



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 fulfill 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](http://education.alaska.gov/tls/CTE/Perkins/) (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)	<p>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 -</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>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</p>
B-1: Program Size, Scope and Quality	
B-2: Labor Market Alignment	

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 –

- 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.

Other resources include:

- [High Quality CTE Framework](https://acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018_WithRubric.pdf) (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](http://cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_World_Work_2017FINAL.pdf) (cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_World_Work_2017FINAL.pdf)
- [Rural CTE Strategy Guide](http://cte.careertech.org/sites/default/files/files/resources/CTE_RuralStrategyGuideFINAL.pdf) (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](http://educatorsrisingalaska.org/) (educatorsrisingalaska.org/)
- [Health Occupations Students of America \(HOSA\) - Alaska](http://alaskahosa.org/) (alaskahosa.org/)
- [Skills USA - Alaska](http://alaskaskillsusa.org/) (alaskaskillsusa.org/)
- [Distributive Educational Clubs of America \(DECA\) - Alaska](http://alaskadeca.weebly.com/) (alaskadeca.weebly.com/)
- [Family, Career and Community Leaders of America \(FCCLA\) - Alaska](http://ctsoalaska.org/fccla.html) (ctsoalaska.org/fccla.html)
- [Business Professionals of America \(BPA\) - Alaska](http://alaskabpa.org/) (alaskabpa.org/)
- [National FFA Organization - Alaska](http://alaskaffaassociation.com/) (alaskaffaassociation.com/)

Other resources include:

- [Expanding Career Readiness Through Career and Technical Student Organizations](http://acteonline.org/wp-content/uploads/2018/03/CTSO_Career_Readiness.pdf) (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](http://labor.alaska.gov/awib/Alaska_Apprenticeship_Plan-10-2018.pdf) (labor.alaska.gov/awib/Alaska_Apprenticeship_Plan-10-2018.pdf)
- [Alaska Work-based Learning Policy Guide](http://education.alaska.gov/) (education.alaska.gov/)

- [Defining Quality: Business and Community Partnerships](https://acteonline.org/wp-content/uploads/2019/03/HQ_Partnerships_March2019.pdf) (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)	<p>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)</p> <p>134(b)(7) Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable</p>

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](http://careertech.org/) (careertech.org/) has defined [16 Career Clusters and 79 Career Pathways](http://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) (cte.careertech.org/sites/default/files/CareerClustersPathways.pdf) – groupings of occupations and broad industries based on commonalities. Advance CTE’s [Career Clusters Matrix](http://careertech.org/career-clusters-1) (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](http://education.alaska.gov/standards) (education.alaska.gov/standards)
- Industry Recognized Standards (these will be course-specific)
- [Cultural Standards \(Alaska\)](http://ankn.uaf.edu/Publications/CulturalStandards.pdf) (ankn.uaf.edu/Publications/CulturalStandards.pdf)
- [Alaska Employability Standards](http://education.alaska.gov/21cclc/pdf/alaskaemployabilitystandards.pdf) (education.alaska.gov/21cclc/pdf/alaskaemployabilitystandards.pdf), OR
- [APICC YES](http://apicc.org/wp-content/uploads/2017/05/YES-POSTER-5.23.2017-Final.pdf) (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](http://cte.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf) (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 \(AWS\)](http://aws.org/) (aws.org/) OR [National Center for Construction Education and Research \(NCCER\)](http://nccer.org) (nccer.org)
- Marine Tech – [Alaska Marine Safety Education Association](http://amsea.org/), (amsea.org/) OR [US Coast Guard Boating Safety](http://uscgboating.org/) (uscgboating.org/)
- Culinary – [American Culinary Federation](http://acfcchefs.org/) (acfcchefs.org/) OR [National Restaurant Association Educational Foundation \(ProStart\)](http://choosereastaurants.org/ProStart) (choosereastaurants.org/ProStart)
- Pilot Training – [Federal Aviation Administration \(FAA\)](http://faa.gov/pilots/) (faa.gov/pilots/)
- Education - [Educators Rising Alaska](http://educatorsrisingalaska.org/) (educatorsrisingalaska.org/)
- Health – [National Consortium for Health Science Education \(NCHSE\)](http://healthscienceconsortium.org/national-health-science-standards/) (healthscienceconsortium.org/national-health-science-standards/)

Other resources include:

- [Capitalizing on Context: Curriculum Integration in Career and Technical Education](http://nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf) (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)	<p>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 -</p> <ul style="list-style-type: none"> • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS <p>134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide</p> <ul style="list-style-type: none"> • 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 <p>134(b)(5) How the district will –</p>

CLNA Components	Local Application Requirements
	<ul style="list-style-type: none"> • 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 \(AKCIS\)](http://acpe.alaska.gov/PLANNING/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](https://cte.careertech.org/sites/default/files/files/resources/ssp_crosswalk_with_individual_plans_for_students_with_disabilities%20%281%29.pdf) (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](https://napequity.org/nape-content/uploads/Report-Solving-the-Education-Equation_9-15-15_final.pdf) (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](https://napequity.org/nape-content/uploads/PIPE-Article_NOV_DEC_ACTE-Techniques-2016_Williams.pdf) (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](https://inacol.org/wp-content/uploads/2018/03/CompetencyWorks-DesigningForEquity.pdf) (inacol.org/wp-content/uploads/2018/03/CompetencyWorks-DesigningForEquity.pdf)
- [Seizing the Moment: A District Guide to Advance Equity Through ESSA](https://aspeninstitute.org/longform/seizing-moment-district-guide-advance-equity-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](https://napequity.org/nape-content/uploads/Non-Trad-CIPs_Cluster-Table-3_rev1-28-13.pdf) (napequity.org/nape-content/uploads/Non-Trad-CIPs_Cluster-Table-3_rev1-28-13.pdf)
- [Providing Learners Access to Diverse Career Pathways](https://cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_Diverse_Pathways_2017.pdf) (cte.careertech.org/sites/default/files/files/resources/CTE_Frontier_Diverse_Pathways_2017.pdf)
- [Overcoming Barriers: Supporting Nontraditional, Underserved and Special Populations](https://mnfso.org/pdf/Overcoming_Barriers.pdf) (mnfso.org/pdf/Overcoming_Barriers.pdf)
- [Nontraditional Career Preparation: Root Causes and Strategies](https://napequity.org/nape-content/uploads/Root-Causes-Documents.pdf) (napequity.org/nape-content/uploads/Root-Causes-Documents.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
<p>A: Student Performance – 134 (c)(2)(A) - <i>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</i></p>	<p>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.</p>
<p>B: Program Quality – 134(c)(2)(B) – B-1: <i>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</i> B-2: <i>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.</i></p>	<p>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 -</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>134(b)(3)(A) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide</p> <ul style="list-style-type: none"> • Career exploration and career development coursework, activities, services
<p>C: CTE Programs/Programs of Study (CTEPS) – 134(c)(2)(C) - <i>An evaluation of progress toward the implementation of career and technical education programs and programs of study</i></p>	<p>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)</p> <p>134(b)(7) Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable</p>
<p>D: Recruitment, Retention and Training of CTE Educators – 134(c)(2)(D) - <i>A description of how the eligible recipient will improve</i></p>	<p>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</p>

Comprehensive Local Needs Assessment (CLNA) Components (134(c)(2)(A-E))	Local Application Required Components (134(b)(1-9) and (d-e))
<p><i>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.</i></p>	<p>specialized support personnel and paras, including those underrepresented in teaching professions</p>
<p>E: Equity and Access – 134(c)(2)(E) - <i>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:</i></p> <ul style="list-style-type: none"> • <i>Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</i> • <i>Providing programs that are designed to enable special populations to meet the local levels of performance; and</i> • <i>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.</i> 	<p>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 -</p> <ul style="list-style-type: none"> • How students (including spec pops) will learn about the CTE course offerings and whether each course is part of a CTEPS <p>134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide</p> <ul style="list-style-type: none"> • 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 <p>134(b)(5)(A-D) How the district will –</p> <ul style="list-style-type: none"> • 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
<p><i>Continued Consultation</i></p>	<p>134(d) In conducting the Comprehensive Local Needs Assessment and developing the local application, the district shall involve a diverse body of stakeholders</p> <p>134(e) The district shall consult with stakeholders on an ongoing basis including in order to</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>A written commitment that is agreed upon at the State level or approved annually by the lead administrators of –</p> <ul style="list-style-type: none"> • 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 <p>to a program that is—</p> <ul style="list-style-type: none"> • 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)	<p>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.</p>	AWIB webpage
Career Guidance and Academic Counseling	<p>Guidance and counseling that –</p> <ul style="list-style-type: none"> • 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	<p>Organized educational activities offering a sequence of courses that –</p> <ul style="list-style-type: none"> • 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. <i>(Alaska regulation 4AAC 51.390 limits vocational education programs to grades seven through twelve)</i> 	<p>§ 3(5)</p> <p>4AAC 51.390</p>
CTE Concentrator	<p><i>Secondary:</i> 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.</p> <p><i>Postsecondary:</i> 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.</p>	<p>§ 3(12)</p> <p>PV State Plan (pg. 39 & 42)</p>
CTE Participant	<p><i>Secondary:</i> An individual who completes not less than one course in an approved career and technical education (CTE) program or CTE Program of Study (CTEPS).</p> <p><i>Postsecondary:</i> 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.</p>	<p>§ 3(13)</p> <p>PV State Plan (pg. 39 & 42)</p>

Term	Definition	Statute
CTEPS (CTE Program of Study)	<p>A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that -</p> <ul style="list-style-type: none"> • 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. <p><i>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.</i></p>	§ 3(41)
Dual or Concurrent Enrollment Program	<p>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.</p>	§ 3(15)
In-Demand Industry Sector or Occupation	<p>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.</p>	§ 3(26), WIOA § 3
NTF (Non-Traditional Field)	<p><i>(Replaces NTO, Non-Traditional Occupation).</i> 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.</p>	§3(33)

Term	Definition	Statute
Out-of-School Youth	<p>An individual who is -</p> <ul style="list-style-type: none"> • Not attending any school • Not younger than 16 or older than 24, and is: <ul style="list-style-type: none"> ○ A school dropout ○ Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter ○ Has a high school diploma or equivalent and is low-income and basic skills deficient, or an English language learner ○ Is subject to the juvenile or adult justice system ○ Is homeless, a runaway, in foster care, or has aged out of the foster care system ○ an individual who is pregnant or parenting ○ a youth who is an individual with a disability ○ 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	<p>An individual who is a displaced homemaker, or –</p> <ul style="list-style-type: none"> • 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)	<p>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.</p>	Alaska Specific
RPC (Recognized Postsecondary Credential)	<p>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. <i>Note: This replaces TSA – Technical Skills Assessment, and is not required for all courses</i></p>	§ 3(43), WIOA § 3
Specialized Instructional Support Personnel	<p>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.</p>	§ 3(46), ESSA § 8101

Term	Definition	Statute
Special Populations	<p>Special populations under Perkins V means –</p> <ul style="list-style-type: none"> • 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)	<p>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.</p> <p>Scope: A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p>	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)	<p><i>Numerator:</i> 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.</p> <p><i>Denominator:</i> 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).</p>	PV State Plan (pg. 39)
1S2 – (Extended-Year Graduation Rate (5 years in Alaska))	<p><i>Numerator:</i> 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.</p> <p><i>Denominator:</i> 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).</p>	PV State Plan (pg. 39)
2S1 – (Academic Proficiency in Reading / Language arts)	<p><i>Numerator:</i> 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.</p> <p><i>Denominator:</i> 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.</p> <p><i>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 –</i></p> <ul style="list-style-type: none"> • <i>Participated in the 9th grade exam,</i> • <i>Are considered a concentrator during the reporting year, and</i> • <i>Exited school during the reporting year.</i> 	PV State Plan (pg. 39)
2S2 – (Academic Proficiency in Mathematics)	<p><i>Numerator:</i> 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.</p> <p><i>Denominator:</i> Number of CTE concentrators that participated in the 9th grade academic assessment of Mathematics standards in Alaska and exited school in the reporting year.</p> <p><i>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 –</i></p>	PV State Plan (pg. 40)

Term	Definition	Statute
2S2 – cont.	<ul style="list-style-type: none"> • <i>Participated in the 9th grade exam,</i> • <i>Are considered a concentrator during the reporting year, and</i> • <i>Exited school during the reporting year</i> 	
2S3 – (Academic Proficiency in Science)	<p><i>Numerator:</i> 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.</p> <p><i>Denominator:</i> Number of CTE concentrators that participated in the 10th grade academic assessment of Science standards in Alaska and exited school in the reporting year.</p> <p><i>Note:</i> <i>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 –</i></p> <ul style="list-style-type: none"> • <i>Participated in the 10th grade exam,</i> • <i>Are considered a concentrator during the reporting year, and</i> • <i>Exited school during the reporting year</i> 	PV State Plan (pg. 40)
3S1 – (Secondary Post-Program Placement)	<p><i>Numerator:</i> 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 –</p> <ul style="list-style-type: none"> • In postsecondary education, • In advanced training, • In military service, • In a service program/Peace Corps, or • Placed in employment. <p><i>Denominator:</i> Number of CTE concentrators who exited from secondary education during the prior reporting year.</p>	PV State Plan (pg. 40)
4S1 – (Non-Traditional Program Concentration)	<p><i>Non-Traditional Program Concentration</i></p> <p><i>Numerator:</i> Number of CTE concentrators from the underrepresented gender group (males <u>or</u> females) in a CTE program or CTEPS that leads to employment in non-traditional fields and exited school in the reporting year.</p> <p><i>Denominator:</i> Number of CTE concentrators (males <u>and</u> females) in a CTE program or CTEPS that leads to employment in non-traditional fields and exited school in the reporting year.</p> <p><i>Note:</i> <i>This measure will include students who during the reporting year</i></p> <ul style="list-style-type: none"> • <i>Are considered a concentrator during the reporting year, and</i> • <i>In a nontraditional field</i> • <i>Are enrolled during the reporting year, and</i> • <i>Exited school in the reporting year.</i> 	PV State Plan (pg. 40)

Term	Definition	Statute
<p>5S3 – (Program Quality Indicator – Work-Based Learning)</p>	<p><i>Numerator:</i> Number of CTE concentrators that have graduated from high school in the reporting year and participated in work-based learning.</p> <p><i>Denominator:</i> Number of CTE concentrators that have graduated from high school in the reporting year.</p> <p><i>Note: Perkins data All-In-One will include the following three levels as options for student reporting.</i></p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Internships • Clinicals • Cooperative education • On-the-job training • Work study • Employment training • Employee development <p><i>Alaska is only required to report on one Program Quality Measure and will not be reporting on</i></p> <p style="padding-left: 40px;"><i>5S1: Program Quality Indicator - Postsecondary Credential</i></p> <p style="padding-left: 40px;"><i>5S2: Program Quality Indicator - Postsecondary Credit</i></p>	<p>PV State Plan (pg. 41)</p>

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)) <ul style="list-style-type: none"> • 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 (<i>not required</i>)	

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)	<p>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.</p> <ul style="list-style-type: none"> 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 - <ul style="list-style-type: none"> • 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)	<p>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)</p> <p>134(b)(7) Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable</p>

	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)	<p>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 -</p> <ul style="list-style-type: none"> • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS <p>134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide</p> <ul style="list-style-type: none"> • 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 <p>134(b)(5) How the district will –</p> <ul style="list-style-type: none"> • 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.	