



Alaska Department of Education & Early Development

**CONSOLIDATED ANNUAL PERFORMANCE,
ACCOUNTABILITY, AND FINANCIAL STATUS REPORT
FOR THE
STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS
Under the
CARL D. PERKINS VOCATIONAL
AND
TECHNICAL EDUCATION ACT OF 1998**

2004 - 2005

Submitted to the
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Office of Vocational and Adult Education
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Section B

Alaska's Narrative for the Consolidated Annual Performance Report

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SECTION B - THE NARRATIVE REPORT

FOR THE CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

Instructions for completing the Narrative

Section 114(a)(1) of Perkins III requires the Secretary to collect performance information about, and report on, the condition of vocational and technical education and on the effectiveness of state and local programs, services, and activities carried out under the Act. Below are the specific items that states are required to report on for the past program year (July 1, 2004 - June 30, 2005). Reports must address each of the items in the order outlined below, should make use of tables and charts to summarize key points, and should not exceed 20 pages.

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

Offer a brief summary of how your state is organized to administer vocational and technical education under Perkins III. Attach an organizational chart of the key agencies involved and offer a brief summary of the roles and responsibilities of each.

The Alaska Department of Education and Early Development (EED) is designated in Alaska Statute 14.35, Vocational Education, as the sole state agency for the administration of federal vocational education funding under the Carl D. Perkins Vocational and Technical Education Act of 1998. The State Board of Education and Early Development prepares, submits and supervises the administration of the plans for vocational education, considers the advice of the Alaska Workforce Investment Board (AWIB) regarding employment training needs, and advises the AWIB in the development of vocational education programs.

The state supports considerable flexibility in the implementation of local programs. Many schools are small, isolated and not able to support a variety of CTE programs. In cooperation with a variety of partners such as adult programs, local schools may broker program opportunities for their students through tuition support, memorandums of agreement and other methods. These opportunities often result in dual secondary/postsecondary credit for the student.

The EED/CTE is responsible for working with secondary career & technical education in local school districts. Local districts have developed local plans for CTE program improvement in order to be eligible for Perkins formula funding. EED/CTE staff is responsible for working with local sub-recipients to meet requirements and manage grants, collect program data, and updating federal plans and submitting federal fiscal and program reports. The EED/CTE funds a position at the AWIB office to oversee the Perkins postsecondary and Tech Prep programs, both operated as competitive grants. EED retains fiscal authority for the grants, and policy and programmatic oversight is coordinated between the AWIB and the EED/CTE.

The Alaska Workforce Investment Board, established under the Workforce Investment Act (WIA), has policy oversight for postsecondary vocational and technical education. The AWIB has a private sector majority and members elect the Chair and Vice-Chair from the business and industry representatives. The AWIB membership includes two representatives from postsecondary education, two from secondary education, and one from adult education. The Commissioner of the Department of Education and Early Development also sits on the AWIB, as does the Commissioner of Labor and Workforce Development (DOL).

The AWIB members are appointed by the Governor, and the Board and its administrative staff is located within the Department of Labor and Workforce Development. Within the DOL, the Employment Security Division is the state's designated One-Stop Operator, and the Division of Business Partnership is the recipient of WIA funds with WIA program oversight. The AWIB office is a budget unit within the Division of Business Partnerships, but operates as an autonomous unit under

the DOL Commissioner. An organization chart of the workforce development system is embedded below. Double click on the icon to open; close via the drop-down menu under "File".



"Workforce Org
chart~Perkins.doc"

B. Organization of Vocational and Technical Education Programs

Provide information about how vocational and technical programs are organized and offered in your state. Indicate whether, and to what extent, your state has organized its programs around career clusters or pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a job.

Secondary Career & Technical Education

Secondary career & technical education (CTE) is provided through the 54 local school districts, usually in a comprehensive high school setting. Local districts have developed local plans for CTE program improvement in order to be eligible for Perkins funding. During the course of Perkins III, local district programs have been realigned to nationally recognized industry-based standards whenever available, and/or aligned with postsecondary CTE programs within a tech prep format. The local plans include documentation of CTE program alignment with accepted industry standards as well as the applicable state required performance standards for reading, writing, math and science, and other recommended state standards for employability, culture and other related academic content areas.

Program alignments are reviewed and approved by EED/CTE staff responsible for working with local sub-recipients to meet requirements, manage grants, and collect and report program data by career cluster. To date the larger effort to identify academic requirements within career clusters or pathways has been confined to the programs involved in tech prep agreements. Further state-level work is planned in this area.

In an era of reduced staff and multiple responsibilities, EED has continued to search for procedures and mechanisms that result in simplification of the administrative tasks required of state and local agencies while maintaining accountability. EED continued to use a combined format for the local funding application and annual reporting form. Staff review of the applications and the reports was aggregated to assess the effectiveness of these technical assistance efforts and identify future needs.

Postsecondary Programs

The state has a large university system, but it is not centralized or unified in terms of courses and programs offered. The system is divided up into three main administrative units, and each of these units has a number of campuses. (For an overview of this structure, see: <http://www.alaska.edu/active/level2/locations.xml>.) Each campus can design and offer its own programs. Consequently, there is little uniformity of programs within the state university system. The system offers one-year certificates, two-year certificates, and two year, four year, and advanced degrees, although offerings vary by campus. Programs also exist to provide national or state industry or professional credentials, which may or may not be part of a certificate or degree program.

The state does not have a separate community college system, although one of the branch campuses of the University of Alaska is technically considered a community college (Prince William Sound Community College). Instead, the functions community colleges perform in other states are performed here by the various campuses of the University system. The community-serving function is evident in some of the college names, such as the Community and Technical College at the University of Alaska Anchorage, or the College of Rural and Community Development at the University of Alaska Fairbanks.

In addition to the state university system, a number of non-credit bearing vocational and technical schools exist within the state. One, the Alaska Vocational Technical Education Center (AVTEC), is a state run technical training institute. Its programs are aligned to national industry recognized credentials, and they articulate their programs with the state university system when appropriate programs exist at the university level.

Several regional postsecondary vocational and technical schools are operated as part of local government or local school districts. Their programs tend to be short term and geared towards particular occupations.

The state has an active apprenticeship component providing postsecondary training. Several of the apprenticeship programs have links to local secondary school districts, allowing preferred entry into apprenticeship to secondary completers of these school to apprenticeship programs.

Tech Prep Programs

Tech Prep programs are primarily operated as a linking of programs between a school district and the nearest branch of the state university system. Secondary Tech Prep students may receive concurrent college credit for courses that have been articulated with the university campus. The state has supported the concept that a standards-based course should not have to be repeated when a student moves on to the next level, and this principle is effected by concurrent credit course offerings.

The Tech Prep articulation agreements are very similar throughout the University system, but fees vary, in that some campuses charge per credit while others charge per course. All charge minimal fees, however, which are essentially for administrative costs rather than for tuition.

In some instances, the nearest campus of the University does not have a corresponding program, and the school district will seek an agreement with a campus which does have such a program or course. An example is found in the natural resources program in Anchorage which has sought an agreement with the University of Alaska in Fairbanks.

A statewide Tech Prep Consortium exists to lend technical assistance and expertise to districts wanting to begin or to expand Tech Prep programs. This consortium helps promote a standardization of practices as new programs develop, and current ones communicate with one another via the consortium. It also has begun working with the University system to see if a better centralized tracking of Tech Prep students can be developed under the University's centralized data system.

Dual Credit

In addition to Tech Prep programs, some additional arrangements for dual credit exist. One such arrangement is where students take a course, such as welding, at a local university campus, and the secondary school district also gives credit for the course. Such dual credit arrangements are not necessarily part of a formal articulated Tech Prep program, but rather part of an agreement concerning dual credits between the school district and the university. The financing of such courses varies according to local community agreements.

II. State Leadership Activities [Section 124]

A. Required Use of Funds

Provide a summary of your major initiatives and activities in each of the following areas that are "required" under Section 124(b)(1-8) of the Act:

1. *An assessment of the vocational & technical education programs that are funded –*

The Alaska Tech Prep Consortium undertook an assessment of school district programs throughout the state in the areas of health care and construction; the purpose was to identify current programs, survey their alignment to standards, identify gaps in standards, and foster linkages to postsecondary. A finding of the study of particular note was that the state is lacking in Tech Prep programs in the construction area.

The AWIB has focused on construction this year because of current and anticipated needs, and because some of the more critical needs in Health Care have been addressed through expanded programs and improved program alignments. (One such change was the alignment of the AVTEC LPN program with the University's registered nurse associate degree. Another is the offering of nursing programs at branch campuses.) A construction summit was held in 2004 and a report by the AWIB on training needs in construction and how to meet those needs was completed in the fall of 2005.

In addition to construction, the DOL initiated a transportation initiative that is resulting in an expansion of the maritime training program at AVTEC. Further AWIB assessment of transportation needs will be completed next year.

2. *Developing, improving, or expanding the use of technology in vocational and technical education* –A statewide Alaska Distance Education Technology Consortium that includes both secondary and postsecondary institutions continues to foster quality distance education in the state, including working on standards. The Alaska Tech Prep Consortium in the past year explored opportunities to develop a pilot distance delivered dual credit course, and they will be offering one next year in medical terminology. The course will be distance delivered, and students from a number of selected school districts will be able to enroll and receive both secondary and postsecondary credit for successful completion. AVTEC, a Perkins grantee, continued to provide professional development training in conducting distance education, and the use of distance educational technology continues to grow in the state.

Vocational education has benefited from the general technology planning and upgrading that has occurred across the state. Alaska ranks at or near the top in all areas reported in the last Technology Counts™, including access to computers by students and daily use by teachers. At this time, however, the potential program expansion benefits of distance delivery to many small remote sites is limited as many do not have access to dependable high-speed bandwidth.

The state continues to maintain a list serve to facilitate communication among local program coordinators. A program support website has been expanded and a series of statewide audioconferences were held to answer questions and obtain feedback. E-mails and phone calls continued to be the preferred method of communication with individuals.

3. *Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel* – EED will continue to collaborate with local and regional partners to provide statewide professional development activities that support the industry and state standards identified in the revised vocational & technical education program curriculum. Increased attention will be paid to using high quality formative and summative student assessments during the coming years. The increased capacity of teachers to support these standards will result in more students meeting industry certifications and credentials as well as passing the Alaska High School Qualifying Examination. In an effort to increase non-traditional completion various professional development opportunities for counselors and teachers are being explored.

The Alaska Vocational Technical Education Center (AVTEC) conducted a state-level teacher-training academy that addressed skills upgrades, academic integration and industry standards for both instructors and students. One of the skill upgrade areas focused on distance education

pedagogy utilizing video conferencing and web based instruction technology. AVTEC also provided distance delivered training for education paraprofessionals to help them meet new certification qualifications under the NCLB.

EED sponsored intensive workshops for Alaskan teachers in health care, business/IT, hospitality/tourism (i.e. ProStart) and welding at the fall Professional Development Conference. The welding workshop was continued at the Anchorage School District winter inservice, and finally at the Mat-Su Borough School District's Academy (camp) for Construction Trades. The Camp runs for two weeks during June in Palmer and provides an opportunity to jointly train construction trades instructors, math teachers, school counselors, and others. The end result is educators who have current skills with ties to industry and a better understanding of what students need to do to be successful as they transition to employment or post-secondary training. Its integration of academic skills and industry standards within CTE curriculum is a model of best practices. Last year the Academy emphasized welding, providing instruction and methodologies for preparing for AWS (American Welding Society) Level 1 certification. Participants attended from all across the state.

4. *Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education* – The EED/CTE program approval process requires local districts to align CTE industry standards to the Alaskan state performance standards for reading, writing, math and science. EED strongly encourages districts to provide assistance to teachers so the teachers can be the key personnel in local CTE curriculum revision. This helps ensure the teachers' deeper understanding of how the local curriculum is aligned to the appropriate industry standards, the state's required student performance standards for reading, writing, math and science and the state's Employability Standards and Cultural Standards. Sample curriculum crosswalks are available on the EED website.
5. *Providing preparation for nontraditional training and employment* - The state solicited proposals that would create a curriculum for recruitment and retention of the under-represented gender in courses leading to non-traditional occupations. In collaboration with the Alaska Department of Education and Early Development, the contractor developed a curriculum that was piloted in 2 urban schools and one rural school. The curriculum, "Don't Flounder, Get Off the Hook", consists of 5 lessons that take about 60 to 90 minutes each. The lessons are designed to be flexible and include multi media, student projects, discussion and assessment. All materials are available online and can be accessed at www.ntoalaska.org. This curriculum was presented to staff at the Anchorage School District and at a statewide conference for school counselors and CTE teachers.

Plans for the upcoming year are to expand the use of the "Don't Flounder, Get Off the Hook" curriculum. The goal is to put it in more districts statewide. Plans are also being developed for a one-day workshop that would introduce this curriculum. The one-day workshop would include representatives from non-traditional occupations providing information about their occupation and an introduction and overview of the many options available to students.

We continue to distribute and use the materials from the "Road Less Traveled Toolkit". Several school districts use these materials to educate their students about the opportunities existing in non-traditional occupation training.

6. *Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills* – Perkins grantees have continued to work to align to industry standards, and this often forms the basis for the articulations that are possible between secondary and postsecondary institutions. For example, AVTEC's culinary arts program is certified by the American Culinary Arts Federation, and this program is articulated with the University of Alaska Anchorage's culinary arts A.A. degree program. In this past year, AVTEC became an official testing center. Similarly, the University of Alaska Fairbanks, College of Rural and Community

Development has developed a program in construction that is aligned with the NCCER certification standards; this will allow articulation with secondary programs that align to NCCER standards, such as the Delta Greely School District or the Mat-Su School District.

The EED's annual local coordinator's workshop invited AWIB and WIA partners to join educators in discussing the CTE issues facing the state, as we anticipate the need for additional planning following reauthorization. Evaluations indicated that participants were pleased with the opportunity to become better acquainted and work toward solving common issues and addressing common goals with their colleagues.

Coordination with the AWIB has continued via an EED funded position at the state's AWIB office. This position has continued to provide key coordination among EED staff, local district and postsecondary programs, the WIA youth coordinator, and industry focused groups. Attendance at AWIB committee meetings, industry-focused meetings, and meetings of vocational education providers has helped to foster the exchange of information within the workforce development system.

7. *Serving individuals in state institutions* - During this reporting year, the Hiland Mountain Correctional Center continued and expanded the MOS certification and testing program that began two years ago. The center is a MOS Certified Testing and Training Facility for MS Office 2002 (XP) and 2003; it is the only educational facility in Alaska certified as both a MOS Testing and Training Center for MS Office 2003. During the reporting year, 133 inmates (an increase of 50 from the previous year) completed 5,346 hours of formal classroom instruction (nearly 2,000 hours more than the previous year); 117 inmates participated in 950 hours of individual tutorial instruction; and 83 inmates received course completion certificates from the Learn Key Interactive Training and Testing System, which is a 100% increase from the previous year. Five inmates were released to a halfway house this year, and two were released into the community. Follow-up for placement and retention will be available in the December 31, 2006 CAR.

There were 38 participants who took the MOS certification exam during the reporting year. Thirty-three passed at least one MOS exam; ten passed two MOS exams; two passed all seven MOS exams; and six were awarded either Expert or Master MOS Certification. Some of these inmates are now teaching various MOS classes, and one inmate works as a database developer for the institution. Twelve participants obtained a better job in the correctional facility as a direct result of their training and/or certification, including such positions as Librarian Attendant, Supply Clerk, Education Tutor, Correctional Industries Accountant, Maintenance Job Coordinator, Inmate Commissary Sales Clerk, and Computer Technician.

The program will be expanding to include IC3 and A+ certification next year.

The MOS program continues its Tech Prep agreement with UAA; participants are aware of the program and know that they can turn their MOS certification into college credit upon their release from Hiland Mountain.

8. *Support for programs for special populations that lead to high skill, high wage careers* – Enrollment information collected by career cluster indicates that special populations are represented proportionately in the major clusters leading to the four areas of need identified for Alaska: health care, transportation, construction and IT. During this reporting year, however, completers were not identified by cluster or program, so it is not possible to estimate completion rates within those clusters. Each eligible recipient was required to describe measures to support successful participation of special populations in vocational education programs, including recruitment, retention, and academic and occupational skills training for high-skill, high-wage occupations. Technical assistance activities and annual report narratives imply the construction cluster has been successful in reaching special population students.

The new existence this past year of a statewide Tech Prep consortium has allowed the offering of scholarships to Tech Prep students, who may apply from anywhere in the state where a Tech Prep program exists. The scholarships can pay for the university enrollment fees for obtaining concurrent university credit. Economic need is one of the criteria for awarding the scholarships, thus improving the potential for economically disadvantaged students to take advantage of the offering of concurrent credit in their Tech Prep programs.

B. Permissible Activities [Section 124]

Provide a brief summary of major initiatives and activities under one or more of the following areas under Section 124(c)(1-12) of the Act.

- ix. *Improvement of career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education, decisions* – A section dedicated to career development activities was included within the comprehensive counseling program guide. Components of this section include investigation of careers, career success, and relationship between school and work. Other sections of the guide address academic development activities and personal/social development activities. The guide is provided to new counselors and is available on-line, and a course was offered in the fall for new counselors in conjunction with the annual professional development conference.

A training opportunity was offered at the Annual Professional Development Conference in career guidance. Teams of counselors and CTE teachers were introduced to career guidance concepts. They were instructed in methods to integrate career guidance into their existing curriculum, specific career guidance activities for the classroom and working with the business community and other outside organizations to expand career opportunities for students. As a team counselors and teachers worked on action plans that could be implemented in their schools to improve career guidance.

The Alaska Career Information System (AKCIS) is utilized by schools, job centers, and NGOs in Alaska. The Department of Labor and Workforce Development works with the National Career Information System (NCIS) at the University of Oregon to populate this software package of career guidance information and tools with Alaska-specific labor market information. It is web-based and continues to be enhanced each year; notable this past year was the addition of curriculum modules specific to particular career areas. It is aligned with the 16 career clusters utilized in the state as well as with ONET. The number of sites increased from 177 to 214 because district-wide licenses were negotiated with 16 rural school districts, increasing its availability throughout rural Alaska. Nineteen trainings in using the software were provided at multiple locations throughout the state.

- x. *Support for vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations* – The EED provided financial support and technical assistance to the state's career and technical student organizations (CTSOs), through a cooperative agreement with the University of Alaska Anchorage's Career & Technical College.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A. Summary of State's Eligible Recipients

Provide a summary of the state's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia. Attach the latest version of the local application used to fund eligible recipients.

[Please Note: This section includes embedded files that may be opened by double-clicking on the icon below. The file may then be saved using the "save-as" function or it may be closed via the drop-down menu under "file" or double-clicking the "x" in the upper right corner.]

Secondary Eligible Recipients -

Fifty of fifty-four school districts chose to apply for funding and met the planning requirements under Perkins III during the 2004-2005 school year.

The Secondary Combined FY04 Report and FY05Application Form is available here.



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05App.doc"

Postsecondary Eligible Recipients –

Postsecondary Recipients of Carl Perkins grants in the reporting year:

- AVTEC
- Kachemak Bay Campus of the Kenai Peninsula College, a branch of the University of Alaska Anchorage
- Sitka Campus of the University of Alaska Southeast

Postsecondary Application: The FY2005 applications were conducted as a new round of competitive requests for application.



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Tech Prep Consortiums:

Alaska has a single statewide Tech Prep consortium, the Alaska Tech Prep Consortium, and the fiscal agent is University of Alaska Anchorage.

Tech Prep Application: The FY2005 applications were conducted as a new round of competitive requests for application.



Tech Prep RFA

IV. Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies

Analyze the state's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

1S1 – Academic Achievement

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
65.33%	75.74%	80.93%	E

Discussion: Program improvement strategies continued in two areas: local identification of the state academic performance standards that are congruent with student success in each program area and incorporation of these standards into curricula and instructional plans. Related professional development was provided through a variety of formats to CTE teachers to build their capacity to assure all students will meet the state's reading, writing and math performance standards.

It is a concern, however, that although the state exceeded its target performance level, the actual level of performance is slightly less than the past two years – an undesirable trend that does not have one apparent cause.

1S2 – Vocational Achievement

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
66.63%	69.63%	95.34%	E

Discussion: Program improvement strategies continued to be focused on two areas: identification and incorporation of the industry based skills performance standards into curricula and instructional plans, and provision of high quality professional development through a variety of formats to CTE teachers to build their capacity to assure all students will meet the appropriate occupational performance standards. Local teachers were supported to obtain the industry-recognized training that allows their students to qualify for industry recognized certification or credentialing through programs at AVTEC and the Mat-Su Borough School District. The EED continued to work with the postsecondary programs, the AWIB and, when available, industry-based consortia to identify the appropriate standards and/or certificate that are desired by Alaskan businesses and promote standards-based articulation among secondary, postsecondary and, when available, apprenticeship programs.

The state's performance in this area has shown a dramatic increase that is attributed to a change in the way that districts interpreted the state's minimum definition. This indicator is part of a statewide discussion occurring in the current year as part of an attempt to find a better way to assess and report vocational progress and accomplishment.

2S1 – Diploma

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
70.96%	81.29%	83.86%	E

Discussion: This is the second year of a requirement that all Alaskan students pass a three-part High School Graduation Qualifying Exam (HSGQE) in order to receive a diploma. The high stakes consequences of this exam led to the decision to have CTE course descriptions show the relevant alignments with the required state academic performance standards and/or grade level expectations. The EED has been encouraging all schools to examine their student data, including NCLB data, and create strategies that help students learn and address their strengths and weaknesses early in their public school career.

3S1 – Placement

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
94.62%	81.00%	81.09%	E

Discussion: Additional effort has been made to make accurate and accessible career and placement information available for students and others. The Alaska Career Information System (AKCIS) is kept up to date and is well used by schools as well as job centers. Recent improvements to the website allow students to keep a secure electronic portfolio of their relevant materials and prior investigations so the material can be accessed at a later time and from a different location.

4S1 – Nontraditional participation

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
30.23%	32.73%	37.07%	E

Discussion: Professional development efforts in the area of non-traditional activities have increased. The materials that were sent out to school districts in previous years have been supplemented with locally created non-traditional curriculums that are currently being offered to local schools. Use of these materials may help to increase student and parent awareness and therefore increased participation. In addition, efforts have been made through professional development and technical assistance to improve and increase the accuracy of the data collection process. Because of this effort more students may be identified as non-traditional and reported to the State as such.

4S2 – Nontraditional completion

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
14.27%	16.77%	32.34%	E

Discussion: An issue that has been identified is the low number of nontraditional completers as compared to the number of nontraditional participants is that while many students elect to take training nontraditional to their gender, very few of them actually consider it as a career choice. Students would more often take these courses because they were fun and different and they needed an elective credit. Through increased career guidance in the area of nontraditional occupations students may now be looking at these courses as a career path rather than just a fun elective, and therefore taking higher level courses

1P1 – Academic Achievement

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
8.34%	15.00%	61.61%	E

Discussion: Historically the baseline level was proven to be low, leading to continued success in this measure.

1P2 – Vocational Achievement

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
90.68%	25.00%	25.07%	E

Discussion: The negotiated level was adjusted to reflect a more accurate historical baseline, permitting this level to be attained for the first time this year, although just barely.

2P1 – Completion

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
5.98%	15.00%	23.87%	E

Discussion: An improved job market and two years of tuition increases has led to a higher percentage of students who seek to complete programs, as opposed to those seeking part time enrichment or upgrading.

3P1 – Placement

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
77.00%	80.00%	86.88%	D

Discussion: This is a high attainment level for the state considering that it does not include workers who have moved out of state, since the Wage Record Interchange System is unavailable, nor does it account for persons who are self-employed.

A little under three years ago, as mentioned in the past two reports, it was discovered that the UA system had sent a list of concentrators, not completers, and that this has been the case for

all of the CAR reports submitted. It was decided to continue this measure under Perkins III so the data would have year-to-year consistency.

3P2 – Retention

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
62.50%	65.50%	84.91%	E

Discussion: The most likely reason for the high retention rate is the continued steady growth of the Alaskan economy.
See 3P1 above with regard to data collection.

4P1 – Nontraditional participation

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
31.41%	33.91%	36.54%	E

Discussion: While the target performance level was exceeded, this is actually a slight decline from the prior year. Anecdotally, it is suspected a good job market has lessened the numbers of those seeking training for advancement into non-traditional opportunities. Generally speaking, the number of persons seeking further education is inversely proportional to the strength of the economy with regards to employment.

4P2 – Nontraditional Completion

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
20.72%	23.22%	23.36%	E

Discussion: While the target performance level was exceeded, this performance level is actually lower than the prior year. No data exist to explain the reasons for this.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Analyze the state's performance results for special populations listed in Section 3(23) compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Secondary Programs

With the exception of a career center in Anchorage and a new magnet technical high school in Fairbanks, all secondary career & technical education is provided in the comprehensive high schools and K-12 schools. This model has promoted access for special populations in that the percentage of participation for economically disadvantaged, students with disabilities and with limited English proficiency generally are very similar to or exceed the proportion of that population within the statewide high school enrollment. Special population students are enrolled in all career cluster areas that are offered by Alaskan high schools.

Special population students comprise the majority of secondary CTE enrollment, i.e. 50 to 55 percent, at all levels – participation, concentrator and completer. Therefore, the results of the various special populations mirror the ups and downs of the general population although their performance is usually lagging the performance level of the overall population by 5 to 10 percentage points. For example, special populations show a slight decline in academic attainment and completion for FY05, but this trend appears across all categories, including the total. Precise reasons for this decline are not clear, but local anecdotes connect it to the new state graduation qualifying exam that went into effect in the prior year (also the first year of a slight overall decline.) In addition, districts were instructed to use the NCLB definition of LEP for reporting this year. The definition may only include students with greater limitations than past

reporting years. It is suspected that LEP students may show a drop in completion and placement due to this change. Special populations show a greater increase than the total population in placement in employment/military with the exception of LEP students.

Obviously, the challenges facing a student with a disability will need different attention from a low income student or a student with limited English proficiency. A greater challenge arises from the fairly high number of students who have more than one special condition. For example, 29 percent of the economically disadvantaged students are also LEP and 15 percent are disabled. These are also the students who are most at risk of not passing the state's High School Graduation Qualifying Exam, and are often placed in remedial academic courses.

Local CTE program staff is encouraged to participate in local IEP planning meetings, and coordinate with specialists and tutors to ensure that students are receiving adequate services and that adequate accommodations can be made. When necessary, Perkins funds were used to pay program-related expenses for low income students, e.g. third-party assessments or tuition for tech prep.

During the planning for Perkins III, a special population of "other barriers" was created for students who were deficient 3 or more credits compared to their entry cohort. This measure is not longer useful statewide, however, as half the school districts have received waivers from the Carnegie credit system, and do not keep student data that will allow this number to be calculated and reported as originally designed.

Postsecondary Programs

Extensive efforts to obtain matches produced a significant amount of special populations data for the postsecondary vocational education students. The data is large enough to be statistically significant for the categories of Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, and Other Educational Barriers, as well as Non-Traditional. The category of Limited English Proficient, however, is too small to allow conclusions to be drawn.

With regard to 1P1 and 1P2, the special populations' attainment falls slightly below the overall performance levels, with the most noticeable fall-offs occurring for the economically disadvantaged and those with other educational barriers.

For completion (2P1), the displaced homemakers and single parents do reasonably well, but there is a fall-off for the economically disadvantaged and individuals with disabilities, and another fall-off for those with other educational barriers.

With regard to improvement strategies, a grant-funded program to provide assistance to youth with disabilities, which is operating four pilot projects throughout the state, uses intermediaries to marshal resources to assist youth to transition to adulthood. A second effort provides expanded career guidance to youth through the hiring of six career guides and four employment security specialists who will focus on high school youth. This program should lead to youth who are better prepared for postsecondary training and better able to enter programs appropriate to their interests and abilities. If effective as hoped, these efforts should help to improve postsecondary performance, including that of special populations. A third effort is the issuing of ten grants for over \$1.2 million by the Denali Commission Training Fund that for the first time target youth. This will extend youth services that have a career and employability emphasis, similar to those provided by the WIA youth programs, enabling additional youth to be served, particularly in rural Alaska, which has a high proportion of special populations.

C. Definitions

Provide the state's current definitions for the following terms. Underline all or portions of any definitions that have changed from the previous program year.

Vocational participant

Secondary Vocational Participant: enrolled in one or more approved vocational education classes

Postsecondary Vocational Participant: enrolled in one or more vocational education classes, within courses/programs of study of at least 80 contact hours, within a reporting year. Because of the difficulty within the University system of determining a student's program based on one course, we are counting any student who is taking a vocational/technical education course.

Vocational concentrator

Secondary Vocational Concentrator: a participant who has taken (i.e. may pass or fail) two or more vocational education courses within an approved sequence in one of the specific career areas as defined by USED.

Postsecondary Vocational Concentrator: a participant who has been admitted into a certificate or degree program, or has completed at least 12 vocational credit hours of the course/program of study toward a certificate or degree, or has completed all coursework for an industry recognized credential (not awarded by the postsecondary institution), as established by the postsecondary institution.

Note: because the process for tracking all credentialing programs within the University system is not yet in place, we are counting all vocational students with 9 credits, vocational and/or academic, during the reporting year, as the best means to approximate the intent of the definition.

Vocational completer

Secondary Vocational Completer: a concentrator who passes a coherent sequence of courses in a single program of study.

Postsecondary Vocational Completer: a concentrator who meets the academic and vocational attainment requirements for a credential, certificate or associate degree or has been awarded a certificate or associate degree as established by the local institution.

Tech-Prep student

A Tech Prep Student: a concentrator in a secondary vocational & technical program who takes a course for concurrent credit based upon a formal articulation agreement between the secondary school or district and a postsecondary or apprenticeship entity. Postsecondary Tech Prep students are those who were Tech Prep students in the prior two years who have exited from high school and who are enrolled in vocational education classes at a postsecondary institution or are entered in a registered apprenticeship program.

D. Measurement Approaches

For each of the sub-indicators of performance, provide your measurement approach and definitions for the numerator and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year

Column 1	Column 2	Column 3 *
Core Sub-Indicator	Measurement Definition	Measurement Approach
1S1 Secondary Academic Attainment	Numerator: Number of concentrators of vocational education who have earned 4 units of credit in language arts and 2 units of credit in mathematics and who have left secondary education in the reporting year. Denominator: Number of concentrators who have left secondary education in the reporting	3

Column 1	Column 2	Column 3 *
Core Sub-Indicator	Measurement Definition	Measurement Approach
	year:	
1S2 Secondary Technical Attainment	Numerator: Number of concentrators who have met established Career/Technical skill standards, as evidenced by earning credit for courses that address those standards, and have left secondary education in the reporting year Denominator: Number of concentrators who have left secondary education in the reporting year.	4
2S1 Secondary High School Completion	Numerator: Number of concentrators who have attained a high school diploma. Denominator: Number of concentrators who have left secondary education in the reporting year.	1
3S1 Secondary Placement	Numerator: Number of completers who leave secondary school in the reporting year and were at least enrolled in their third year of high school, and who were placed in postsecondary education or advanced training, employment and/or military service within 6-12 months of leaving secondary school. Denominator: Number of completers who leave secondary school during the reporting year and were at least enrolled in their third year of high school.	1 3
4S1 Secondary Nontraditional Participation	Numerator: Number of participants from the underrepresented gender group in a non-traditional secondary program in the reporting year. Denominator: Number of participants in non-traditional secondary programs in the reporting year.	1
4S2 Secondary Nontraditional Completion	Numerator: Number of participants in underrepresented gender groups who complete a non-traditional program in the reporting year. Denominator: Number of participants who complete programs that are non traditional for either gender in the reporting year.	1
1P1 Post-Secondary Academic Attainment (See note in narrative below)	Numerator: Number of concentrators who have documented completion of reading, writing and mathematics requirements (including requirements where the reading, writing and mathematics are imbedded in the course) and have stopped program participation in the reporting year. Denominator: Number of concentrators who have stopped program participation in the reporting year.	2
1P2 Post-Secondary Technical Attainment (See note in narrative)	Numerator: Number of concentrators who have met the program-defined and industry validated career and technical skill standards and assessment benchmarks set at the local level and have stopped program participation in the reporting year. Denominator: Number of concentrators who stopped program participation in the reporting year.	4
2P1 Post-Secondary Degree Credential (See narrative also)	Numerator: Number of concentrators in the reporting year who have been awarded a credential, certificate, or associate degree, or who have met the academic and vocational requirements for a credential, certificate, or associate degree as established by the local institution. Denominator: Number of concentrators who stopped program participation in the reporting year.	1
3P1 Post-Secondary Placement	Numerator: Number of completers from the previous reporting year who were placed in further postsecondary education or advanced training, employment and/or military service within 6 months of leaving postsecondary school. Denominator: Number of completers from previous reporting year.	3
3P2 Post-Secondary Retention	Numerator: Number of completers from the previous reporting year who were identified as placed in measure 3P1 and who are employed, in the military or in postsecondary education within the following 6 months. Denominator: Number of completers from previous reporting year.	3
4P1 Post-Secondary Nontraditional Participation	Numerator: Number of participants from the underrepresented gender group in a nontraditional postsecondary program in the reporting year. Denominator: Number of participants in nontraditional postsecondary programs in the reporting year.	1
4P2 Post-Secondary Nontraditional Completion	Numerator: Number of participants from the underrepresented gender group who completed nontraditional postsecondary programs in the reporting year. Denominator: Number of participants who completed nontraditional postsecondary programs in the reporting year	1

* Column 3 – indicates measurement approach as defined by the Office of Vocational and Adult Education, U.S. Department of Education, January 2000, *Core Indicator Framework*, pp.11-25.

E. Improvement Strategies

Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of the state's Perkins accountability data.

At the secondary level the EED continued work with the local school districts to refine the improved data reporting and analysis procedures using the "All-In-One" Perkins Data Form, which collects information about each individual student. This information is then sent to EED, edit checked, and posted on a web-based form that creates the aggregate data reports. Local district coordinators are given a user name and password to access their reports and complete their data analysis. EED staff has observed that the data reports resulting from this method appear to have caught some data reporting errors that weren't previously known, and therefore have greater confidence in the reliability of the reports. Aggregate statewide data is also available on the website to all districts for informational purposes.

In addition to program improvement efforts, local program data collection methods were reviewed during on-site monitoring visits to ensure they reflect the revised program and course descriptions.

During the next year, a study will be conducted to identify the magnitude of student transfer numbers. It has been found that some transferring students may have started a CTE program in their original school and should be considered CTE concentrators or completers in the new school. However, the new school may not count them as such because their data system does not identify the content or equivalency of courses that are transferred into the system, but only considers general conditions, e.g. 1 elective credit.

The postsecondary data collection is a cooperative effort that includes the EED, the Alaska Department of Labor and Workforce Development's (DOL) Research and Analysis Section (R&A), the Alaska Vocational Technical Education Center (AVTEC), and the University of Alaska (UA) Statewide Budget & Institutional Research office. In each agency, the persons doing the data queries and matching have many other responsibilities, and it continues to be difficult to coordinate these efforts to provide accurate results in a timely manner.

For the postsecondary indicators, the students of a credit-bearing institution, the University of Alaska system, and those of a non-credit bearing institution, AVTEC, are counted. This leads to a combining of methods for some measurements, which is noted in the explanations. The state intends to explore the concept of counting non-credit bearing institutions separately under the "Adult" category under the reauthorized Act. We learned at one of the Data Quality Institutes that Oklahoma and several other states have pursued this and they stated that it clarified their reporting.

Subindicator 2S1: Secondary Completion

EED will continue a discussion with local school districts to refine the state's future definition of a program "completer". Although programs are based on industry standards, the definition of a "completer" is district-specific and has not been standardized across the state because the variety of school settings within the state, i.e. large urban to rural, i.e. "bush" result in considerable variation in program depth. Therefore programs that address the same set of standards may provide the necessary instruction over a greater or lesser amount of time; and some will have the capacity to achieve more advanced standards and/or industry certifications when other districts do not have the resources to support this level of instruction.

Subindicator 3S1: Secondary Placement

This year, the DOL/R&A was able to access the following sources of information: Alaska and Washington state UI wage records, US Department of Defense, US Office of Personnel Management, Alaska public assistance records and the National Student Clearinghouse. It is estimated that over two thirds of Alaskan secondary graduates pursue their postsecondary education out-of-state, at least initially. National wage record data access through WRIS is not currently allowed for Perkins reporting purposes.

Subindicator 4S1: Non-Traditional Participation

A disaggregated review of the targeted performance levels for 4S1 identified several inconsistencies. The aggregated totals show the targeted performance levels were exceeded. These higher numbers may be due to some school districts misinterpreting the definition of an NTO and inaccurately identifying NTO students, resulting in over reporting on this core indicator. In an effort to remedy this situation additional technical assistance will be provided to grantees on how to accurately report non-traditional students. This will be done at the state wide CTE Coordinators Conference in February and on a case-by-case basis as needed.

Subindicator 4S2: Non-Traditional Completion

The reason(s) for this dramatically improved performance has not been identified, and although through edit checks of the data, it is suspected that a major factor may be a change in local operational definitions. This issue will be discussed with local coordinators and clarifications will be provided if necessary.

Subindicator 1P1: Academic Attainment

No changes are planned in the collection of data for this measure in the coming year. If Perkins is reauthorized, a new approach is expected to be adopted as part of a new plan, since the current definition has proved problematic to collect.

Note: currently vocational students passing remedial courses in academic areas and students who earn degrees or one-year certificates are being counted within the University system. It does not capture instruction for academic skills that is imbedded in some vocational courses nor does it document students who are found to meet the required English and mathematics competencies as they begin the vocational program and do not require additional coursework. At AVTEC, the academics are embedded in the program curricula, and students who successfully complete the program are counted.

Subindicator 1P2: Vocational and Technical Skill Attainment

It is possible the University system will develop a method for tracking students who attain industry recognized credentials, or departmental certificates. It has a task force working on this. If they progress sufficiently in this project, it will allow us to add such concentrators to our measure for the next year. That would more accurately reflect skill attainment as specified in our definition.

Note: The UA system is not currently capable of collecting data on students within credentialing sequences, as opposed to students who are in degree or certificate programs. Consequently, to approximate this measure, students who have successfully completed 9 credits of vocational courses are considered to have met the vocational attainment measure. At AVTEC the measure used is successful program completion.

Subindicator 2P1: Postsecondary Degree or Credential

The comments at 1P2 above apply here.

The UA data counts students who complete 15 or more vocational credits within a measurement year. (This is an approximation for the fact that the University currently is incapable of tracking students who complete programs for a credential.) That is in addition to those who obtain a University one or two year certificate or a degree. AVTEC data is students who complete programs, when the program is more than 80 hours.

Subindicator 3P1: Postsecondary Placement

The placement data appears to be as complete as it can be given the differing areas that must be searched and matched. The DOL Research and Analysis section does an excellent job of seeking out and matching available databases. The R&A Section that performs the matches belongs to the National Student Clearinghouse but continues to be prohibited from using the Wage Record Interchange System (WRIS) for Perkins. The ability to use it would presumably improve our performance on this measure. Allowing use of the WRIS for Perkins would help, but that is a matter for the federal departments of Education and Labor to resolve.

A glitch occurred in collecting the non-traditional occupations data for the 3P1 and 3P2 data this year during the match process. The state intends to follow up to identify the problem so that this data can be produced. The problem is in the communications between different agencies as to what needs to be submitted for match and in what format.

Subindicator 3P2: Postsecondary Retention

No changes are planned in the collection of data for this measure, other than correction of the NTO glitch mentioned above.

Subindicator 4P1 Non-Traditional Enrollment

No changes are planned in the collection of data for this measure.

Subindicator 4P2: Non-Traditional Completion

No changes are planned in the collection of data for this measure.

Although elements of a system to collect and report statewide vocational and technical education data are in place, developing and implementing smooth working procedures among the various agencies and programs continues to require considerable time for oversight. Changes in local district staff and their multiple program responsibilities result in a continuing cohort of late or unreliable data submissions that must be corrected. At the state level, the professionals who are responsible for the different systems are very competent and cooperative to help assure the data that is collected for this report is valid and reliable. However, each of their positions has numerous competing priorities, which historically results in not being able to address Perkins data requirements in timely fashion and hinders the subsequent analysis.

V. Monitoring Follow-up

If your state received a monitoring visit during the past program year, provide an update on corrective actions, if any, that your state was required to take, as well as any suggested improvement strategies that the state elected to complete.

OVAE Monitoring Findings:

Secondary formula

Finding #1: Alaska currently allocates Perkins funds to secondary sub-recipients under an alternative formula that was not approved by the U.S. Department of Education.

Corrective actions with regard to finding #1:

Working with the OVAE program officers, secondary formulas were recalculated using the approved census figures. As agreed, the corrected table was used for funding local programs in the 2005-2006 school year, and is imbedded here.



"SFY06 Perkins
Secondary Basic .xls"

Development. The purpose of the program is to create a statewide system of inclusion, support, and engagement for youth ages 14-24 with disabilities as they transition into their adult roles in the community. The current project is using an intermediary approach, which brokers relationships across multiple funding streams and agencies to access resources for youth with disabilities to successfully transition to employment. It is currently being piloted in four communities and all of them coordinate with local school districts, with three of the projects conducting activities directly with the schools themselves. This project also coordinates with Alaska's Independent Living Program which focuses on successful transitioning of foster children. A representative of the EED sits on the steering committee for the Youth in Transition project. While Perkins funding does not directly support this project, many of the persons it touches are vocational and technical education students.

Tech Prep Programs

Strategy 1. Develop better data collection at the postsecondary level.

As mentioned above in the findings section, the Alaska Tech Prep Consortium has worked this past year to develop a means of marking Tech Prep students within the University of Alaska's Banner system. While it has not yet extended throughout the system as a whole, this approach holds great promise for eventually producing more accurate counts of postsecondary Tech Prep students. It's an approach that we may want to transition to under the reauthorization of the Perkins Act.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Not Applicable to Alaska.

The OIR will also extract Pell grant information for this year's report, which can identify economically disadvantaged postsecondary students.

Thus, our efforts to collect the special populations data (that is not required under the Higher Education Act) is now both extensive and time-consuming. We are extracting that information from all feasible sources.

A second barrier mentioned above is the break that occurs between secondary and postsecondary data collection systems. The University student database program (Banner) does not track secondary Tech Prep students in the University system. Several campuses of the system have developed varying local collection systems, but a system-wide method has not been developed. Some internal discussions at the University began this past year aimed at developing a system-wide method of identification, but when in the future that may occur is difficult to predict at this time. Consequently, the identification of secondary students throughout the state who go on to the University has been difficult to accomplish.

We have undertaken a number of steps over the past two years to develop a method to collect accurate and reliable Tech Prep data. We began the year before last to collect the individual names and birth dates of all secondary Tech Prep students in the "all-in-one form" our state uses to collect data from secondary school districts. We then provide the list of that year's secondary Tech Prep exiters who were concentrators to the University system-wide office. The following year the University's OIR runs a match against the University's Banner system to extract students that have been taking vocational education courses at the University in the reporting year. This allows us to accurately identify them as postsecondary Tech Prep students.

Last year's data was incomplete because it was the first reporting year of this process, and we were using only one year's worth of prior secondary Tech Prep concentrators. To cover the full two years of postsecondary Tech Prep education, we need to provide the University system with the names of Tech Prep exiters for two prior years. For this year's report, and those that follow, the OIR will have the names of secondary Tech Prep exiters from the prior two years, which it can then match to the UA Banner system to see if they are postsecondary Tech Prep students in the reporting year.

One useful part of this approach is that the special populations data that is collected on students at the secondary level can be carried forward into their postsecondary status, so that we will have consistent special populations data for the postsecondary Tech Prep students.

Strategy 2. The state should consider the use of a performance factor in the determination of each consortium's allocation level.

This recommendation misunderstands our funding structure. We currently have only one statewide consortium that is funded, and we do not allocate our Tech Prep funds, they are awarded via a competitive grant process.

Monitoring Report Strategies

Special Populations

Strategy Number 2. Improve career guidance and counseling.

The EED is cooperating with an effort by the Department of Labor and Workforce Development (DOL) to expand the career guidance available to secondary students, as part of the services to be performed under an \$7 million dollar high growth grant the DOL received from the federal Department of Labor. DOL will be hiring six career guides who will work in a number of high schools throughout the state, and who will coordinate with the employment counselors in the one-stops. The full scope of this initiative is still unfolding in FY06. This effort will focus in particular on vocational and technical occupations.

Strategy Number 4. Transition Services for special populations

The Governor's Council for Disabilities and Special Education is administering a Youth in Transition Program with federal grant funding received from the Department of Labor and Workforce

Development. The purpose of the program is to create a statewide system of inclusion, support, and engagement for youth ages 14-24 with disabilities as they transition into their adult roles in the community. The current project is using an intermediary approach, which brokers relationships across multiple funding streams and agencies to access resources for youth with disabilities to successfully transition to employment. It is currently being piloted in four communities and all of them coordinate with local school districts, with three of the projects conducting activities directly with the schools themselves. This project also coordinates with Alaska's Independent Living Program which focuses on successful transitioning of foster children. A representative of the EED sits on the steering committee for the Youth in Transition project. While Perkins funding does not directly support this project, many of the persons it touches are vocational and technical education students.

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