List.

- Heidi Teshner, Director of Finance & Support Services, and Tim Mearig, Facilities Manager, will be present to brief the board.

♦ OPTIONS

Approve the final priority lists of capital projects.
Amend the final priority lists of capital projects and approve the amended lists.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the final School Construction Grant Fund and Major Maintenance Grant Fund lists as presented.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the department's FY2021 final School Construction Grant Fund and Major Maintenance Grant Fund priority lists.

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
School Constrution Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Southeast Island	Hollis K-12 School Replacement	$10,906,157	$10,326,802	$686,523	$9,640,279	$192,806	$9,447,473	$9,447,473
2	2	2	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School	$59,209,451	$44,756,614	$0	$44,756,614	$895,132	$43,861,482	$53,308,955
3	3	3	Yukon-Koyukuk	Minto K-12 School Renovation/Addition	$10,022,024	$10,022,024	$0	$10,022,024	$200,440	$9,821,584	$63,130,539
4	4	4	Mat-Su Borough	Houston Middle School Renovation/Addition	$30,839,706	$4,458,740	$0	$4,458,740	$1,337,622	$3,121,118	$66,251,657
5	5	5	Anchorage	Gruening Middle School Accessibility Upgrades	$413,024	$413,024	$0	$413,024	$144,558	$268,466	$66,520,123
6	6	6	Lower Kuskokwim	William N. Miller K-12 Memorial School Replacement, Napakiak	$35,634,841	$35,634,841	$0	$35,634,841	$712,697	$34,922,144	$101,442,267
7	7	7	Anchorage	East High School Bus Driveway Improvements	$925,387	$925,387	$0	$925,387	$323,885	$601,502	$102,043,769
8	8	8	Hoonah City	Hoonah School Playground Improvements	$227,747	$227,747	$0	$227,747	$68,324	$159,423	$102,203,192
9	9	9	Lower Kuskokwim	Newtok K-12 School Relocation/Replacement,	$49,466,384	$31,842,829	$0	$31,842,829	$636,857	$31,205,972	$133,409,164
10	10	10	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	$6,645,088	$6,645,088	$0	$6,645,088	$132,902	$6,512,186	$139,921,350
11	11	11	Kenai Peninsula Borough	Kenai Middle School Security Remodel	$1,159,177	$1,159,177	$0	$1,159,177	$405,712	$753,465	$140,674,815
12	12	12	Lower Kuskokwim	Bethel Campus Transportation and Drainage Upgrades	$1,181,532	$1,181,532	$0	$1,181,532	$23,631	$1,157,901	$141,832,716
13	13	13	Kodiak Island Borough	East Elementary School Parking Lot Safety Upgrade and Repaving	$474,082	$474,082	$0	$474,082	$142,225	$331,857	$142,164,573
14	14	14	Yupiit	Playground Construction, 3 Schools	$646,159	$646,159	$0	$646,159	$12,923	$633,236	$142,797,809
				Totals:	**$207,750,759**	**$148,714,046**	**$686,523**	**$148,027,523**	**$5,229,714**	**$142,797,809**	

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Pribilof Island	St. Paul K-12 School Roof Replacement and Structural Repairs	$1,935,097	$1,935,097	$0	$1,935,097	$38,702	$1,896,395	$1,896,395
2	2	2	Galena City	Galena Interior Learning Academy Composite Building Renovation	$5,206,998	$5,206,998	$0	$5,206,998	$260,350	$4,946,648	$6,843,043
3	3	3	Kake City	Kake Schools Heating Upgrades	$239,522	$239,522	$0	$239,522	$47,904	$191,618	$7,034,661
4	4	4	Craig City	Craig Middle School Code and Security Improvements	$4,195,748	$4,160,445	$0	$4,160,445	$832,089	$3,328,356	$10,363,017
5	5	5	Anchorage	West High School Roof Replacement	$7,497,000	$6,869,381	$0	$6,869,381	$2,404,283	$4,465,098	$14,828,115
6	6	6	Chugach	Tatitlek K-12 School Renovation	$5,842,462	$5,842,462	$0	$5,842,462	$116,849	$5,725,613	$20,553,728
7	7	7	Denali Borough	Anderson K-12 School Partial Roof Replacement	$1,755,173	$1,671,973	$0	$1,671,973	$334,395	$1,337,578	$21,891,306
8	8	8	Anchorage	Birchwood Elementary School Roof Replacement	$3,399,999	$2,844,295	$0	$2,844,295	$995,503	$1,848,792	$23,740,098
9	9	9	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	$119,088	$116,071	$0	$116,071	$2,321	$113,750	$23,853,848
10	10	10	Anchorage	Service High School Health and Safety Improvements	$4,776,466	$4,735,551	$0	$4,735,551	$1,657,443	$3,078,108	$26,931,956
11	11	11	Anchorage	Nunaka Valley Elementary School Roof Replacement	$1,977,874	$1,977,874	$0	$1,977,874	$692,256	$1,285,618	$28,217,574
12	12	28	Lower Yukon	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	$3,368,065	$3,368,065	$0	$3,368,065	$67,361	$3,300,704	$31,518,278
13	13	12	Anchorage	Northwood Elementary School Partial Roof Replacement	$2,213,417	$2,213,417	$0	$2,213,417	$774,696	$1,438,721	$32,956,999
14	14	13	Anchorage	Inlet View Elementary School Domestic Water System Improvements	$466,532	$466,532	$0	$466,532	$163,286	$303,246	$33,260,245
15	15	14	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	$436,486	$415,265	$0	$415,265	$20,763	$394,502	$33,654,747
16	16	15	Juneau Borough	Sayéik: Gastineau Community School Partial Roof Replacement	$1,471,318	$1,471,318	$0	$1,471,318	$514,961	$956,357	$34,611,104
17	17	16	Copper River	District Office Roof Renovation and Energy	$1,080,069	$1,080,069	$0	$1,080,069	$21,601	$1,058,468	$35,669,572
18	18	17	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	$2,287,811	$2,287,811	$0	$2,287,811	$45,756	$2,242,055	$37,911,627
19	19	18	Anchorage	Stellar Secondary School Fire Alarm	$298,630	$276,855	$0	$276,855	$96,899	$179,956	$38,091,583
20	20	19	Chugach	Chenega Bay K-12 School Renovation	$5,307,914	$5,307,914	$0	$5,307,914	$106,158	$5,201,756	$43,293,339
21	21	20	Ketchikan Borough	Ketchikan High School Security Upgrades	$507,023	$507,023	$0	$507,023	$177,458	$329,565	$43,622,904
22	22	21	Lower Kuskokwim	Qugcuun Memorial K-12 School Renovation, Oscarville	$4,604,180	$3,843,331	$0	$3,843,331	$76,867	$3,766,464	$47,389,368
23	23	22	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	$4,677,139	$4,173,354	$0	$4,173,354	$83,467	$4,089,887	$51,479,255
24	24	23	Fairbanks Borough	Administrative Center Air Conditioning and Ventilation Replacement	$1,427,684	$1,427,684	$0	$1,427,684	$499,689	$927,995	$52,407,250

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
25	25	24	Aleutians East Borough	Sand Point K-12 School Pool Major Maintenance	$102,608	$102,608	$0	$102,608	$35,913	$66,695	$52,473,945
26	26	25	Northwest Arctic Borough	Buckland K-12 School HVAC Renewal and Upgrades	$1,020,342	$1,037,348	$0	$1,037,348	$207,470	$829,878	$53,303,823
27	27	26	Anchorage	Ptarmigan Elementary School Roof Replacement	$3,233,861	$1,959,205	$0	$1,959,205	$685,722	$1,273,483	$54,577,306
28	28	27	Anchorage	Mears Middle School Roof Replacement	$7,525,413	$6,948,446	$0	$6,948,446	$2,431,956	$4,516,490	$59,093,796
29	29	29	Nenana City	Nenana K-12 School Boiler Replacement	$164,330	$185,858	$0	$185,858	$9,293	$176,565	$59,270,361
30	30	30	Yupiit	Tuluksak K-12 School Generator Refurbishment	$159,188	$159,188	$0	$159,188	$3,184	$156,004	$59,426,365
31	31	31	Nome City	Anvil City Charter School Restroom Renovations	$391,554	$391,554	$0	$391,554	$117,466	$274,088	$59,700,453
32	32	32	Hoonah City	Hoonah Central Boiler Replacement	$280,389	$280,389	$0	$280,389	$84,117	$196,272	$59,896,725
33	33	33	Yukon-Koyukuk	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	$468,918	$468,918	$0	$468,918	$9,378	$459,540	$60,356,265
34	34	34	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Domestic Water Piping Replacement	$3,043,356	$3,043,356	$0	$3,043,356	$1,065,175	$1,978,181	$62,334,446
35	35	35	Nome City	Nome Schools DDC Control Upgrades	$823,882	$823,882	$0	$823,882	$247,165	$576,717	$62,911,163
36	36	36	Kodiak Island Borough	Peterson Elementary School Roof Replacement	$2,373,676	$2,373,677	$0	$2,373,677	$712,103	$1,661,574	$64,572,737
37	37	37	Iditarod Area	Blackwell K-12 School HVAC Control Upgrades, Anvik	$203,407	$203,407	$0	$203,407	$4,068	$199,339	$64,772,076
38	38	38	Bristol Bay Borough	Bristol Bay Elementary School And Gym Roof Replacement	$4,812,050	$4,123,719	$0	$4,123,719	$1,443,302	$2,680,417	$67,452,493
39	39	39	Lower Yukon	Hooper Bay K-12 School Emergency Lighting and Retrofit	$234,545	$234,545	$0	$234,545	$4,691	$229,854	$67,682,347
40	40	40	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	$1,162,891	$1,162,891	$0	$1,162,891	$23,258	$1,139,633	$68,821,980
41	41	41	Chatham	Klukwan K-12 School Roof Replacement	$1,542,948	$1,542,948	$0	$1,542,948	$30,859	$1,512,089	$70,334,069
42	42	42	Haines Borough	Haines High School Locker Room Renovation	$863,023	$863,023	$0	$863,023	$302,058	$560,965	$70,895,034
43	43	43	Chatham	Fire Alarm Upgrades, 3 Sites	$110,728	$110,728	$0	$110,728	$2,215	$108,513	$71,003,547
44	44	44	Denali Borough	Generator Replacement, 3 Schools	$1,214,073	$1,214,073	$0	$1,214,073	$242,815	$971,258	$71,974,805
45	45	45	Mat-Su Borough	Big Lake Elementary School Water System Replacement Ph 2	$875,000	$850,065	$0	$850,065	$255,019	$595,046	$72,569,851
46	46	46	Kodiak Island Borough	Chiniak K-12 School Water Treatment Code Compliance and Upgrade	$362,669	$362,669	$0	$362,669	$108,801	$253,868	$72,823,719
47	47	47	Lower Yukon	Scammon Bay K-12 School Emergency Lighting and Retrofit	$119,467	$119,467	$0	$119,467	$2,389	$117,078	$72,940,797
48	48	48	Kuspuk	Jack Egnaty Sr K-12 School Roof Replacement, Sleetmute	$1,425,655	$1,425,655	$0	$1,425,655	$28,513	$1,397,142	$74,337,939
49	49	49	Sitka Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	$529,989	$529,989	$0	$529,989	$185,496	$344,493	$74,682,432
50	50	50	Haines Borough	Haines High School Roof Replacement	$2,447,619	$2,447,619	$0	$2,447,619	$856,667	$1,590,952	$76,273,384

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
51	51	51	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	$2,200,239	$2,200,239	$0	$2,200,239	$44,005	$2,156,234	$78,429,618
52	52	52	Southwest Region	William "Sonny" Nelson K-12 School Renovation, Ekwok	$3,971,844	$3,971,844	$0	$3,971,844	$79,437	$3,892,407	$82,322,025
53	53	53	Fairbanks Borough	Ben Eielson Jr/Sr High School Roof Replacement	$7,060,882	$5,750,098	$0	$5,750,098	$2,012,534	$3,737,564	$86,059,589
54	54	54	Nome City	Nome Beltz Jr/Sr High School Generator Replacement	$1,611,808	$900,356	$0	$900,356	$270,107	$630,249	$86,689,838
55	55	55	Lower Yukon	LYSD Central Office Renovation	$5,252,629	$5,252,629	$0	$5,252,629	$105,053	$5,147,576	$91,837,414
56	56	56	Valdez City	Valdez High School Window Replacement	$516,893	$516,893	$0	$516,893	$180,913	$335,980	$92,173,394
57	57	57	Fairbanks Borough	Lathrop High School Roof Replacement	$758,548	$634,622	$0	$634,622	$222,118	$412,504	$92,585,898
58	58	58	Fairbanks Borough	Woodriver Elementary School Roof Replacement	$4,582,297	$4,470,534	$0	$4,470,534	$1,564,687	$2,905,847	$95,491,745
59	59	59	Fairbanks Borough	North Pole Middle School Exterior Upgrades	$1,981,194	$1,981,194	$0	$1,981,194	$693,418	$1,287,776	$96,779,521
60	60	60	Yupiit	Gym Floor Replacement, 3 Schools	$295,802	$295,802	$0	$295,802	$5,916	$289,886	$97,069,407
61	61	61	Nenana City	Nenana K-12 School Fire Suppression System Replacement	$1,441,978	$1,559,114	$0	$1,559,114	$77,956	$1,481,158	$98,550,565
62	62	62	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	$4,267,949	$3,442,187	$0	$3,442,187	$68,844	$3,373,343	$101,923,908
63	63	63	Juneau Borough	Dzantik'i Heeni Middle School Roof Replacement	$1,778,875	$1,778,875	$0	$1,778,875	$622,606	$1,156,269	$103,080,177
64	64	64	Copper River	Glennallen and Kenny Lake Schools Energy Upgrade	$2,543,468	$2,543,468	$0	$2,543,468	$50,869	$2,492,599	$105,572,776
65	65	65	Anchorage	Roof And Gutter Improvements, 3 Schools	$1,473,780	$1,463,847	$0	$1,463,847	$512,346	$951,501	$106,524,277
66	66	66	Kake City	Kake High School Gym Floor and Bleacher Replacement	$359,208	$359,208	$0	$359,208	$71,842	$287,366	$106,811,643
67	67	67	Southwest Region	Twin Hills K-12 School Renovation	$2,238,084	$2,238,084	$0	$2,238,084	$44,762	$2,193,322	$109,004,965
68	68	68	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Generator Replacement	$1,745,231	$809,935	$0	$809,935	$283,477	$526,458	$109,531,423
69	69	69	Saint Marys City	St. Mary's Campus Renewal and Repairs	$1,239,761	$279,641	$0	$279,641	$27,964	$251,677	$109,783,100
70	70	70	Anchorage	Muldoon Elementary School Partial Roof Replacement	$677,931	$677,931	$0	$677,931	$237,276	$440,655	$110,223,755
71	71	71	Southwest Region	Aleknagik K-12 School Renovation	$3,912,898	$3,912,898	$0	$3,912,898	$78,258	$3,834,640	$114,058,395
72	72	72	Kake City	Exterior Upgrades - Main School Facilities	$287,227	$287,227	$0	$287,227	$57,445	$229,782	$114,288,177
73	73	73	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	$2,944,419	$2,944,419	$0	$2,944,419	$58,888	$2,885,531	$117,173,708
74	74	74	Nome City	Nome Elementary School Fire Alarm Replacement	$603,766	$603,766	$0	$603,766	$181,130	$422,636	$117,596,344
75	75	75	Kake City	Kake High School Plumbing Replacement	$790,589	$790,589	$0	$790,589	$158,118	$632,471	$118,228,815
76	76	76	Lower Yukon	Scammon Bay K-12 School Siding Replacement	$1,039,782	$1,039,782	$0	$1,039,782	$20,796	$1,018,986	$119,247,801
77	77	77	Copper River	Glennallen Voc-Ed Facility Renovation	$758,201	$758,201	$0	$758,201	$15,164	$743,037	$119,990,838
78	78	78	Anchorage	Bartlett High School Intercom	$3,274,450	$3,274,450	$0	$3,274,450	$1,146,057	$2,128,393	$122,119,231
79	79	79	Southeast Island	Thorne Bay K-12 School Fire Suppression System	$536,506	$536,506	$0	$536,506	$10,730	$525,776	$122,645,007

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
80	80	80	Kodiak Island Borough	East Elementary School Special Electrical and Security	$1,542,243	$1,537,701	$0	$1,537,701	$461,310	$1,076,391	$123,721,398
81	81	81	Anchorage	Spring Hill Elementary School Intercom/Clocks	$137,893	$137,893	$0	$137,893	$48,263	$89,630	$123,811,028
82	82	82	Fairbanks Borough	Tanana Middle School Exterior Upgrades	$3,118,680	$3,118,680	$0	$3,118,680	$1,091,538	$2,027,142	$125,838,170
83	83	83	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline, Mountain Village	$1,723,461	$1,373,070	$0	$1,373,070	$27,461	$1,345,609	$127,183,779
84	84	84	Kenai Peninsula Borough	Seward Middle School Exterior Repair	$857,314	$857,314	$0	$857,314	$300,060	$557,254	$127,741,033
85	85	85	Kodiak Island Borough	North Star Elementary School Siding Replacement	$502,039	$502,039	$0	$502,039	$150,612	$351,427	$128,092,460
86	86	86	Southeast Island	Thorne Bay K-12 School Flooring Replacement	$71,549	$71,549	$0	$71,549	$1,431	$70,118	$128,162,578
87	87	87	Anchorage	Fire Lake Elementary School Roof Replacement	$589,890	$589,890	$0	$589,890	$206,461	$383,429	$128,546,007
88	88	88	Fairbanks Borough	Arctic Light Elementary School Lighting and Energy Upgrades	$501,439	$501,439	$0	$501,439	$175,504	$325,935	$128,871,942
89	89	89	Fairbanks Borough	Two Rivers Elementary School Flooring and Restroom Renovation	$377,462	$377,462	$0	$377,462	$132,112	$245,350	$129,117,292
90	90	90	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	$1,225,853	$1,225,853	$0	$1,225,853	$24,517	$1,201,336	$130,318,628
91	91	91	Mat-Su Borough	Butte and Snowshoe Elementary Schools Water System Replacement	$1,717,608	$2,149,178	$0	$2,149,178	$644,753	$1,504,425	$131,823,053
92	92	92	Mat-Su Borough	Talkeetna Elementary School Roof Replacement	$1,736,060	$1,693,296	$0	$1,693,296	$507,989	$1,185,307	$133,008,360
93	93	93	Mat-Su Borough	Colony and Wasilla Middle Schools Roof Replacement	$3,927,400	$4,147,375	$0	$4,147,375	$1,244,212	$2,903,163	$135,911,523
94	94	94	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	$68,082	$90,294	$0	$90,294	$1,806	$88,488	$136,000,011
95	95	95	Mat-Su Borough	Windows and Lighting Upgrades, 3 Sites	$4,231,918	$3,872,262	$0	$3,872,262	$1,161,679	$2,710,583	$138,710,594
96	96	96	Yupiit	Mechanical System Improvements, 3 Schools	$994,075	$849,075	$0	$849,075	$16,981	$832,094	$139,542,688
97	97	97	Yupiit	Akiachak K-12 School Window Replacement	$286,063	$117,774	$0	$117,774	$2,355	$115,419	$139,658,107
98	98	98	Lower Yukon	Kotlik and Pilot Station K-12 Schools Renewal and Repair	$2,826,949	$2,826,949	$0	$2,826,949	$56,539	$2,770,410	$142,428,517
99	99	99	Lower Yukon	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	$583,583	$583,583	$0	$583,583	$11,672	$571,911	$143,000,428
100	100	100	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	$428,927	$428,927	$0	$428,927	$8,579	$420,348	$143,420,776
101	101	101	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	$3,881,355	$3,881,355	$0	$3,881,355	$77,627	$3,803,728	$147,224,504
102	102	102	Lower Yukon	Security Access Upgrades, 6 Sites	$1,797,703	$1,797,703	$0	$1,797,703	$35,954	$1,761,749	$148,986,253
				Totals:	**$193,857,061**	**$183,408,534**	**$0**	**$183,408,534**	**$34,422,281**	**$148,986,253**	

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 16A**

♦ ISSUE

The Board is being asked to approve the application of the Twindly-Bridge Charter School for a ten-year (10) period.

♦ BACKGROUND

- ♦ On November 20, 2019, the Matanuska-Susitna Borough School District's Board of Education approved Twindly Bridge Charter School for a period of 10 years.
- ♦ Behind this memo is an executive summary of the charter school application and the local board approval. DEED's review team found the application adequately addresses the established review criteria in meeting the charter school statutes and regulations.
- ♦ Karen Melin, Deputy Commissioner, will be present to brief the board.

♦ OPTIONS

Approve the Twindly-Bridge Charter School's application for a period of ten (10) years. Seek more information.
Deny the application.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the Twindly-Bridge Charter School's application for a period of ten (10) years.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Twindly-Bridge Charter School's application for a period of ten (10) years.

To: **Members of the State Board of Education & Early Development** **June 11, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 16B**

♦ ISSUE

The Board is being asked to approve the application of the Hooper Bay Charter School for a five-year (5) period.

♦ BACKGROUND

- On October 9, 2019, the Lower Yukon School District's Board of Education approved Hooper Bay Charter School.
- Behind this memo is an executive summary of the charter school application and the local board approval. DEED's review team found the application adequately addresses the established review criteria in meeting the charter school statutes and regulations with one exception.
  - SEC 14.03.255 (b) (8) requires the names of the teachers who will teach in the charter school. We are awaiting a list of teachers.
- Karen Melin, Deputy Commissioner, will brief the board.

♦ OPTIONS

Approve the Hooper Bay Charter School's application for a period of five (5) years.
Seek more information.
Deny the application.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the Hooper Bay Charter School's application for a period of five (5) years pending district approval of a teacher list and school board approval of the budget.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Hooper Bay Charter School's application for a period of five (5) years.

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Michael Johnson, Commissioner **Agenda Item: 16C**

♦ ISSUE

The Board is being asked to approve the application of the Qargi Academy Charter School for a four-year (4) period.

♦ BACKGROUND

- On March 5, 2020, the North Slope Borough School District's Board of Education approved Qargi Academy Charter School.
- DEED's review team found the application adequately addresses the established review criteria in meeting the charter school statutes and regulations with one exception.
  - SEC 14.03.255 (b) (8) requires the names of the teachers who will teach in the charter school. We are awaiting a complete list of teachers.
- Karen Melin, Deputy Commissioner, will brief the board.

♦ OPTIONS

Approve the Qargi Academy Charter School's application for a period of four (4) years.
Seek more information.
Deny the application.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the Qargi Academy Charter School's application for a period of four (4) years.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Qargi Academy Charter School's application for a period of four (4) years.

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 17**

♦ ISSUE

The board is being asked to set its meeting calendar for school year 2020-2021.

♦ BACKGROUND

- According to board bylaws, the board will adopt a calendar indicating the planned date and location of each regular meeting for the next school year at the last regularly scheduled meeting of each school year. The June meeting is the last meeting of the school year.

- Under AS 14.07.125, meetings shall be held in Juneau unless a majority of the members of the board change the place of a meeting.
- The Commissioner has scheduled work sessions with the board on July 22, 2020, August 19, 2020, October 21, 2020, February 24, 2021, and April 21, 2021, at 3 p.m.
- The department presents the following meeting schedule. The board may choose to change any part of the proposal.

Board Calendar Suggested Dates

Date	Location	Meeting Type
July 22, 2020	Virtual Meeting	Work session – Commissioner's Report
August 19, 2020	Virtual Meeting	Work session – Commissioner's Report
September 16-17, 2020	Anchorage, Juneau, or Virtual Meeting	Regular quarterly
October 21, 2020	Virtual Meeting	Work session – Commissioner's Report
December 9, 2020	Virtual Meeting	Regular quarterly
January 26-27, 2021	Virtual Meeting	Special – legislative and budget report
February 24, 2021	Virtual Meeting	Work session -- Commissioner's report
March 16-17, 2021	Juneau or Virtual Meeting	Regular quarterly
April 21, 2021	Virtual Meeting	Work session -- Commissioner's report
June 9-10, 2021	Virtual Meeting	Regular quarterly

- The board should decide if it wants to have a retreat as part of one of its meetings.
- Calendars for school year 2020-2021 follow this cover memo.

- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.

♦ OPTIONS

Set the meeting dates for school-year 2020–2021.
Take no action.

♦ ADMINISTRATION'S RECOMMENDATION

Set the meeting dates for school-year 2020-2021.

♦ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the following schedule of meeting dates, location, and format (audio conference vs. in-person) for the 2020-2021 school year.

Board Calendar Dates

Date	Location	Meeting Type
July 22, 2020	Virtual Meeting	Work session – Commissioner's Report
August 19, 2020	Virtual Meeting	Work session – Commissioner's Report
September 16-17, 2020	Anchorage, Juneau, or Virtual Meeting	Regular quarterly
October 21, 2020	Virtual Meeting	Work session – Commissioner's Report
December 9, 2020	Virtual Meeting	Regular quarterly
January 26-27, 2021	Virtual Meeting	Special – legislative and budget report
February 24, 2021	Virtual Meeting	Work session -- Commissioner's report
March 16-17, 2021	Juneau or Virtual Meeting	Regular quarterly
April 21, 2021	Virtual Meeting	Work session -- Commissioner's report
June 9-10, 2021	Virtual Meeting	Regular quarterly

2020 STATE HOLIDAY CALENDAR

JANUARY

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

State Holidays

Date	Holiday
01/01	New Year's Day
01/20	MLK Jr.'s Birthday
02/17	Presidents' Day
03/30	Seward's Day
05/25	Memorial Day
07/04	Independence Day (observed 7/3)

Holiday

State calendar maintained by the Division of Finance, Department of Administration
http://doa.alaska.gov/calendars.html

Biweekly employees please refer to appropriate collective bargaining unit agreement for more information regarding holidays.

State Holidays

Date	Holiday
09/07	Labor Day
10/18	Alaska Day
11/11	Veterans' Day
11/26	Thanksgiving Day
12/25	Christmas Day

Revised 04/16/2018

To: Members of the State Board of Education & Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 18**

♦ ISSUE

The board is scheduled to elect its officers for school year 2020–2021.

♦ BACKGROUND

- According to the board's bylaws, the board will select its officers at the last regular meeting of the board each school year. The June meeting is the final regular meeting of the school year.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2017 and February 2019 and are:
  - Chair – James Fields
  - First Vice-Chair – Keith Hamilton
  - Second Vice-Chair – Lorri Van Diest
- Nominations will be taken, and votes may be cast either by secret or open ballot.
- The term of each new office is July 1, 2020, through June 30, 2021, or, if necessary, until the election of its successor.
- According to board bylaws, a board member may serve successive terms as an officer without limit.
- A copy of the appropriate section of the bylaws follows this cover memorandum.

♦ OPTIONS

Elect officers for the 2020-2021 school year.
Take no action.

♦ ADMINISTRATION'S RECOMMENDATION

Elect officers for the 2020–2021 school year.

♦ SUGGESTED MOTIONS

I move the State Board of Education & Early Development elect _____ as Chair to serve from July 1, 2020, to June 30, 2021.

I move the State Board of Education & Early Development elect _____ as First Vice-Chair to serve from July 1, 2020, to June 30, 2021.

I move the State Board of Education & Early Development elect _____ as Second Vice-Chair to serve from July 1, 2020, to June 30, 2021.

To: Members of the State Board of Education and Early Development **June 11, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 19**

♦ ISSUE

The board is being asked to approve its consent agenda.

♦ BACKGROUND

- There are three items on the consent agenda.
- Behind this cover memo are items:
  - 19A, approve the minutes of the December 4, 2019 meeting
  - 19B, approve the minutes of the January 20, 2020 meeting
  - 19C, approve the minutes of the February 26, 2020 work session
  - 19D, approve the minutes of the March 25, 2020 emergency special work session
  - 19E, approve the minutes of the April 6, 2020 special work session
  - 19F, approve the minutes of the April 22, 2020 work session

♦ OPTIONS

Approve the consent agenda.
Remove an item and address it.
Seek additional information.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the consent agenda.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of approval of the minutes of the December 4, 2019 meeting, the minutes of the January 20, 2020 meeting, the minutes of the February 26, 2020 work session, the minutes of the March 25, 2020 emergency special work session, the minutes of the April 6, 2020 special work session, and the minutes of the April 22, 2020 work session.

State Board of Education & Early Development
Unapproved Minutes
December 4, 2019
State Board Room
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Wednesday, December 4, 2019

Chair Fields called the meeting to order at 1:00 pm. After the pledge of allegiance, the board adopted the agenda for December 4, 2019. Second Vice Chair Van Diest moved to adopt the agenda and was seconded by First Vice Chair Hamilton. There were no objections to the adoption of the agenda.
There were no potential conflicts of interest identified by board members at this meeting.

Public Comment
Public comment was opened at 1:03 pm
Representative Hannon- gave a brief background of her professional history with regards to swimming instruction. and discussed the importance of swimming which allows people to survive the condition of drowning. She described the fact that drowning is usually one of the top five causes of accidental deaths in students in Alaska. She discussed the importance of the MEHS pool and how it improves the lives of those students who attend. She reminded the board that they should not view the pool as a frivolous add on but that it should be viewed as a life skill that has the potential to change the rate of accidental deaths of young people in Alaska. She asked the board to consider in the future making sure that the pool at the Mt. Edgecumbe High School is available to the students there and that water safety is part of the curriculum into the future. Spend the money, keep the pool open.

Commissioner Johnson thanked Representative Hannon who presented public comment.

Public comment closed at 1:10 pm

Work Session

Agenda Item 1. Board Report to the Legislature.
Erin Hardin discussed the board report to the legislature as it is required. She provided the draft to the board so that they could give her any edits and thoughts about the report. Any action that the board takes today will be added to the board report for their review in January.
She walked through the edits that the board members would like to make by page
Member Scott asked if it would be necessary to add the four committees and include a brief description of their draft under part three. Erin will include the addition of the committees in her edits.
Second Vice Chair Van Diest thanked Erin for putting together the report and for its clarity and precision.
Chair Fields reminded the board that if the board has any further comments or edits to email him and he will connect with Erin

Agenda Item 2. MEHS Graduation Requirements. Superintendent Janelle Vanasse provided a brief overview of the changes to the MEHS Graduation Requirements on the record and informed the board that she was on the phone and available for questions if they had any. They updated the requirements

that included the high school qualifying exam and set out requirements with expectations that students would take the Alaska Performance Scholarship test. The board had no questions for Superintendent Vanasse and Chair Fields commented that due to the fact that the Administrative Body of MEHS had reviewed and approved these changes, they were confident that the changes were good.

Agenda Item 3. State Board Committee Reports.
Agenda Item 3A. Standards and Assessments. Member Stockhausen updated the board on the work of the Standards and Assessments committee. Standards and Assessment met and heard a report from DEED about the standards that are moving through the public comment period. The state changes proposed are moving slowly through the process but they are still moving and the committee is looking forward to that continued work.

Agenda Item 3B. Tribal Compacting. Member Griffin updated the board on the work of the Tribal Compacting Committee. They are starting to host public meetings and beginning to reach out to communities to begin the dialogue regarding what they want tribal compacting to look like. He is excited about the prospects and the ball is rolling slowly but it is gaining momentum
Member Scott added that Joel Isaac and Niki Tshibaka presented about the work that DEED is doing on a website as another tool to get input from residents in the state to influence the creation of the tribal compacting bill instead of merely reacting once a bill is drafted.

Agenda Item 3C. Regulations. Member Van Diest updated the board their work on whether they want to keep, amend, or repeal the regulations that exist. They met on November 4th and discussed the regulations that the board would be approving at this meeting. Their goal was to finish chapters 6 and 12 before the end of the year but they are still working through the regulations to ensure that they conduct a thorough review before they move on to other sections. She expressed excitement that the Department of Education is continuing conversations with stakeholders on alternative pathways to teacher certification.

Agenda Item 3D. Funding Formula. Member Scott updated the board on the Funding Formula committee work. They will hold meetings as movement is made but work is moving slowly due to interdepartmental efforts that are involved. They are waiting for DOR to respond to their request regarding the cost factors that are involved regarding students and funding involved. With regards to correspondence students, Heidi sent a sheet to the committee regarding the way that correspondence students fall within the funding formula
Elwin Blackwell from DEED updated the board on the work that the department is doing in conjunction with the Department of Revenue (DOR) and the Department of Administration (DOA). They are working with DOR and DOA to address and possibly update the district cost factor analysis. DEED would like to do some further work to see if they could get some data that accurately reflects the cost of supplies on the ground.
Member Griffin asked if there was anything in statute or regulation that requires DEED to update the cost factors in any given year. Elwin responded that there is language but they concluded that the department did not have the resources to make it feasible.
Chair Fields recommended that DEED continue its work with DOA to update these cost factors
Member Griffin encouraged the department to draft some sort of cost factor formula based on recalculated benchmarks due to the fact that it has been some time since the cost factor formula has been updated.

Agenda Item 4. Regulations to go out for public comment.
Agenda Item 4A: ESSA Accountability Regulations. Deb Riddle, Division Operations Manager discussed these regulations and informed the board that these regulations had been vetted through the regulations committee. Most of these changes have to do with dates and definitions for deadlines to bring Alaska in compliance with federal ESSA regulations.

Agenda Item 4B: ESSA Assessments Regulations. Deb Riddle, Division Operations Manager discussed these regulations and informed the board that these regulations had been vetted through the regulations committee. The changes updated help to make the language sustainable in the long term to comply with federal ESSA regulations. They have also included the participation guidelines which outlines the accommodations for the assessments. Specifically, in the participation guidelines, the team looked at those accommodations for those students who have the most significant cognitive disabilities. The documents were updated to reflect changes in the regulations as well as for assessments to look at sections that are no longer included in the regulations and they updated the guidelines to match the regulations. They looked at the design of the publication as well as updated the name of the assessment so that it lines up to the statewide assessment regulations. She then took questions from the board.
Chair Fields thanked the team for their work

Agenda Item 4C: Temporary Certificate Regulations. Tamara Van Wyhe, Director of Innovation and Education Excellence discussed these regulations and informed the board that these regulations had been vetted through the regulations committee. Sondra Meredith, Teacher Certification Administrator walked the board through these regulations. DEED has expanded the certificate to include teachers and administrators due to feedback from districts. This emergency certificate would resolve issues so that districts can fill vacancies as needed. This regulation would replace 4 AAC 12.400. The certificate is only valid for one year and the person would not be able to acquire tenure rights. These new regulations also removes the reference to the repealed regulation regarding the mandatory training requirements. Sondra then took questions from the board. Member Stockhausen requested that the department evaluate not only the number of vacancies that exist in instructional vacancies but also analyze the reasons why those vacancies exist. DEED will share that information to the board once it is finalized. Member Kowalski encouraged the board to continue prioritizing the safety of our students and requested that the Department keep the mandatory training requirements that are already in existence.
Member Scott requested the department to keep track of the number of emergency certificates issued so that districts don't misuse the intent of these certificates.
Member Griffin suggested that a percentage cap be included in the regulations so that there won't be too many of these emergency regulations issued. DEED will consult with the Department of Law regarding this cap. Department of Law recommended that an addendum be added to the regulations to address the concerns raised by the board. AAG Weyhrauch also recommended that the board wait until some of the data comes out with regards to how many districts have staff with emergency certificates and then the board can reevaluate them once they have some more information.

Agenda Item 5. Special Presentation. Senator Bert Stedman of the Alaska Senate Finance Committee addressed the board regarding the Mount Edgecumbe High School pool construction, DOTPF issues that have arisen with the maintenance to the facility, the interest by public facilities in liquidation, as well as discuss land sales. He committed to the board that the Senate Finance committee will continue to work on these issues and attempt to iron them out as they meet during session.

The facility is constructed for the Mount Edgecumbe students and the board can make that recommendation but Senator Stedman recommended that they open up the pool to other uses to offset the costs of the pool.
He also requested that the board push back on the Department of Transportation fund extraction and to further discuss this issue with Superintendent Vanasse. He informed the board that they will discuss the issue in the finance committee. He also said that the legislature will not support any option to sell the pool.
He requested that the board write a letter of support regarding not selling the pool.
He then discussed potential land sales regarding land re. He encouraged the board to be cautions of any leasing of lands that would appropriate funds away from the MEHS. He recommended an endowment for the students so that any funds cannot be siphoned off for other purposes other than MEHS.
He discussed the Stratton Library and discussed the authority that the board has with regards to that issue. He stressed the importance of the fact that the artifacts should be left in Sitka and not be transferred to the state. This issue will also be back in front of the legislature this next session so that they can discuss it further. He mentioned that it would make no sense to liquidate the building because of the community support for the Sheldon Jackson museum.
He encouraged the board to request that the MEHS pool be continued to be funded.
Chair Fields thanked the senator and said that he would connect with Commissioner Johnson regarding the items that the senator raised.

At 2:25pm the board took a break and were back on the record at 2:35 pm.

Business Meeting

Agenda Item 6. MEHS Graduation Requirements. Member Scott motioned and Member Van Diest seconded the following motion: I move the State Board of Education and Early Development approve the revised MEHS graduation requirements as recommended by the MEHS Advisory Board resulting in the revision of the MEHS Policy Manual section 4.6. The motion passed unanimously in a roll call vote. There was no discussion.

Agenda Item 7. Regulations to go out for Public Comment.
Agenda Item 7A: ESSA Accountability and Assessments Regulations. Member Van Diest motioned and Member Scott seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on amendments to Article 4 Statewide Student Assessment regulation changes (4 AAC 06.700-750), Article 5 School and District Accountability regulation changes (4 AAC 06.800-899), and the Participation Guidelines for Inclusion of Alaska Students in State Assessments that are adopted by reference. The motion passed unanimously in a roll call vote. There was no discussion.

Agenda Item 7C: Temporary Certificate Regulations. Member Kowalski motioned and Member Van Diest seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on the repeal of 4 AAC 12.400 Emergency special certificate (emergency Type C); the adoption of 4 AAC 12.401 Emergency certificate, and the amendment of 4 AAC 12.397 Mandatory training requirements. Including the addition of mandatory trainings under 4 AAC 12.397E

Luann Weyhrauch from the Department of Law walked the board through the language changes that were reflected in the motion. Under 4 AAC 12.401D remove the word “or” after subparagraph two and insert after subparagraph three a new subparagraph four. After the end of subparagraph three the

regulations will say "(4) who has not completed the training required by AS 14.20.020K." The Department of Law also proposed the change under 4 AAC 12.397E to insert after 4 AAC 12.400 which is in brackets, they will insert underlines and bolded new language 4 AAC 12.401. That's just to say that the Department of Education is adding 401 to the list of certificates that require the mandatory training. Member Stockhausen asked if they get the training before they get the certificate. Sondra Meredith responded that they would have to have the training prior to receiving the certificate. The amended motion passed unanimously in a roll call vote.

Agenda Item 8. Standing Reports. Written reports were provided from Student Learning & Educator and School Excellence; Mt. Edgecumbe High School; Libraries, Archives and Museums, and the Assistant Attorney Generals. Staff answered questions from the board regarding those reports. Second Vice Chair Van Diest asked under the special education portion of the Innovation and Education Excellence report regarding the reasons that the Alaska special education determination is at 70.83 and slippage could happen and what could be the results of that. Director Van Wyhe directed Don Enoch DEED's Program Administrator for Special Education to address the answer to that question once he returned from travel status. Member Van Diest asked Superintendent Vanasse about the student advisory board and how their work is going. She updated the board about the goals of the student advisory board and the benchmarks that they are looking to achieve.
Member Kowalski asked what a type I certificate is. Sondra Meredith answered that it provides an avenue for teachers with an associate's degree to teach as an associate teacher while they are working toward their bachelor's degree and their other certification.
Member Hamilton gave Superintendent Vanasse a kudos for their NAEP scores.
Member Stockhausen asked how many schools applied for the reading grant as a follow up to the meeting in October. Director Van Whye informed the board that they are anticipating around 30 applications from preschool to high school to be submitted. Mid December DEED will make the intent to award available.

Agenda Item 9. Commissioner's Report. Commissioner Johnson thanked the board for their leadership in the AK Education Challenge and informed them of the continued work that is being done in the department. He updated the board on the literacy grant as well as DEED's work on the proposed reading bill that will be submitted to the legislature. He referenced Member Griffin's article in the ADN and the Fairbanks paper about the importance of reading in Alaska's students and thanked Member Griffin for that article. The tribal compacting website is live as of December 4 and encouraged the board to go to the website and use it as a tool to inform the tribal compacting work. Carl Perkins state plan work is underway. The board will have an opportunity to review that plan so be on the lookout for it. He updated the board on the Compass and how it continues to evolve and develop. He thanked the staff at the department for their work and praised them for ensuring that the meeting so far has been smooth. He encouraged the board and staff that as we go into session to keep up the good work even though it will be busy.

Agenda Item 10. Consent Agenda TWEAK. Member Griffin motioned and Member Van Diest seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of approval of the minutes of the September 19, 2019 meeting, the minutes of the October 23, 2019 work session, and the draft report to the legislature. Member Griffin asked for a little more information about the NAEP data to be included in the report just to clarify the urgency for a reading bill. He believes that there is a way for the board to advocate for the bill without being political. The motioned passed unanimously in a roll call vote.

Agenda Item 12. Executive Session, Student Advisor Selection Chair Fields motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development convene in executive session to interview candidates for student advisor-elect for the remainder of the 2019-2020 school year. An executive session is necessary so as to not prejudice the reputation and character of any person being interviewed. At 3:08pm, the Alaska State Board of Education and Early Development moved to go into executive session which was determined to begin at 4:15pm to accommodate for the student interviewee's schedule.

At 4:30pm, Chair Fields moved to come out of executive Session. There was no objection to move back on the record out of executive session and back into the board meeting.

Member Van Diest and Member Stockhausen seconded the following motion: I move the State Board of Education and Early Development select Myriam Scott as its Student Advisor-Elect for the remainder of the 2019-2020 school year. On July 1, 2020, Ms. Scott's one-year term will begin as the Student Advisor to the board and continue through June 30, 2021. The motion passed unanimously in a roll call vote. There was no discussion.

Board Comments

- Lieutenant Colonel Hammill- wished everyone a Happy Thanksgiving and Merry Christmas. He will be going to the east coast for three months starting in January so he will miss the meetings during that time
- Member Mainard- expressed excitement to be with the board but is sad that this will be her last year
- Member Griffin- excited about some of the things going on and especially excited about the compass. Glad to see that graduations rates are up. He would like the NAEP summary increased in the report just to reinforce the importance of the board's goal toward reading in the AK Education Challenge.
- First Vice Chair Hamilton- Concur with Member Griffin on the third grade reading scores. His term is up in March and he will be speaking with Boards and Commissions about re-upping for another five years
- Member Kowalski- appreciated Member Griffin's op-ed piece regarding making sure that all of Alaska's children are represented in that piece. She thanked the staff for their responsiveness in responding to the reports that they have been asking for from staff. She looked at the tribal compacting website and encouraged the rest of the board to look at the website and have people continue to spread the word about tribal compacting.
- Member Scott- thanked Representative Hammond regarding receipt authority and Senator Stedman for his presentation. She looks forward to the continued discussion with legislature regarding MEHS. She also encouraged the Mt. Edgecumbe Advisory Board at their last meeting in September to continue working with legislators as session begins.
- Member Stockhausen- thanked the department for their work. Expressed her concerns with the number of vacancies around the state and thanked the department for their work and is looking forward to addressing the why's behind the vacancies so that they can address them.
- Second Vice Chair Van Diest- thanked the staff for their work on the committees and is very grateful for the Anchorage presence in the department. She appreciated Senator Stedman's presentation about the pool and asked for an update from DEED regarding the Sitka Seaplane base and if that money could go into an endowment fund for MEHS.

- Chair Fields- thanked the department for their work on tribal compacting and their work on the legislative session. Thanked Joel for his work on the tribal compacting website and the work that the department is doing to continue this conversation in the state.

Meeting adjourned at 4:44pm.

State Board of Education & Early Development
Unapproved Minutes
January 20, 2020
Audio Conference Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Monday, January 20, 2020

Chair Fields called the meeting to order at 9:00 am. After the pledge of allegiance, the board adopted the agenda for January 20, 2020. Lieutenant Colonel Hammill was excused from attendance. Member Griffin moved to adopt the agenda and was seconded by Second Vice Chair Van Diest. There were no objections to the adoption of the agenda. There were no potential conflicts of interest identified by board members at this meeting.

Public Comment
Public comment was opened at 9:03 am
Tim Parker from NEA Alaska thanked Commissioner Johnson for speaking at the NEA annual meeting and that his comments to NEA Alaska were well received. He discussed the Alaska Education Challenge as well as the Alaska Reads Act. He informed the board that NEA Alaska is not in favor of the retention portion of the bill as they do not believe that it is not a strong plan on how to improve reading; but they are in favor of the Pre-K reading support programs. The NEA Alaska is also interested in the Tribal Compacting bill and will be watching that as it moves through the legislature. He expressed his excitement about potential legislation to retain teachers and their risk of not having access to social security. He reminded the board that teachers are leaving Alaska at an alarming rate and that it is a discussion that should be had. He wished them a great meeting and is looking forward to the spring meeting.

Posie Boggs from the Alaska Reading Coalition discussed the Alaska Reads Act and the fact that from a high level she believes that it is a good bill. She believes that while this bill has good pieces, that there are areas of the bill that could be tightened with regards to the language. She discussed the choice that Alaska faces that Florida and other states did not take advantage of with regards to the fact that other states did not watch the amount of time that it would take to implement the changes. She discussed the Moore case and the fact that the Alaska Reads Act will differ from that case in the fact that superintendents and districts will have support from the Department of Education. Her organization is not a big fan of the retention piece of the bill and would like it delayed until the districts have time to adjust to the new policies. She noted that if superintendents are given time to change their reading policies then there would not be a need for the retention piece. She concluded her testimony by saying that in general, the Alaska Reads Act is a good bill.

Lisa Skiles-Parady from the Alaska Council of School Administrators thanked Senator Begich for sending the Alaska Reads Act bill to superintendents so they could view it. She expressed concerns at DEED's capacity for the implementation of the bill and echoed the concerns from the previous speakers regarding the retention piece of the bill as a strategy. Her members are grateful for the bill and are very supportive of some of the components of the bill. They are looking forward to engaging with DEED and

the legislature in this process. The Alaska Council of School Administrators are also interested in the Tribal Compacting bill and will be tracking its progress through the legislature.

Public comment closed at 9:21 am

Work Session

Agenda Item 1. Department FY2021 Operating Budget. Neil Steininger, Administrative Services Director discussed the DEED FY2020 operating budget with the board. He noted that the total change to the DEED overall budget was a four million dollar increase to the department for various programs. The Base Student Allocation formula is also fully funded in this budget proposal. Chair Fields commented that the board should follow the legislative session closely to learn what the legislature proposes for the State budget like they did last year. Chair Fields informed the board that he will continue conversations with legislators including the chairs of the education committees to develop a mutual understanding of the most appropriate and helpful role that the State Board of Education can have in the budget process each year.

Agenda Item 2. Legislative Update. Erin Hardin, Special Assistant to the Commissioner updated the board on legislation that has been pre-filed that will affect DEED. Tuesday, January 21st will be the first day of legislative session and both bodies will convene at 1:00pm. Member Van Diest asked how much input department has with the Tribal Compacting bill. Commissioner Johnson replied that the bill has been drafted by Senator Stevens and is separate from the department but the department looks forward to working with the senator's office around that piece of legislation. Based on member feedback, Erin will begin to send board members a list of bills and what committee they are being heard in for the board's awareness. Erin is also working with the legislature to schedule a joint House and Senate Education legislative committee while the board is in town for their March meeting.

Business Meeting

Agenda Item 3. Approve the Board's Annual Report to the Legislature. Erin Hardin, Special Assistant to the Commissioner provided a brief overview of their annual report and informed them that she would let them know when Chair Fields was scheduled to present this report to the Joint House and Senate Education Committees. Member Hamilton motioned and Member Scott seconded the following motion: I move the State Board of Education and Early Development approve the report to the legislature. Member Scott thanked Erin for the inclusion of the committees to the report. She also mentioned that the directive of the board to DEED to work with the Department of Law regarding the Sitka Seaplane Dock on land that Mt. Edgecumbe High School currently owns. She clarified that this directive was crafted with the assistance of the Mt. Edgecumbe High School Advisory board and that they had spent multiple hours working on this issue. After the discussion, the motion passed unanimously in a roll call vote.

Agenda Item 4. Approve Project Coordinator. Commissioner Johnson asked the State Board of Education and Early Development to approve his appointment of Bernie Sorenson as Project Coordinator. Member Van Diest motioned and Member Kowalski seconded the following motion: I move the State Board of Education & Early Development approve the Commissioner's appointment of Bernie Sorenson as Project Coordinator. Commissioner Johnson then took some time to speak to Ms. Sorenson's strengths and why he chose her as his Project Coordinator. The motion passed unanimously in a roll call vote.

Commissioner Comments. Commissioner Johnson thanked the DEED staff and Senator Begich's office for the Alaska Reads act as it is the first step of implementing the Alaska Education Challenge. He expressed his confidence in the process and is looking forward to the bill's progression during legislative session. He hopes that the legislature will work together on this bill to get it passed as quickly as possible. He also noted that they will continue to work with individual legislators to ensure that the board can meet with them when they are in Juneau for the March meeting.

Board Comments

- Member Griffin- is excited about the Alaska Reads Act. He believes that it is a very well thought out piece of legislation and that it will be a very important part of affecting student outcomes in the State. He acknowledged that the retention piece would be the most highly debated piece but pointed out that there are many different steps in the process before retention is presented as an option to a student. He mentioned that students should be able to read at the level of their peers and that educators should have as many tools as possible to make that happen. He also cautioned about removing the retention piece entirely as other states have not seen the results they desired when they took it out.
- First Vice Chair Hamilton- thanked Director Steininger for his budget presentation and is looking forward to the budget process as well as no further reductions to DEED.
- Member Kowalski- thanked Chair Fields for his work with the legislature on the budget. She expressed her reluctance to the inclusion of the retention piece of the Alaska Reads Act and added that there might be a way that we might be able to hold districts accountable without using retention as a stick.
- Member Scott- expressed her thanks to the members of the public who provided their feedback on the Alaska Reads Act and mentioned that she was grateful for the ability to hear their first reactions to the bill. She is looking forward to session.
- Member Stockhausen- expressed her excitement about the Alaska Reads Act and is excited to see how it progresses during legislative session.
- Second Vice Chair Van Diest- thanked Special Assistant Hardin for her information regarding the bills and would like to be informed about the meetings of the House and Senate Education Committees as they schedule bills to discuss. She is excited about the bills that are associated with the Alaska Education Challenge and welcomed Bernie to the department. She thanked the board for their work as this meeting might be her last as her term is coming to an end.
- Chair Fields- thanked Second Vice Chair Van Diest for her work on the board and hopes to see her in March.

Meeting adjourned at 10:18am.

State Board of Education & Early Development
Unapproved Minutes
February 26, 2020
Audio Conference Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Wednesday, February 26, 2020

Chair Fields called the meeting to order at 3:00 p.m. After the pledge of allegiance, the board adopted the agenda for February 26, 2020. Member Van Diest moved to adopt the agenda. Member Scott seconded the motion. Lt. Colonel Hammill was excused from the roll. Student Advisory Member Mainard, Member Griffin, and Member Kowalski were not present. There were no potential conflicts of interest identified.

Work Session

Agenda Item 1. Commissioner's Report. Commissioner Johnson welcomed the board and began with an update on the coronavirus. He let the board know that Governor Dunleavy has convened meetings with commissioners and other state officials to be sure all state agencies are aware of the potential risk. As of now, there are no active cases in Alaska but we don't want to be caught off guard once it arrives. Staff is ready to work with districts in case of an occurrence and are standing by to provide any assistance that the districts might need. Commissioner Johnson has also been in touch with the Northwest Arctic Borough School District with regards to the Kaktovik fire. He has been in contact with the superintendent and the support staff to offer any assistance that they might need to ensure instruction is still occurring.
Commissioner Johnson then introduced Mr. Tim Parker of NEA Alaska who informed the board that Alaska's longest running teacher, Sharon Russel had passed away. The NEA is putting together a citation to recognize her for her work.
Erin Hardin, Legislative Liaison for DEED then gave an update as to the pieces of legislation that the department is tracking. There are twelve new House bills and nine new Senate bills that are moving their way through the legislature as well as the bills from last session that DEED is still tracking. Erin will provide a comprehensive report to the board at their March 26th meeting. She also informed the board that Monday, February 24th was the filing deadline for bills so no new legislation can be introduced at this time. The department is paying close attention to SB 6 which was heard on February 26th in the Senate Finance Committee. The committee has yet to schedule another hearing on that bill but Erin will let the board members know when another hearing has been scheduled. There is a companion bill in the House of Representatives but that bill has not yet received a hearing.
Karen Melin, Deputy Commissioner of DEED gave the board an overview of the agenda for the March State Board of Education meeting. The board will meet with the joint House/ Senate Education Committees for an update on board work. The CTE Perkins plan is also on the agenda and Deputy Commissioner Melin encouraged the board to read through it carefully as it is a large document. She also informed the board of the number of regulations on the agenda that are scheduled to be approved by the board to go out for public comment. She reminded the board that as the reading bill becomes law, there will be increased regulations surrounding the concepts outlined in that bill which will put an

additional body of work on the board's shoulders. Board packets will be out the week of March 9th so the board has time to complete a thorough review prior to their meeting on March 26th.
Member Stockhausen asked if there were committee meetings scheduled on the agenda to which Deputy Commissioner replied that there were committee meetings scheduled during the board's retreat day.
Commissioner Johnson concluded the meeting by reminding the board that, although the increased regulatory burden will present a large body of work to both the department and the board, it will be another opportunity for the board to interact with the shareholders in the state and make education better for the students that we serve.

Board Comments

Chair Fields thanked the department for their updates and their work and reminded everyone that their feedback for Commissioner Johnson's evaluation is due to him by March 9th

There were no other board comments

The meeting adjourned at 3:18pm

State Board of Education & Early Development
Emergency Special Work Session
Unapproved Minutes
March 25, 2020
Audio Conference Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Wednesday, March 25, 2020

Chair Fields called the meeting to order at 3:03 p.m. Prior to the pledge of allegiance, First Vice Chair Hamilton offered an invocation for guidance during these new times of COVID-19. After the pledge of allegiance, the board adopted the agenda for March 25, 2020. Member Griffin moved to adopt the agenda. Member Van Diest seconded the motion. Student Advisory Member Mainard was not present. There were no potential conflicts of interest identified.

Work Session

Commissioner Johnson expressed appreciation to the board for their support and is looking forward to meeting with them again in person once the situation has calmed down a bit.
The department's response to the COVID-19 pandemic and school engagement started on February 5th when Todd Brocious with the Health and Safety team began working with Health and Social Service to produce a website giving information about the COVID-19 virus. The department formed a crisis response team during that week and have continued to meet as this situation has unfolded.
DEED has been hosting daily calls with superintendents that started on March 12th to give them updates and encourage them to work collaboratively with each other to support students. In addition to working with superintendents, DEED staff has been connecting with partners around the state such as the Alaska Council of School Administrators, principals, and other leaders to engage with them in terms of how to teach remotely. SERRC is also helping to host the new website through their comprehensive center and have been very generous in their help.

Commissioner Johnson highlighted the fact that DEED's primary goal is to support school districts so that they can support students even when learning now looks different. He also explained AKLEARNS.ORG and encouraged board members to go visit that web page so that they could view the resources that DEED has made available to schools and students.

DEED has cancelled assessments for this year and are working through all of the downstream issues that will eventually need to be addressed at a later date.

Member Hamilton asked about the status of boarding schools getting back to their villages. All 400 students from MEHS are now home with their home communities and DEED will connect with the other boarding schools regarding if their students are home.

Member Hamilton- what are we doing to ensure students have access to enough bandwidth to do their work remotely. Each school district is working with their schools to ensure that they are getting instruction to kids while ensuring that they are safe.

Member Griffin- asked for IDEA requirements and some of the equity issues that other states are encountering. USDOE has allowed districts to continue offering learning opportunities via electronic communications and Don Enoch has been taking

Member Griffin- what outreach has DEED done to help parents while they are encountering more time with their children. Commissioner Johnson referred back to AKLEARNS.ORG as there is an entire section of resources for parents. Districts are making thousands of calls to parents to check in with them and provide support during this time.

Member Griffin- will there be any opportunity to make up during the summer? Superintendents will be receiving some money from the federal government stimulus package and they are already having discussions about how to use that money

Member Van Diest- gave a shoutout to Tammy Van Whye and her team for the AKLEARNS.ORG website. She also gave some insight as to how staff at the Mat-Su school district are reaching out to students and conducting distance learning to come together to educate students in the state.

Commissioner Johnson also mentioned that he has been having weekly calls with other state chiefs to brainstorm innovative ways that they could support students and it is inspiring to see the solutions that are being offered.

Board Comments

Member Kowalski- mentioned that she has taken great pride in how responsive every element of the educational system has been in response to the changing needs of our students. She also mentioned that many principals and superintendents are working in a larger community context and are having to attend to their local community needs in addition to their needs of their students and schools. She gave a shoutout to those leaders who are navigating not only a school environment that has changed but also how that environment is working within the rapidly changing community context.
Member Stockhausen- highlighted the forward-thinking wisdom of the department and thanked the department for their work with superintendents to get students learning in an online capacity

Member Kowalski- thanked Commissioner Johnson for the department's proactive work on their COVID-19 response efforts.

Chair Fields- asked if schools will resume classes on May 1. Commissioner Johnson reiterated the mandate for in person attendance and said that health officials will make the determination to send students back to their brick and mortar school buildings early but that online learning should be up.

Chair Fields thanked DEED for their leadership and their ability to change on a dime. He reminded the board that there will be another update to the board on April 6th.

Commissioner Johnson encouraged the board to email either him or Karen Melin if they have any questions in the interim

Member Scott- highlighted school staff commitment to students and thanked DEED for their work.

Commissioner Johnson concluded the meeting by reaffirming his commitment to working with the State Board of Education on celebrating the educators in this state and our partner organizations who have helped throughout this crisis. He also congratulated parents and students on their optimistic attitude in the way that they have accepted this challenge and have not let the virus stop them from learning. He reminded the board that someday, there will be a lot to celebrate.

Chair Fields adjourned the meeting at 3:41pm

State Board of Education & Early Development
Unapproved Minutes
April 6, 2020
Audio Conference Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Monday, April 6, 2020

Chair Fields called the meeting to order at 3:00 p.m. After the pledge of allegiance, the board adopted the agenda for April 6, 2020. First Vice Chair Hamilton moved to adopt the agenda. Member Kowalski seconded the motion. Student Advisory Member Mainard was not present. There were no potential conflicts of interest identified.

Work Session

Chair Fields reminded the board that this was a work session only so that board members could hear an update from Commissioner Johnson regarding DEED's work with the COVID-19 virus.
Commissioner Johnson welcomed the board to the call and reminded the board that we are in unprecedented times and acknowledged that this trickles down from the department to classrooms and teachers. He thanked the AK Superintendents Association for their morning meetings that the commissioner has been able to attend and talk to superintendents. Each individual district is addressing this issue in their own way and DEED is doing everything they can to assist districts. Commissioner Johnson continues to have regular calls with CCSSO to get as much information as possible about the CARES Act and it's implementation.

Commissioner Johnson addressed the Florida Virtual School. He apologized that in his effort to provide instructional content to students, educators, and families, through this partnership with the Florida Virtual school didn't live up to his standard to work together with others. His intent to provide as many content options as possible as quickly as possible should not have prevented him from demonstrating that communication and cooperation with others. He apologized that the roll-out of the program did not go as smoothly as it could have. He also stressed the importance of the fact that this is not a separate school to take enrollment from others, but it is merely virtual content so that educators can access that content and use for their students. He also pointed out that it is not a mandate but that it is another option for students to access virtual instruction.

He also informed the board that the department is working with the Anchorage School District to provide some of our most rural schools and our youngest students with preloaded iPads to ensure that they do not lose pathways to become proficient in these new times.

Member Hamilton asked Commissioner Johnson about lack of broadband access in rural Alaska and asked what work DEED is doing to get better broadband out to those communities. Commissioner Johnson commended the telecom companies for their work to expand broadband. They are still working with individual districts and the federal government about this issue. Most of those communities also have cell phones as another option and DEED is exploring options for increasing their data on those

devices. The commissioner hopes that we can get to the end of the school year and then work with the telecom companies to fill any gaps in instruction.

He then handed it off to Deputy Commissioner Melin to provide individual staff updates.

Karen Melin put herself on the record and requested that Jo Dawson, the Nutrition Programs Manager for the Department of Education and Early Development start with child nutrition program updates.

Jo began with an update on the waivers that DEED has received to support child nutrition while schools are closed including parent pickup of meals, meal pattern waivers, and the allowance of weekend meals. As of April 6, 42 districts have been approved for 257 feeding sites including mobile routes and home delivery. They have also approved nine Headstart and after school programs for non-congregate food distribution at 25 sites. Some districts lack the capacity to sustain a meals-to-to program at their districts, so they have opted to take part in a pilot project that DEED has been approved to participate in called Meals to You. As of March 30, 2020, Alaska was the first state to be approved by the USDA for their emergency food assistance programs to work with food pantries to quickly disseminate food for the needs of the communities that they have the programs at.

Member Kowalski asked Jo to recap the waivers that DEED has received. Jo reiterated those waivers and explained the differences between them.

Member Stockhausen asked what age children are eligible for meals. Ms. Dawson responded that the meal programs are determined at the local level. The waivers allow for communities to make that determination and some have decided based on to capacity to allow only for their students while some districts have decided to open their programs to all children.

Lacey Sanders, Director of Administrative Services, updated the board on the DEED budget process. On Sunday, March 29, the legislature passed the operating budget and then took an extended recess due to the COVID-19 pandemic. She walked the board through the changes that were made by the legislature to the Governor's budget with regards to the Department of Education and Early Development. She also noted that the budget bill, HB 205, was transmitted to the governor for his review, and is due back to the legislature 0n April 17, 2020. The legislature will discuss the capital budget when they reconvene at a later date in which is the sale of land in the City of Sitka to the Mount Edgecumbe High School is included in that discussion.

Bobi Jo Grimes, DEED's Human Resources Manager, updated the board on the Human resources department and DEED's internal work. Bobi Jo informed the board that as of April 3rd, 67% of DEED staff workforce are telecommuting at least part time and most of them have elected to telecommute full time. DEED has been providing information to staff and supervisors on how to make telecommuting productive and efficient and have begun to collect data on how telecommuting is working for those who are working remotely. Staff have been diligently working to ensure that the public can get the services and answers that they need.

Patience Frederickson, Director of Libraries, Archives, and Museums, updated the board on the work that the Division of Libraries, Archives and Museums is doing to support both their staff and the public. She also informed the board that the School BAG at 25 megabits per second law has been passed and been signed by the governor. They are fast-tracking updates to the regulations and they will appear on the June agenda for the board to approved. The state library has provided virtual resources to students

that have been added to the AKlearns website and other online sources have been made available for students to access. Libraries, Archives, and Museums staff have been working with other libraries to provide support and resources to local libraries as they work through the COVID-19 closures.

Niki Tshibaka updated the board on his work. He detailed his work on interfacing with organizations that serve youth impacted by homelessness or domestic or sexual violence to identify ways that DEED can be of support to them in serving the youth for whom they're caring.

Todd Brocious of the Health and Safety team updated the board on the work that their team has been using. The Health and Safety Team, in partnership with Rochelle Lindley, DEED's information officer, has regularly distributed COVID-19 resources and updates to districts as well as developed a dedicated COVID-19 webpage for districts. This webpage is regularly updated to reflect new state health mandates that affect schools, provide quick links to USED, CDC, and Alaska DHSS websites for up to the minute updates on COVID-19 and guidance for school districts, and provide at-a-glance information on how COVID-19 is affecting state educational requirements. Their eLearning Program has also seen an uptick of classes that have been taken on student trauma during times of crisis. They have seen over 2800 course completions in March for this subject matter specifically.

Deb Riddle Division Operations Manager updated the board on the work that they have been doing to track the US Department of Education guidance and requirements regarding questions regarding assessments

Don Enock the Administrator for the Special Education section updated the board on ways that their challenges for special education services have been addressed in different ways. Many remote school districts without internet or phone services are serving students through a daily delivery of paper packets. Larger districts with internet access provide services through virtual classrooms with individualized services, such as speech, being delivered via web conferencing platforms (Zoom, WebEx..) The special education team continues to provide daily webinars to distribute information as it is received from the Federal Office of Special Education Programs (OSEP). A daily Q&A session is conducted with new questions and concerns addressed in the updated FAQ distributed to all special education directors and superintendents daily. The Department acknowledges that not all individualized solutions will work for all students with disabilities. Students that absolutely must have face to face services may be eligible for Compensatory Education services which can be set up though a phone meeting with the student's Individualized Education Program (IEP) team. If parents or students encounter problems, they should contact their school district special education director, or call the state special education team at (907) 465-2972 or email at sped@alaska.gov.

Tammy Van Whye, Director of Innovation and Education Excellence, updated the board on aklearns.org which serves as a resource for educators, families, and students. The site itself has grown to a very large comprehensive site which cover various content areas as well as offering online and digital references for families to continue virtual learning to students. The site offers offline paper based materials and practice activities for students as well as schedules that help families plan their days at home. She also highlighted the work of the IEE program administrators as they have transitioned to telework platforms and have successfully utilized alternative methods to communicate with their teams to ensure work is completed on time and correctly.

Deputy Commissioner Melin concluded the division reports and thanked the department for their work while being flexible to the changing work environment they have faced.

Commissioner Johnson thanked the board for attending this call and reminded them that we will have another update on this issue on April 22nd. He also informed the board that the June board meeting will be held virtually due to the closures caused by COVID-19.

Board Comments

Member Griffin thanked the commissioner and the staff for their work on the aklearns website and the online content that they were able to make available for students and educators so quickly.

Member Kowalski thanked the commissioner and the staff for their reports so that the board can stay aware of the work that the department is doing to ensure that schools and students are being supported. She also noted her support for the department on their work with the Florida Virtual School as it will increase the opportunities that students have for them to learn in a new way. She also stressed the importance that the department continue their work to address the issues of equity but also of opportunity for the students across the state.

Chair Fields thanked the board for attending the call and commended the department for their work and expressed his hope that the department continues in wisdom and encouraged the department to take the time to stay healthy during these times.

The meeting adjourned at 3:56pm

State Board of Education & Early Development
Unapproved Minutes
April 22, 2020
Audio Conference Meeting
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Wednesday, April 22, 2020

Chair Fields called the meeting to order at 3:00 p.m. After the pledge of allegiance, the board adopted the agenda for April 2, 2020. Member Van Diest moved to adopt the agenda. Member Kowalski seconded the motion. Student Advisory Member Mainard was not present. There were no potential conflicts of interest identified.

Work Session

Commissioner Johnson thanked chair fields and the board for being here. Commissioner Johnson has been meeting with various stakeholder groups to communicate regularly to them on DEED's work. He updated the board on CARES act funding and gave the meeting to Administrative Services Director, Lacey Sanders so that she could walk the board through the particulars of the funding on how the money is coming to the state and how it is being distributed.

Lacey explained that the CARES act is made up of three pots of money and then explained the purposes of each fund and how much the department will be receiving from each fund. She focused on the third pot of funds, the elementary and secondary relief fund(ESERF) which are funds that are being distributed to school districts to support elementary and secondary education. Alaska's allocation will be approximately 38.4 million dollars. The funding will be distributed by the USDOE to DEED and then DEED will distribute them via grants. The allocation is based on the Title 1A funds on last year's enrollment numbers. Lacey requested that the board reference the email that was sent to them and walked the board through the attachments that detailed the allocation totals that would be distributed to school districts. At this time, DEED believes that the USDOE application and guidance will be distributed either April 23rd or April 24th and as soon as the application and guidance are received, DEED will begin to operate under those guidelines to pass that funding along to school districts. She then detailed some ways that school districts could use these funds to support their students.

Chair Fields asked how many districts do not fall under the Title 1A funds. Of the 54 school districts, there are 3 that would not receive funding under the Elementary and Secondary Relief Fund but those districts will be covered under the Governor's relief fund. All 54 school districts will receive some sort of funding under the CARES Act relief funds.

Member Scott asked if the correspondence was sent to her correct email because she did not receive the correspondence from Lacey. Lacey will be sure to send the information to Member Scott's email address.

Member Hamilton asked about the status of the 30 million that was vetoed in Governor Dunleavy's budget. Lacey responded that the 30 million that would have been allocated outside the funding

formula was vetoed by the governor due to the fact that it will be covered by the approximately 30.4 million that would be coming in from the CARES Act.

Commissioner Johnson informed the board that they will be voting on the DEED budget at the June meeting now that it has been signed by Governor Dunleavy. DEED will also have another COVID-19 update and DEED's response to date during the June meeting for their reference. He let the board know that they are planning for a virtual meeting in June.

Chair Fields asked what measurement districts have been using to engage their students during electronic learning. Commissioner Johnson mentioned that it varies from district to district and that most superintendents are working hard to gather that data and some districts are farther along than others on gathering the data. DEED looks forward to sharing reports from school districts on this issue with the board when they become available.

Chair Fields asked how the department plans to address the start of next school year. The commissioner responded that they are working with the administration to work through those questions and get information out to districts and to the board.

Member Hamilton asked about the higher ed side with regards to the PCPE. Commissioner Johnson does not have any statutory authority over PCPE but the department can work with PCPE to get those numbers to the board.

Member Stockhausen asked what the timeline is in regards to making decisions with regards to school next fall. Commissioner Johnson responded that it all depends on the healthcare mandates and the healthcare mandates. DEED working on finishing this year and then will work on making decisions for reopening in the fall. DEED is looking at and preparing for all scenarios with regards to all the possibilities. Until there is a vaccine, we won't get back to normal and they want to be prepared for any and all situations.

Member Van Diest commended the commissioner on his presentation to the joint House/ Senate committees and that he answered many of her questions about the Florida Virtual School.

Chair Fields thanked the department for their work and adjourned the meeting at 3:32pm

To: Members of the State Board of Education and Early Development **March 26, 2020**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 20**

♦ ISSUE

The board will hold an executive session to evaluate the performance of the Commissioner of Education and Early Development.

♦ BACKGROUND

- An executive session is necessary for this purpose in accordance with the state's Open Meetings Act, AS 44.62.310(c)(2), specifically the provision related to "subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion."

♦ SUGGESTED MOTION

I move the State Board of Education and Early Development convene in executive session to evaluate the performance of the Commissioner of Education and Early Development.