Alaska Department of
Education & Early Development

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

FOUR-YEAR STATE PLAN

March 2, 2020

DRAFT

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

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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* (C*heck 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)	**Telephone**:
Commissioner Michael Johnson	(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 for 2019	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 Elements		
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 for 2020	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 Elements		
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.

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- *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. 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. 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 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.

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

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. 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 E 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

DRAFT

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.

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

DRAFT

***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).*

DRAFT

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%

DRAFT

Appendix A - Alaska Perkins V:

CTE Program of Study:

Guidance - CTEPS Form

(6 pages)

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: Career and Technical Education Programs FY2021 – 2025

(36 pages)

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 **134(b)(5)** How the district will –

CLNA Components	Local Application Requirements
	• 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:
	  ○ 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	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	

Role	***Name(s)***
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)

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 and Workbook

(30 pages)

Alaska Perkins V:
Comprehensive Local Needs Assessment Guidance and Workbook

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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.

CLNA Results Form (#05-20-036)

District: Date:

COMPREHENSIVE LOCAL NEEDS ASSESSMENT RESULTS

Instructions: Use this form to record the results of your district's Comprehensive Local Needs Assessment (CLNA). As a reminder, Section 135(a) requires all grant expenditures to be aligned to needs identified via the CLNA. The CLNA and resulting Results Form #05-20-036 must be updated/revised every 2 years.

PART A: Student Performance

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these? (optional on this form)

PART B: Program Quality

PART B-1: Size, Scope and Quality

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these? (optional on this form)

PART B-2: Labor Market Alignment

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these? (optional on this form)

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

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these? (optional on this form)

PART D: Recruitment, Retention and Training of CTE Educators

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these? (optional on this form)

PART E: Equity and Access

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these? (optional on this form)

Appendix D - Alaska Perkins V:

FY20 Local Education Agency Allocations Chart

(1 page)

	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 E - Alaska Perkins V:

FY20 Determination of Rural Districts

(3 pages)

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:

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:
Alaska Department of Education & Early Development
STATE: 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

NCES LEA ID #	STATE LEA ID #	LEA NAME	CITY	Does the SEA concur that inclusion is appropriate? (YES/NO)
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
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

NCES LEA ID #	STATE LEA ID #	LEA NAME	CITY	Does the SEA concur that inclusion is appropriate? (YES/NO)
200006	98	Mt. Edgecumbe	Sitka	Yes