



**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**

**2006-2007**

Submitted to the

U.S. Department of Education  
Office of Vocational and Adult Education  
Carl D. Perkins Vocational and Technical Education Act 1998, Public Law 105-332

Basic Grant to States, CFDA 084.048A and Tech-Prep Education CFDA 084.243A

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## **SECTION B: Instructions for completing the narrative report for the consolidated annual performance, accountability, and financial status report**

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, 2006 - June 30, 2007). 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 [sec. 121 of Perkins III]**

#### **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 funded a position at the AWIB office until May 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 organizational 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 the 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.

Alaska's Commissioners of Education & Early Development and Labor & Workforce Development collaborated on an Alaska Work Ready/College Ready initiative during this reporting year. State staff researched the ACT's WorkKeys' Career Readiness Certificate (CRC) and the approved curriculum programs. It was agreed the two departments would support the CRC and one of the approved curriculum programs, making it available across the state for school districts and job centers during the subsequent year.

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. Staff review of the applications and the reports was aggregated to assess the effectiveness of these technical assistance efforts and identify future needs. A mock up of a web-based application process was investigated, but in the final year of Perkins III it was decided to table the achievement until Perkins IV was more established.

### **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 University system has begun to identify career clusters across the campuses, an exciting development as it will identify clusters from the workforce certificate level through doctorate programs.

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, Ilisagvik College, is an institution of the North Slope Borough. (Our boroughs are similar to counties, except they are 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.

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 last year, a uniform fee structure was implemented 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 [sec. 124 of Perkins III]

### A. Required Uses 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 Perkins III:

1. *An assessment of the vocational and 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. All funded postsecondary programs has been monitored within the past three years and found to be in compliance. Ten secondary programs were monitored in the reporting year, following EED's consolidated monitoring schedule for all federal programs: Denali, Dillingham, Galena, Kuspuq, Pelican, Pribilof, St. Mary's, Skagway, and Wrangell. All programs have completed follow-up activities and are in compliance.

The AWIB began the plan for construction of an Alaskan gas line during the past year. This work continues as the major economic development initiative of the state.

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:



TechPrepFY07\_eval.  
doc

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.

AVTEC, a Perkins grantee, continues to provide professional development training in implementing distance education, and a number of its staff became certified in distance delivery instruction this past year. AVTEC also completed and staffed a new distance education center.

The state continues to maintain a listserve to facilitate communication among local program coordinators. A program support website was maintained, though 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 Graduation Qualifying Examination and NCLB-required Standards Based Assessment.

In an effort to increase non-traditional completion, a distance delivered course for counselors and teachers was implemented to augment the new “Don’t Flounder – Get Off the Hook” NTO curriculum.

EED sponsored intensive workshops for 58 school counselors and 51 Alaskan teachers in business/IT, hospitality/tourism (i.e. ProStart), small engines 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.

The EED began a joint venture with the Department of Labor by way of the Work Ready/College Ready Initiative that links WIN (Worldwide Interactive Network) curriculum with nationally recognized WorkKeys® assessments. It will be a statewide program to ensure that Alaska students and job-seekers have the basic, or foundational, skills required by post-secondary education and virtually all careers. If a student or job-seeker does not have the required foundational skill levels, the curriculum program provides training that is directly targeted to those skills. In addition, the program provides the means for students and job-seekers to document their foundational skills by earning a “Career Readiness Certificate,” which is recognized nation-wide.

5. *Providing preparation for nontraditional training and employment* - The state, through a contractor, offered a curriculum for recruitment and retention of the under-represented gender in courses leading to non-traditional occupations. The curriculum, “Don’t Flounder, Get Off the

Hook", consists of five 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 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 through May. 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 the 5th reporting year, the Hiland Mountain Correctional Center continued and expanded their as a Certified MOS Testing and Training Facility for Microsoft Office 2003 as well as for Office 2002 (XP). During this reporting period, Hiland became a certified/authorized Microsoft Office 2007 and Microsoft Vista Testing Center. Additionally, as a collateral result, Hiland continues to offer the international recognized computer literacy certification and training (IC3) program.

Hiland has expanded the MOS and IC3 Programs to three other Department of Corrections facilities. During this reporting period, Palmer Correctional Center (PCC) Minimum and PCC Medium became an operational Microsoft Office/IC3 Training and Testing Center. Conversely, the Spring Creek Correctional Center (maximum-security prison) demonstrated their ability to deliver the MOS test. The offering of Microsoft testing in a maximum-security prison was unique endeavor in the circle of computer certifications.

During the reporting year, 222 inmates completed 8,058 hours of formal classroom instruction; 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-two 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 Library 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 [sec. 124 of Perkins III]

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

- (1) *Technical assistance for eligible recipients*;- Two secondary school districts were visited during the 2006-2007 school year and both received technical assistance in curriculum and program development.
- (2) *Improvement of career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education, decisions*; – The Alaska Career Information System (AKCIS) is utilized by schools, job centers, and non-governmental organizations (NGOs) in Alaska. The Department of Labor & 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. The Alaska Commission of Postsecondary Education has purchased rights for all of the schools to use AKCIS in the 2007-2008 school year.

Through Memorandums of Agreement, the DOL continued the 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.

- (5) *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 356 students. In addition to the assessments, students participated in 24 workshops on common topics and 34 students earned scholarships.

- (9) *Support for education and business partnerships*; - The EED participated in Alaska Business Education Compact meetings and supported meetings of the Vocational Education Training Providers (VTEP).

### **III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [sec.131 and 134 of Perkins III]**

A. 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.

#### **Secondary Eligible Recipients -**

Forty-nine of fifty-four school districts chose to apply for funding and met the planning requirements under Perkins III during the 2006-2007 school year.

#### **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
- Tanana Valley Campus of the College of Community and Rural Development of the University of Alaska, Fairbanks

#### **Tech Prep Consortia:**

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

B. 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.]*

The Secondary Application and 06 Report is available here.



FY07 Perkins  
app.doc

Postsecondary Application: The FY2007 applications were conducted as a new round of competitive requests for application. The application is attached below.



05-07-Perkins PS  
RFA.doc

Tech Prep Application: The FY2007 award was a renewable grant, and the grant renewal application is embedded below:



FY07\_Application.do  
c

**IV. Accountability [sec. 113 of Perkins III]**

**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	2006-2007 Performance Level	E-M-D
65.33%	81.97%	89.31%	<b>E</b>

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.

**1S2 – Vocational Achievement**

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
66.63%	82.05%	89.18%	<b>E</b>

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. 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.

**2S1 – Diploma**

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
66.63%	85.23%	86.80%	<b>E</b>

Discussion: The requirement that all Alaskan students pass a three-part High School Graduation Qualifying Exam (HSGQE) in order to receive a diploma has been in effect for several years now. 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	2006-2007 Performance Level	E-M-D
94.62%	80.07%	86.07%	<b>E</b>

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. The total reported (i.e. 3S1) eliminates the duplicated counts between the other two categories and provides an indication of the number of completers who are working and enrolled in further education, so the full cohort of CTE completers appear on both employment and educational records when the administrative record match is conducted for the reporting period.

### 4S1 – Nontraditional participation

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
30.23%	34.75%	35.37%	<b>E</b>

Discussion: Professional development efforts in the area of non-traditional activities have increased with the implementation of the online course “Don’t Flounder Get off the Hook”. 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	2006-2007 Performance Level	E-M-D
14.27%	29.00%	30.41%	<b>E</b>

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. And again efforts have been made through professional development and technical assistance to improve and increase the accuracy of the data collection process.

### 1P1 – Academic Achievement

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
8.34%	56.72%	64.26%	<b>E</b>

Discussion: None

### 1P2 – Vocational Achievement

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
90.68%	25.39%	27.69%	<b>E</b>

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

### 2P1 – Completion

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
5.98%	23.37%	23.99%	<b>E</b>

Discussion: A continuing strong job market and several 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	2006-2007 Performance Level	E-M-D
77.00%	83.91%	73.54%	D

Discussion: We no longer have access to postsecondary matches from the National Student Clearinghouse studenttracker file and the FEDES file containing Dept. of Defense, Federal civilian (OPM) and USPS employment records. This has really limited our Placement matches as indicated in our performance percentages. This calculation also does not include workers who have moved out of state, since the Wage Record Interchange System is not available, 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.

The total reported (i.e. 3P1) eliminates the duplicated counts between the other two categories and provides an indication of the number of completers who are working and enrolled in further education, so the full cohort of CTE completers appear on both employment and educational records when the administrative record match is conducted for the reporting period.

### 3P2 – Retention

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
62.50%	79.88%	64.66%	D

Discussion: Again we no longer have access to postsecondary matches from the National Student Clearinghouse studenttracker file and the FEDES file containing Dept. of Defense, Federal civilian (OPM) and USPS employment records. This has really limited our retention matches as indicated in our performance percentages.

Alaska uses the same cohort of students for all Postsecondary Placement and Retention Denominators. The Retention measure is gauged against all completers from the previous year.

### 4P1 – Nontraditional participation

Baseline Level	Negotiated Performance Level	2006-2007 Performance Level	E-M-D
31.41%	37.13%	43.26%	E

Discussion: It is suspected that the University system needs to reexamine their NTO designations, the current reporting year has produced quite a percentage increase. 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	2006-2007 Performance Level	E-M-D
20.72%	24.18%	55.86%	E

Discussion: Again the current reporting year has produced quite a percentage increase and we will request that the University system reexamine their NTO designation procedure. For the second year in a row there were no Tech Prep matches for this core indicator. We will also examine the possible cause for that as well.

**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) of Perkins III 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. 43 to 46 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.

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 13 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, nontraditional enrollees, and displaced homemakers are performing above the general population. Tech Prep and Limited English Proficient unfortunately are falling below the mark, but the rest of the populations performed within a percentage point of the overall.

Most special populations exceeded the target for vocational skill attainment (1P2) with the exception of Limited English Proficient and Nontraditional Enrollees, which were only 2 to 7 percentage points below target.

For completion (2P1), all of the special populations exceeded the target.

### C. Definitions for Accountability Forms

Provide the State's current definitions for the following terms as identified in the State's Perkins III State Plan. 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.

Provide the State’s definition for the following term as identified in the State’s Perkins IV State Plan.

- Secondary career and technical education (CTE) concentrator

**Secondary Concentrator –**

A secondary student who has earned two (2) credits in a single CTE program area in those program areas where 2 credit sequences are recognized by the State and its local eligible recipients, or where the student has documented proficiencies that are equivalent to this criteria.

*Please note this is what Alaska submitted for the transition plan. However, as baseline data is being developed the operational definition of “Perkins Credit” is being clarified for local and state accountability purposes.*

**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

Column 1	Column 2	Column 3 *
Core Sub-Indicator	Measurement Definition	Measurement Approach
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 Nontraditional Completion	<b>Numerator:</b> Number of participants from the underrepresented gender group who completed nontraditional postsecondary programs in the reporting year. <b>Denominator:</b> 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.

#### 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.

During our statewide meeting in February with secondary program providers we will be finalizing data collection processes for the new core indicators and state definition changes. Worksessions with local coordinators will follow in the ensuing months to firm up Perkins IV measures for accountability.

#### **Subindicator 3S1: Secondary Placement**

The further education portion of this measure is 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 & 4S2: Non-Traditional Completion**

As we embark on Perkins IV Programs of Study our descriptors will be reviewed and adjusted when necessary using the new list of Non-Traditional Occupations prepared by a central federal source or the National Alliance for Partnerships in Equity.

#### **Postsecondary Data Collection –**

There were a couple changes in data collection at the Postsecondary level. The Research Analyst at the University spent time doing in depth course searches based on CIP codes and as a result there are more matches to include. The second change comes from a new FERPA interpretation by the University of Alaska that impacts our Core Indicator 3 Placement and Retention matches. We no longer have any postsecondary matches from the National Student Clearinghouse studenttracker file and the FEDES file containing Dept. of Defense, Federal civilian (OPM) and USPS employment records.

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.

#### **Subindicator 1P2: Vocational and Technical Skill Attainment**

The university recently began to transcript shorter term programs leading to approved occupational certificates or workforce certificates. 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 also 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 consists of students who complete programs, when the program is more than 80 hours.

**Subindicator 3P1: Postsecondary Placement**

While the DOL Research and Analysis section does an excellent job of seeking out and matching available databases, the University of Alaska has raised FERPA concerns and has therefore limited the size of the match pool. We no longer have any postsecondary matches from the National Student Clearinghouse studenttracker file and the FEDES file containing Dept. of Defense, Federal civilian (OPM) and USPS employment records. This has really limited our Placement matches as indicated in our performance percentages.

We are also 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**

Again, We no longer have any postsecondary matches from the National Student Clearinghouse studenttracker file and the FEDES file containing Dept. of Defense, Federal civilian (OPM) and USPS employment records. This has really limited our Placement matches as indicated in our performance percentages.

**Subindicator 4P1: Non-Traditional Enrollment**

No comments,

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

No comments,

**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 how the funds were used.

Not Applicable