



**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**

**2005 - 2006**

Submitted to the

U.S. Department of Education  
Office of Vocational and Adult Education  
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## Section B

# Alaska's Narrative for the Consolidated Annual Performance Report 2005-2006

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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, 2005 - June 30, 2006). 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.

Historically, the state has supported the local control of school district programs and allowed 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, manage grants, and collect program data, and for 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 by statute includes five representatives from education: The Commissioner of Education & Early Development and one representative each of local public education, secondary vocational education, postsecondary vocational education, and adult basic education. Additionally, the Commissioner for the Department of Labor and Workforce Development (DOL) and a representative of the University of Alaska (UA) have seats on the AWIB.

The AWIB members are appointed by the Governor, and the Board and its administrative staff are 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 Partnerships 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 static funding resulting in 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. A web-based application process was investigated, but was not technically feasible.

### **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 workforce certificates (less than 16 credits), occupational certificates (from 16-29 credits), 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 branch campus of the University of Alaska is technically considered a community college (Prince William Sound Community College). The state's other community college, Iliisagvik College, is an institution of the North Slope Borough. (Our boroughs are similar in a way to counties, except they're generally bigger than many states.)

The community college system that did exist was merged into the University system during a financial crunch in the mid 1980s. As part of the merger, the functions community colleges generally perform are carried out 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 their programs articulate with the state university system when appropriate programs exist at the university level. They have recently begun to articulate programs with secondary schools.

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 a very active apprenticeship training component. A number of the apprenticeship programs have entered into school-to-apprenticeship programs with local secondary school districts, allowing preferred entry into their programs for secondary completers.

### **Tech Prep Programs**

The Alaska Tech Prep Consortium provides technical assistance and expertise to districts wanting to begin or to expand specific Tech Prep programs. The Consortium promotes a standardization of practices as new programs develop, and ongoing programs communicate with one another via the Consortium. It also works with the University system to improve the centralized tracking of Tech Prep students within the University's centralized data system.

Tech Prep programs primarily are operated as a linking of programs between a school district and the nearest branch of the state university system. Secondary Tech Prep students 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 embodied in the concurrent credit arrangement.

The Tech Prep articulation agreements are very similar throughout the University system, and in the past year, a uniform fee structure was effected for the concurrent credits of \$25 per credit, providing significant savings to the secondary students who take advantage of it. Scholarships are available for economically disadvantaged students through the Consortium.

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 the secondary natural resources program in the Anchorage School District, which made an agreement with the University of Alaska in Fairbanks.

### **Dual Credit**

In addition to Tech Prep programs, some other arrangements for dual credit exist. One such arrangement is where students take a CTE 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 –*  
Secondary and postsecondary programs are assessed each year through written narrative and data reports. In addition, a portion of the programs are monitored on-site. The postsecondary programs at the University of Alaska Southeast, Sitka Campus, the Kachemak Bay Campus of the Kenai Peninsula College, and AVTEC were monitored this past year. All programs were found to be in compliance. Nine secondary programs were monitored in FY05-06, following EED's consolidated monitoring schedule for all federal programs: Copper River, Anchorage, Southwest Region, Yupiit, Cordova, Yakutat, Bering Strait, Kodiak, and Lower Yukon. All programs have completed follow-up activities and are in compliance.

The AWIB finalized its construction industry report this past year, making a number of recommendations for improving and increasing training for the construction industry. It has continued to work on studies of the health care industry and the transportation industry.

The Alaska Tech Prep Consortium conducts a contracted evaluation of its efforts, which are reported to the Consortium Board. The evaluation is attached and can be accessed by double-clicking on the icon:



Evaluator FY06 final  
report

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 continued to foster quality distance education in the state, and exchanged information through a listserve and an annual meeting.

The Alaska Tech Prep Consortium piloted a distance delivered dual credit course in medical terminology. Students from a number of selected school districts enrolled.

AVTEC, a Perkins grantee, continues to provide professional development training in conducting distance education, and a number of its staff became certified in distance delivery instruction this past year. AVTEC also has received two Economic Development Administration grants to build and staff a distance education center.

The state continues to maintain a listserve to facilitate communication among local program coordinators. A program support website was maintained. 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 continued 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 was paid to identifying and using high quality formative and summative student assessments with the goal of teachers having an increased capacity to support these standards. As a result, more students will earn industry certifications and credentials as well as pass the Alaska High School Qualifying Examination and NCLB-required Standards Based Assessment.

In an effort to increase non-traditional completion, a distance delivered course for counselors and teachers is planned to augment the new "Don't Flounder – Get Off the Hook" NTO curriculum.

EED sponsored intensive workshops for fifty school counselors and fifty 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 Mat-Su Borough School District's Academy for Construction Trades (aka "Construction Camp"). The two-week Camp emphasized welding and providing instruction and methodologies for preparing for AWS (American Welding Society) Level 1 certification. It provided an opportunity to jointly train construction trades instructors, math teachers, school counselors, and others. The end result was educators who have current skills with ties to industry and a better understanding of what students need 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.

The Alaska Tech Prep Consortium conducted three regional workshops that provided technical assistance in developing tech prep programs, utilizing contextual learning, and building career pathways. The targeted audience was secondary and postsecondary instructors, counselors, administrators, and industry representatives.

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.

A CTE Staff member facilitated a group of Alaskan teachers who developed a series of sample formative assessments, one for each of the state's Grade Level Expectations (GLEs) for Reading, Writing and Mathematics. These sample assessments will be part of the training for local teachers to truly understand the state expectations for the basic academic requirements of NCLB. CTE staff presented two trainings on the GLEs, one for a local rural school district and the other at a statewide CTE Conference.

5. *Providing preparation for nontraditional training and employment* - The state, through a contractor, promoted a curriculum for recruitment and retention of the under-represented gender in courses leading to non-traditional occupations. The program, piloted in both urban and rural sites, was revised in the previous year. 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](http://www.ntoalaska.org). The program was also introduced to students and teachers at the CTSO State Assessment Conference.

The next step is 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.

The materials from the "Road Less Traveled Toolkit" are also made available. Several school districts use these materials to inform 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. Similarly, the Tanana Valley Campus of the University of Alaska Fairbanks, College of Rural and Community Development, is using its Perkins grant to align its automotive program with the national industry ASE standards.

The EED's annual local coordinator's workshop invites WIA partners, and in particular those connected with its youth grants, to join educators in discussing the CTE issues facing the state. Evaluations have 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 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. Alaska also issues youth development grants through the Denali Commission and the federal High Growth Energy Grant from the Employment and Training Administration and the Perkins state coordinators have participated in the team meetings for this group.

7. *Serving individuals in state institutions* - During this reporting year, the Hiland Mountain Correctional Center continued and expanded their fourth year of a MOS certification and testing program. 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, 222 inmates (an increase of 89 from the previous year) completed 8,058 hours of formal classroom instruction (2,700 hours more than the previous year); 207 inmates participated in individual tutorial instruction; and 109 inmates received course completion certificates from the Learn Key Interactive Training and Testing System. Twelve inmates obtained better jobs in the correctional facility as a direct result of their training and/or certification.

Sixty-three inmates took the MOS certification exam during the reporting year. Forty-three passed at least one MOS exam; thirteen passed two MOS exams; four passed all seven MOS exams; and five were awarded either Expert or Master MOS Certification. 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, Education Tutor, Correctional Industries Accountant, Inmate Commissary Sales Clerk, and Computer Technician.

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. However, participants are finding it hard to pay the \$35/credit enrollment fee when the average wage in the institution is \$0.35/hour or \$14/week.

8. *Support for programs for special populations that lead to high skill, high wage careers* – 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 Alaska Tech Prep Consortium offered small grants to Tech Prep students, who could 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. Ninety-two such grants were awarded.

## **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* – The training opportunity offered at the Annual Professional Development Conference focused on career guidance strategies and materials. The Alaska Career Information System (AKCIS) is utilized by schools, job centers, and non-governmental organizations (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. It is aligned with the 16 career clusters utilized in the state as well as with ONET. Federal funding for this program was cut from the federal budget, and the state managed to sustain it with funding from a federal High Growth Energy Grant awarded to the Department of Labor and Workforce Development. It is not yet clear how it will continue to be funded in the future.

Through Memorandums of Agreement, the DOL instituted a pilot program of "Career Guides" in six school districts with a special focus on providing awareness and access to apprenticeship programs. EED staff participated in the training of the Career Guides.

- 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 contract. Four organizations collaborated to hold a common student assessment conference for 322 students. In addition to the assessments, students participated in 16 workshops on common topics and 21 students earned scholarships.

## **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 2005-2006 school year.

The Secondary Combined FY05 Report and FY06 Perkins Application Form is available here.



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05App.doc"

#### **Postsecondary Eligible Recipients –**

Postsecondary Recipients of Carl Perkins grants in the reporting year:  
AVTEC

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#### **Postsecondary Eligible Recipients –**

Postsecondary Recipients of Carl Perkins grants in the reporting year:

- AVTEC

and/or certificate that are desired by Alaskan businesses and promote standards-based articulation among secondary, postsecondary and, when available, apprenticeship programs. This indicator will be a major focus of discussion and planning for Perkins IV, with major changes anticipated in definitions and measurement approaches.

**2S1 – Diploma**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
70.96%	84.21%	85.60%	E

Discussion: This is the third year of a requirement that all Alaskan students pass a three-part High School Graduation Qualifying Exam (HSGQE) in order to receive a diploma. To support student success, all CTE course descriptions must show the relevant alignments with the required state academic performance standards and/or grade level expectations. In addition, 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	2005-2006 Performance Level	E-M-D
94.62%	78.39%	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. The website allows students to keep a secure electronic portfolio of their relevant materials and prior explorations, which can be accessed at a later time and from a different location.

**4S1 – Nontraditional participation**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
30.23%	34.05%	35.04%	E

Discussion: Professional development efforts in the area of non-traditional activities have increased. 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.

**4S2 – Nontraditional completion**

Baseline Level	Negotiated Performance Level	2004-2005 Performance Level	E-M-D
14.27%	28.14%	29.13%	E

Discussion: Increased emphasis on career guidance in the area of nontraditional occupations may be helping students look at these programs as a career path rather than just an exploratory elective, and therefore taking higher level courses. No research has been done to determine causality.

**1P1 – Academic Achievement**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
8.34%	42.58%	64.20%	E

Discussion: None

**1P2 – Vocational Achievement**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
90.68%	25.03%	26.18%	E

Discussion: Tuition increases may have lessened the number of students who enrolled simply to explore, without a strong educational purpose; that would lead to an increase in this measure.

**2P1 – Completion**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
5.98%	20.87%	25.03%	E

Discussion: A continuing strong job market and three 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	2005-2006 Performance Level	E-M-D
77.00%	82.73%	83.18	E

Discussion: While lower than last year, this is nevertheless 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. The economic recovery in fisheries means more Alaskans are partaking in that employment, which does not get counted here.

**3P2 – Retention**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
62.50%	83.77%	80.78	D

Discussion: Although we did not meet the target, this is still a high retention rate, given the mobility of Alaska's work force; this measure is very much affected by macro economic events. See comments above at 3P1.

**4P1 – Nontraditional participation**

Baseline Level	Negotiated Performance Level	2005-2006 Performance Level	E-M-D
31.41%	37.22%	36.90	D

Discussion: While the target performance level was not met, actual performance is in fact a slight increase from the prior year; so the deficiency comes in part from OVAE's method of developing target levels for the state. 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	2005-2006 Performance Level	E-M-D
20.72%	24.67%	24.67%	M

Discussion: None

**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**

The vast majority of 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 are a significant portion of secondary CTE enrollment, i.e. 50 to 55 percent, at all levels – participation, concentrator and completer. Generally 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 10 percentage points. For example, special populations show a slight improvement in academic attainment and non-traditional enrollment and completion for FY06 as this result appears across all categories of students. The data results for the last three years do not produce a definite trend in any of these areas, however. Districts were instructed to use the NCLB definition of LEP for reporting this year but this category has been re-described by the NCLB workbook and LEP student identification is still being clarified at the local level. Special populations show consistent improvement in employment/military placement although still not achieving the target level.

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, 27 percent of the economically disadvantaged students are also LEP and 12 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 rather than provided the opportunity to become CTE concentrators or completers.

Local CTE program staffs are 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 accommodation 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.

### **Postsecondary Programs**

Extensive efforts to obtain matches produced a limited amount of special populations data for the postsecondary vocational education students. The data is large enough to be statistically significant for the categories of Economically Disadvantaged and Single Parent; Displaced Homemakers and Nontraditional are marginally acceptable, and the other categories are too small to allow conclusions to be drawn.

With regard to 1P1, the economically disadvantaged and the single parent attainment falls about 10% below the overall performance levels, while the performance of displaced homemakers and nontraditional enrollees was within a percentage point of the overall.

For vocational skill attainment (1P2), the economically disadvantaged and single parents again were approximately 10% below the overall, nontraditional were about 25% below, while displaced homemakers exceeded the overall performance by more than a third.

For completion (2P1), the economically disadvantaged and the nontraditional fell well below the overall, the single parents are nearly at the overall, and the displaced homemakers do much better than the overall.

For placement (3P1), single parents and displaced homemakers are more than 10% below the overall, and the other two categories, economically disadvantaged and nontraditional, each exceed the overall performance.

With regard to improvement strategies, a grant-funded program to provide assistance to youth with disabilities ended this past year, but three of the four locations that piloted this project continued to fund it. The project in each of the three locations used intermediaries to marshal resources to assist youth to transition to adulthood. A second effort provided expanded career

guidance to youth through the deployment of career guides who focus on high school youth. A third effort was the continuation of offering youth development grants by the Denali Commission Training Fund, which included additional funding from the state's general fund for FY06. This extended 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. A fourth effort was to approach the University of Alaska central student services administrators to see if they can add special populations information as data fields on university on-line enrollment, so that better data can be obtained.

### 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 continue to count 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	<b>Numerator:</b> 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. <b>Denominator:</b> Number of concentrators who have left secondary education in the reporting year:	3
1S2 Secondary Technical Attainment	<b>Numerator:</b> 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 <b>Denominator:</b> Number of concentrators who have left secondary education in the reporting year.	4
2S1 Secondary High School Completion	<b>Numerator:</b> Number of concentrators who have attained a high school diploma. <b>Denominator:</b> Number of concentrators who have left secondary education in the reporting year.	1
3S1 Secondary Placement	<b>Numerator:</b> 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. <b>Denominator:</b> 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	<b>Numerator:</b> Number of participants from the underrepresented gender group in a non-traditional secondary program in the reporting year. <b>Denominator:</b> Number of participants in secondary programs that are nontraditional for either gender in the reporting year.	1
4S2 Secondary Nontraditional Completion	<b>Numerator:</b> Number of participants in underrepresented gender groups who complete a non-traditional program in the reporting year. <b>Denominator:</b> Number of participants who complete secondary programs that are nontraditional for either gender in the reporting year.	1
1P1 Post-Secondary Academic Attainment (See note in narrative below)	<b>Numerator:</b> Number of concentrators who have documented completion of reading, writing and mathematics requirements (including requirements where the reading, writing and mathematics are embedded in the course) and have stopped program participation in the reporting year. <b>Denominator:</b> Number of concentrators who have stopped program participation in the reporting year.	2
1P2 Post-Secondary Technical Attainment (See note in narrative)	<b>Numerator:</b> 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. <b>Denominator:</b> Number of concentrators who stopped program participation in the reporting year.	4
2P1 Post-Secondary Degree Credential (See narrative also)	<b>Numerator:</b> 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. <b>Denominator:</b> Number of concentrators who stopped program participation in the reporting year.	1
3P1 Post-Secondary Placement	<b>Numerator:</b> 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. <b>Denominator:</b> Number of completers from previous reporting year.	3
3P2 Post-Secondary Retention	<b>Numerator:</b> 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. <b>Denominator:</b> Number of completers from previous reporting year.	3
4P1 Post-Secondary Nontraditional Participation	<b>Numerator:</b> Number of participants from the underrepresented gender group in a nontraditional postsecondary program in the reporting year. <b>Denominator:</b> Number of participants in nontraditional postsecondary programs in the reporting year.	1
4P2 Post-Secondary	<b>Numerator:</b> Number of participants from the underrepresented gender group who completed nontraditional postsecondary programs in the reporting year.	1

Column 1	Column 2	Column 3 *
Core Sub-Indicator	Measurement Definition	Measurement Approach
Nontraditional Completion	Denominator: Number of participants who completed nontraditional postsecondary programs in the reporting year	

\* 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.*

### Secondary Data collection –

In 2002 Alaska began implementation of a student level data collection process for district, state and federal level reporting. The Perkins program staff has worked closely with the student assessment unit to assure that Perkins data will be compatible with the systems that are being developed for the state's overall large scale student assessment program. Therefore, the state's unique student identifier has been used to collect Perkins data since 2003, and is expected to ease the challenge of reporting NCLB indicators for CTE students.

The EED continued to provide technical assistance and monitoring oversight to help local school districts refine and improve their data reporting and analysis procedures using the "All-In-One" Perkins Data Form, which collects CTE program 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. Local program data collection methods were reviewed during on-site monitoring visits to ensure they reflect the revised program and course descriptions and to assure the data reporting process resulted in valid and reliable data.

Based on this foundation, a statewide meeting will be held in February with secondary program providers to discuss implications of the new core indicators and possible state definition changes. Worksessions with local coordinators will follow in the ensuing months to finalize Perkins IV measures for accountability.

### Subindicator 3S1: Secondary Placement

The further education portion of this measure is expected to be a continuing challenge, as 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, and the DOL/R&A has been able to consistently access a variety of information sources, but the effort is labor intensive and costly. Efforts will continue to increase the pool of available placement data at a reasonable cost.

### Subindicators 4S1: Non-Traditional Participation and 4S2: Non-Traditional Completion

Program descriptors will be reviewed and adjusted when necessary using a new list of Non-Traditional Occupations prepared by a central federal source or the National Alliance for Partnerships in Equity.

### Postsecondary Data Collection –

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 person doing the data queries and

matching has 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 1P2: Vocational and Technical Skill Attainment

The university has developed transcribed shorter term programs leading to either occupational certificates or workforce certificates. It will take a while for the local campuses to integrate these certificate programs with their offerings. This should lead to improved accuracy in this measure under the reauthorized Act.

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.

#### Subindicator 3P2: Postsecondary Retention

No comments, other than that we will be transitioning to a new plan for next year's data collection.

#### Subindicator 4P1 Non-Traditional Enrollment

No comments, other than that we will be transitioning to a new plan for next year's data collection.

#### Subindicator 4P2: Non-Traditional Completion

No comments, other than that we will be transitioning to a new plan for next year's data collection.

**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.*

Not Applicable

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

*If your state received a WIA Incentive Grant during the past program year, and used a portion of the funds for activities allowable under Perkins III, provide a summary of the results of those activities. If your state did not use a portion of the funds for Perkins-related activities, please indicate what it was used for.*

Not Applicable

**Glossary of Acronyms used in this report**

AKCIS – Alaska Career Information System

AWIB – Alaska Workforce Investment Board

AVTEC – Alaska Vocational Technical Education Center

CTSO – Career and Technical Student Organizations

DOL – Alaska Department of Labor and Workforce Development

EED – Alaska Department of Education & Early Development

EED/CTE – Alaska Department of Education/Section of Career & Technical Education

HSGQE – High School Graduation Qualifying Exam (Alaskan requirement)

IPEDS – Integrated Postsecondary Education Data System

NCIS – National Career Information System

NCLB – No Child Left Behind Act of 2001

NGO – Non-Governmental Organization

OASIS – Online Alaska Student Information System

OIR – Office of Institutional Research, University of Alaska

OVAE – Office of Vocational and Adult Education, U.S. Department of Education

Perkins III – Carl D. Perkins Vocational and Technical Education Act of 1998

Perkins IV – Carl D. Perkins Career and Technical Education Improvement Act of 2006

R & A – Research and Analysis section, Alaska Department of Labor and Workforce Development

SSN – Social Security Number

UA – University of Alaska

UI – Unemployment Insurance

USED – United States Department of Education

WIA – Workforce Investment Act of 1998

WRIS – Wage Record Interchange System