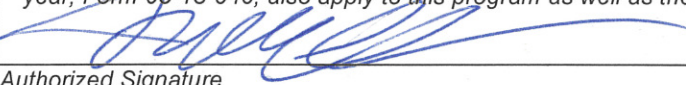


Alaska Department of Education & Early Development
Carl D. Perkins Career and Technical Education Improvement Act of 2006
Secondary Funding Report for School Year 2013-2014 & Annual Amendment for School Year 2014-2015

I. Perkins IV Report & Local Plan Amendment/Application – Cover Page

Due date: June 15, 2014

District Name: <u>Denali Borough School District</u>			
Mailing Address: <u>PO Box 280</u>			
City: <u>Healy</u>	State: <u>AK</u>	Zip: <u>99743</u>	
Program Contact: <u>Alesha Ferguson</u>	Phone: <u>(907) 683-2278</u>		
Email: <u>aleshaferguson@dbsd.org</u>	Fax: <u>(907) 683-2514</u>		
Fiscal Contact: <u>Lorrie Terry</u>	Phone: <u>(907) 683-2278</u>		
Email: <u>lorrieterry@dbsd.org</u>	Fax: <u>(907) 683-2514</u>		
<input type="checkbox"/> yes <input checked="" type="checkbox"/> no Will this district participate in this program as part of a consortium? (If "yes" which district is host? _____)			
<small>I certify that I am authorized to legally bind the applicant to the conditions and responses of this application. I acknowledge that the general federal program sections of the Certifications and Assurances package for the 2013-2014 school year, Form 05-13-040, also apply to this program as well as the specific Perkins IV Assurances included in this application.</small>			
 Authorized Signature		<u>6/13/14</u> Date	

IMPORTANT NOTE:

*The **beginning date** for this grant will be July 1 OR a later date when the application is complete and determined to be substantially approvable. Late applications for the 2014-15 school year must be complete and approved by October 1 to be funded for FY15. At that time any unobligated grant funds will be returned to the reserve fund or reallocated to participating districts.*

This Perkins IV FY14 Report & FY15 Application document(s) must be uploaded through the EED/TLS Grants Management System website:

<https://gms.education.alaska.gov>

Access to the Career & Technical Education section of this website is determined by the local district – please see your business office for information and log-on designations.

The All-In-One Perkins IV Data Report (EED Form #05-12-016) continues to be submitted via the CTE web portal at

<https://education.alaska.gov/tls/CTE/perkins/Account/LogOn>

Please e-mail this application as an MSWord file with assurances to cteegrants@alaska.gov

EED Use Only

Date Received: _____	<input type="checkbox"/> yes <input type="checkbox"/> no	Approved Perkins IV 5-year Local Plan is on file.
Grant Number: EK15.	CFDA 84.048A	
Final Approval		
EED Program Manager Signature	Date	

II. Perkins IV Application – Assurances

FOR PROGRAMS SUPPORTED BY
CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006

By my signature below I agree, upon the approval of the project application by the Alaska Department of Education & Early Development, to accept and perform the following requirements as contained in the Education Department General Administrative Regulations (EDGAR) and the Carl D. Perkins Career & Technical Education Improvement Act of 2006:

The following general assurances and certifications for federal education programs also apply to programs funded by the Carl D. Perkins Career & Technical Education Improvement Act of 2006:

- General Assurances, Title I-X, for all federal programs
- Uniform Provisions, Title I-X, Part E, for all federal programs
- Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Work Place Requirements
- Certifications Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- Disclosure of Lobbying Activities
- Compliance Report for the Gun-Free Schools Act of 1994:

The form containing these assurances can be found at the EED website at <http://education.alaska.gov/forms/NCLB/05-13-040.docx>

1. All of the funds made available under this Act shall be used in accordance with the requirements of this Act. [§6]
2. The district will use these federal funds to improve career and technical education programs. [§135(a)]
3. Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities. [§311(a)].
4. Funds made available to eligible recipients under this part shall be used to support career and technical education programs that meet the following criteria of §135(b), Required Use of Funds. *(Editor's note: Perkins IV Required Uses of Funds [§135(b)] identifies the statutory criteria for a CTE program that is eligible for support with Perkins IV funds. These program elements may be funded by state, local funds and/or these Perkins IV grant funds. All elements must be present.)*
 - a. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in §122(c)(1)(A), to ensure learning in –
 - (1) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (2) career and technical education subjects;
 - b. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical education program of study described in §122(c)(1)(A);
 - c. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 - d. develop, improve, or expand the use of technology in career and technical education, which may include –
 - (1) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - (2) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (3) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students;

Perkins IV Assurances—continued

- e. provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including –
 - (1) in-service and pre-service training on –
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) effective use of scientifically based research and data to improve instruction;
 - (2) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (3) internship programs that provide relevant business experience; and
 - (4) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
 - f. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 - g. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 - h. provide services and activities that are of sufficient size, scope and quality to be effective; and
 - i. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
5. No funds made available under this Act shall be used--(1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [§314]
6. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. [§315]
7. Nothing in this Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. [§316]



Superintendent or designee signature

6/3/14

Date

III. Perkins IV Participation of Private School Children (EDGAR: CFR 76.650-76.662)

Section 317 of Perkins IV provides for the participation of private school personnel and children in the district's CTE programs and professional development.

1. Have any non-public schools in your district expressed interest in participating in federal program(s) covered by this application? _____ YES _____x_ NO

If you checked "YES," please respond to questions 2 - 8.

*NOTE: Private schools refusing participation should be asked to do so by written response.
Copies of letters declining participation should be kept on file in the district office.*

2. Describe how the district consulted with private school representatives during all phases of the development and design of projects covered by the application including which children will receive benefits, how the children's needs will be identified, and what benefits will be provided. [§317(b)(2)]
☒
3. List all the private schools in your district and the number of students who have been identified as eligible to benefit from projects included in this application for Carl D. Perkins Career & Technical Education Improvement Act of 2006 funding.

Name/Location	Willing to Participate	Total Number Enrolled K-12	# of Students Identified to Benefit

Use additional pages as necessary to complete item 3.

4. State the basis the applicant used to select the students to benefit under this application.
☒
5. List the places and times that the private school children will receive benefits under this application.
☒
6. Describe the nature of participation of private school students in projects included in this application and how these services will be assessed.
☒
7. Describe the differences, if any, between the benefits the district will provide to public and private school students and the reasons for the differences.
☒
8. The district must spend the same average amount of program funds on a student enrolled in private school who receives benefits under this application and a student enrolled in a public school who receives benefits under this application.
- A. Amount of funds made available to public school children: \$ _____
- B. Amount of funds made available to nonpublic school children: \$ _____

IV. CTE Program Advisory Strategy [§134(b)(5)]2013-2014 Report

☒ Yes ☐ No – The CTE advisory body addresses the entire CTE program, i.e. multiple pathways.

☐ Yes ☐ No – The CTE advisory body(ies) is/are program or pathway specific.

1. Identify the representatives who participated in the district's CTE advisory committee. [§134(b)(5)]

Note: The Perkins IV statute requires representation for the following categories.

Representation	Names 2013-14	Names 2014-15
Parents	Rob Ferguson Michelle Hartley	Tina Graham
Students	William Cook Austin Gibbs Spencer Lachaplle Ethan Graham Elizabeth Saxe	William Cook Ethan Graham Spencer Lachaplle Zabrina Byfuglien
Academic Teachers	Les McCormick Samantha Ward Kari McIver	Samantha Ward
CTE Teachers	Don Mirosh Jeff Burney	Don Mirosh Kari McIver Jeff Burney
Postsecondary Faculty	Prince William Sound Community College	Prince William Sound Community College
Administrators	Les McCormick Alesha Ferguson James Elliott PhD	Les McCormick Alesha Ferguson James Elliott PhD
Career Guidance	Les McCormick	Les McCormick
Academic Counselors	Les McCormick	Les McCormick
Tech Prep Consortium Representative (if applicable)	N/A	N/A
Local or Regional Workforce Development Planning	Jim Smola Penny Chisholm	Jim Smola Penny Chisholm Clay Walker
Business & Industry representatives	David Tallerico Sr. Seirra Montque	David Tallerico Sr. Seirra Montque
Labor Organizations	Beth Lynn Hannah Ragland	Beth Lynn Hannah Ragland
Special Populations	Alesha Ferguson	Alesha Ferguson
Other Interested Individuals	Chip Saylor	Chip Saylor

(use the tab key in the above cell to add rows to this table)

2. On what date(s) did your CTE advisory group(s) meet during the 2013-2014 school year? [§134(b)(5)]

☒ May 22, 2014 full meeting

Small partial group meetings were held by sections of the team throughout the year as issues needed addressed.

3. Describe any significant findings of the CTE Advisory Committee after reviewing the CTE student performance data from the 2012-2013 reporting year. Identify other CTE improvement planning discussed with the advisory here. [§134(b)(7)]

☒ The advisory found a concern that is not yet a pattern but did warrant a close look. Fewer girls have been enrolled and completed non-traditional programs than in the past. The district counselor at the request of the committee conducted an informal survey of girls to find out if anything was preventing them from enrolling in such programs of study. We have a smaller population of girls than boys in the current high school trend and the few girls had elected a foreign language course instead for the scholarship opportunities it opened. In two years we will see a shift of more girls in the high school this is predicted to have an impact on these numbers. The district is also working to get a RN certified with an M certificate for Healthcare Occupations CTE.

4. Please attach the minutes of the CTE Advisory Committee meeting(s) to this application. [§134(b)(8)(A)]

☒ CTE Advisory Committee Meeting Minutes

DBSD May 22, 2014

1:30 PM

❖ Advisory Contact Information

- Updated contact information was collected for advisory committee members present. Those unable to attend received an emailed agenda in advance and opportunity to email in comments concerns, or other information, and these comments will be reviewed by committee as the topics addressed are discussed.

❖ CTE Advisory Facilitator

- It was determined that Mrs. Ferguson the DBSD federal programs director serves as the facilitator at this time when she is unable Mr. Mirosh the Building Trades teacher will be the alternate.

❖ CTE Advisory Chair

- It was determined that Mr. Talerico the human resource advisor from the coal mine will work with Mrs. Ferguson on agendas and serve in this role.

❖ Perkins Funding

- Present basic information on the Perkins funding cycle and its requirements.
 - Five year CTE Plan
 - CTE Program of Studies
 - CTE Sequences
 - Annual Amendment Application for funding
 - Perkins CTE student performance targets
 - CTE reporting data
 - Performance target improvement planning
 - Program improvement planning
 - Budget requests

❖ Review and approval of minutes from previous meeting

- Last year the meeting was held in several small work sessions each dealing with separate issues or areas of concern the outline of those meetings was reviewed and accepted at this time. (August 2012 meeting- add building trades 3; March 2013 meeting technology teacher retiring- develop plan to train replacement; April meeting – explore the concept of CTE healthcare occupations future addition to program)

❖ Old business

- CTE Healthcare occupations future addition status review – Nurse is in process of gaining M certificate.

- Building Trades 3 – not a viable sustainable course at this time, table the plan for now and withdraw request to have Perkins program expanded to include this course.
- Welding course – School has facilities and shop for this seeking a certified welder to get M certificate and expand to have this course offering. Coal mine highly interested in this program as they always need trained welders.
- Park service working with building trades instructor to pursue next joint project after park housing project is completed.

❖ New business

- Reviewed and endorse standards for CTE program sequence.
 - Considered each CTE sequence delivered by the school district.
When considering the listed student learning skills/standards
The skills are linked to the standards for NCCER exam or for Apple Cert exam
 - TSA is NCCER exam for Building Trades and is Apple's certification exam for technology.
- Reviewed CTE program performance data. Reviewed three-year history for the following:
 - Perkins benchmarks, including disaggregated subgroups.
 - Work Keys results
 - Employment placement data

Data showed that girls are not meeting the non-traditional completion goals at this time. School data reviewed showed significantly fewer girls are currently enrolled in high school than boys, the middle school has the opposite issue so it is anticipated that as the enrollment shifts so will the participation and completion rates for girls. The committee asked the district counselor to conduct an informal survey and look for anything that would keep girls from joining the program.

- Review recommended industry requirements, trends, and needs from business industry representatives.

The coal mine would like to see the school develop a welding program as they have a need for this skill.

The nurse reports that the community health clinic would like to see more young people take an interest in healthcare professions and that academic writing skills need to be strong in students headed to this profession.

- Develop the improvement plan to maintain size, scope, and quality of the CTE program.

The school will continue to survey students and promote involvement in the CTE program with middle school exploratory careers classes and opportunities for younger students to see what the older students are doing so they can get excited and want to become involved.

The school will continue to invite females working in non-traditional occupations such as construction or equipment operators to speak to high school students about their jobs.

The school will continue to provide students with opportunities to receive remediation with their CTE courses. The purpose to help students who feel they might not graduate to receive remedial instruction making it more likely they will stay with the program.

DISTRICT NAME:

Perkins IV 2014-2015 School Year

V. District CTE Programs of Study (CTEPS) and Related Services

Reminder: To be eligible for Perkins IV funding, a district's CTE program must include all elements required in the federal legislation - see Perkins' Assurances, item #4 for the complete list. Once these criteria are met, other permissible activities may be funded.

A. CTE Curricula and Assessments

2013-2014 Report

Effect on Perkins Data Entry: Only Conditionally Approved or Approved CTE courses will allow associated student data from the All-In-One form #05-12-016 to be uploaded to the CTE portal. Please contact any of the EED CTE staff for help if you cannot access your district information on the EED's CTE web portal.

1. List new courses and/or changes to sequences for the school year 2013-2014. [§134(b)(3)(A) & §134(b)(6)]

Sequence Name:	
Course Number	Course Name

2. List all new or changed third-party **technical skill assessment(s) (TSA)** or Certifications for students added during the academic year 2013-2014.

Course/Program	TSA sponsor/source organization	TSA title or code

Briefly describe any successes or challenges in the implementation or use of these technical assessments.

☒ X

2014-2015 Application

Note: The Perkins IV statute requires each grantee to offer at least one CTE Program of Study (CTEPS), i.e. a plan that identifies specific secondary and postsecondary academic and technical courses that lead to a credential, certificate, or degree without a need for remediation. Use form #05-11-069 at <https://education.alaska.gov/forms/home.cfm> for submitting updates and changes.

1. List the activities planned during the 2014-2015 school year that will improve the alignment of your secondary CTE Program of Study with your postsecondary partner(s). [§134(b)(3)(E)]

☒ X Continuing to offer courses for dual credit with Prince William Sound Community College. New CTE teacher for technology will finish her certification to continue the growth of this program.

Apple Certified Support Professional students will continue to work and gain work experience on student computers in the 14-15 school year.

Students will visit UAF for the college and Career Fair, as well as UAF Inside Out.

Postsecondary institutions will be invited to present at all district schools.

Students will visit AVTEC in Seward, AK for career opportunities and the district will be offering an AVTEC mathematics course this year to help prep students wanting to enter that program.

2. According to the district's Perkins' Plan and its CTE Advisory Committee program review for the reporting year, identify the CTE programs or courses need updating or deletion during the 2014-15 school year and any new courses/programs that will be developed or expanded during the upcoming year. [§134(b)(3)(B)]

Program and Course	Action (Revise, Delete, Add)	Completion Date
Building Trades 3 under conditional approval	Delete	

3. Describe the coming year's plan and timeframe for increasing the coverage of programs and percentage of CTE concentrators taking appropriate, valid and reliable third-party Technical Skills Assessments (TSAs) within the district's CTE program(s). For reference:

<http://education.alaska.gov/tls/CTE/perkins/Public/TsaList>. [§134(b)(3)(C)]

☒ Apple Certification Students will be transported to Fairbanks to take their Apple Certified Support exams and those who pass or have previously passed will continue to have work experience opportunities at the school.

Building Trades students will continue to be provided opportunities to work with National Park employees specializing in building construction to gain work place skills in preparation for the NCCER certifications.

B. Instruction and Professional Development [§134(b)(4)]

It is a federal priority through Perkins IV for districts to ensure their CTE programs are of high quality. In part, this is to be accomplished through rigorous, sustained professional development that is focused on effective instruction of updated programs based on current academic and technical needs of the relevant industry standards and/or instructional research for CTE teachers, and for guidance and administrative personnel.

2013-2014 Report

Briefly describe:

- a) the CTE-related professional development that was completed as planned according to your 2013-2014 annual application, and
- b) identify other professional development activities funded by Perkins.

a.	b.
a.	b.

2014-2015 Application [§134(b)(12)(A & B)]

1. Identify the professional development objectives planned for CTE-related personnel involved in the 2014-2015 CTE pathways/programs, including teachers, counselors and data collection staff.

☒ CTE teachers are to be sent to CTE Workshops

CTE tech teacher to be sent to ASTE

CTE director to be sent to directors workshop

2. Briefly identify the instructional delivery method(s) planned to support the 2014-2015 CTE Program of Study and other CTE sequences supported by this application, e.g. in-school instruction, distance delivery, brokered courses, etc.

☒ In-school instruction is the delivery method for identified courses.

C. Special Populations

2013-2014 Report

Describe any special services that were needed and provided to special populations within the district's CTE program(s). [§134(b)(8)(B)]

DISTRICT NAME:

Perkins IV 2014-2015 School Year

☒ Five special needs students participated in the Building Trades Program this year. The students did not require any special accommodations or services to be successful, all five students passed the NCCER exam.

2014-2015 Application [§134(b)(8)(C)]

Briefly describe any additional specialized services to be provided for any of the following special populations that, according to historical district CTE data, are experiencing challenges to success in CTE pathways.

1. individuals with disabilities (e.g. IDEA & 504 plans);
2. individuals from economically disadvantaged families, including foster children;
3. individuals preparing for non-traditional fields (NTF a.k.a. NTO);
4. single parents, including single pregnant women;
5. displaced homemakers; and
6. individuals with limited English proficiency.

☒ All students have access to the same services. Participation in the CTE programs is based on interest. The CTE teachers participate in IEP meetings. The district will continue to provide internship opportunities to student with disabilities; students interested in CTE courses receive accommodations and modifications as identified in their IEP. Our partnership with Denali National Park is such that we do not charge fees for any students participating in the Building Trades courses. There are no student fees attached to any CTE courses.

D. Career Guidance [§134(b)(11)]

2013-2014 Report

1. Briefly identify the career guidance activities that were completed during the reporting year.

☒ UAF Inside Out Field Trips and UAF College and Career Fair for Grades 11-12: Anderson School, Cantwell School, Tri-Valley School. Careers class for 11th and 12th graders at Tri-Valley School, Cantwell School CTE exploratory classes at Cantwell and Anderson Schools.

Which career-planning activities are completed for all district students during the K-12 sequence?

☒ Careers Class, AKCIS

2. For which students does the district expect a personal learning and career plan (PLCP) to be developed and maintained?

☒ Students enrolled in Careers class develop a PLCP

If PLCPs are developed for students, are they stored as an electronic portfolio or a hard copy portfolio?

☒ Students develop a hard copy PLCP and take them with them at graduation. The district is still working to move this to be done through AKCIS.

3. Please complete the table below describing the district's use of AKCIS, ALEXsys, KeyTrain/Career Ready 101, or other commercial programs in career-planning activities for its students:

Program	✓ if used	Brief description of where/how used in schools
AKCIS	X	Career Exploration at Anderson School, Cantwell School and Tri-Valley School
ALEXsys		
Key Train/Career Ready 101	X	Career Interest Survey
Other:		

2014-2015 Application

Describe the individual student career guidance activities that secondary students will receive, especially in the area of personal learning and career plans (PLCPs).

DISTRICT NAME:

Perkins IV 2014-2015 School Year

Career Guidance or PLCP Activity	Groups of students served (e.g., grade levels, sites, programs, etc.)
Career Interest Survey Test	9-12 Cantwell, Anderson, Tri-Valley Schools
Career Fairs UAF	11-12 Cantwell, Anderson, Tri-Valley Schools
Inside Out UAF	11-12 Cantwell, Anderson, Tri-Valley Schools

VI. District CTE Program Accountability Reporting [§134(b)(7)]

A. Reporting 2013-2014 data via the All-In-One (AIO) form.

1. Your district's data reporting is based on the following Perkins **definitions**:
 The state's minimum operational **definition of "CTE Participant"** is:
 "A secondary student who has earned credit in one (1) or more approved course(s) in any career and technical education (CTE) program area."
 The state's minimum operational **definition of "CTE Concentrator"** is:
 "A secondary student who has earned two (2) credits in a single CTE pathway within those career clusters 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 these criteria." [§134(b)(6)]
2. The All-in-One Perkins' data report, #05-12-016, is submitted via the EED CTE Web Portal at <https://education.alaska.gov/tls/CTE/perkins/Account/LogOn>.
 The All-in-One template may be downloaded from the EED CTE Forms website at <http://education.alaska.gov/forms/home.cfm#cte> or from the portal website.
3. Please identify the person to be contacted with any clarifications or questions about the All-In-One report.
 2013-2014 AIO submission date: ☒ June 2, 2014 _____
 Contact person/phone/email: ☒ Alesha Ferguson 907 683 2278 aleshaferguson@dbbsd.org _____

B. District Approved Reporting Targets (DARTs) [§134(b)(9)]

Note: Perkins IV requires each district to meet or exceed 90% of the state's targeted level of performance for each core indicator that has been established with USED/OVAE shown in parentheses below. To review your district's performance history for these CTE measures, go to <http://education.alaska.gov/tls/CTE/perkins/public/> and use the drop-down menus to indicate the 2012-2013 school year and your district level data.

Note: The 2014-2015 Performance Targets for 1S1, 1S2 and 4S1 reflect the state's approved NCLB waiver.

Complete the following table recording your district's actual performance levels for the most recent two years for which data is available. (The 90% threshold for accountability is shown in parenthesis under each percentage.) Review the proposed performance targets for 2014-2015 and approve the proposed targets or propose different targets.

DISTRICT NAME:

Perkins IV 2014-2015 School Year

Core Indicator	2011-12 State Performance Target (90%)	2011-12 Local Performance Result	2012-13 State Performance Target (90%)	2012-13 Local Performance Result	2014-15 State Performance Target (90%)	District's Requested Performance Target
1S1 - Academic Attainment in Reading / LA	82.88% (74.59)	100%	81.80% (73.62)	75%	82.22% (74%)	(same as NCLB)
1S2 - Academic Attainment in Mathematics	74.57% (67.11)	100%	71.20% (64.08)	50%	71.95% (64.76%)	(same as NCLB)
2S1 - Technical Skill Attainment	67.50% (60.75)	100%	68.00% (61.20)	100%	69% (62.1%)	
3S1 - School Completion	92.67% (83.40)	66.67%	93.17% (83.85)	33.33%	91% (81.9%)	
4S1 - Student Graduation Rate	85.00% (76.5)	66.67%	85.00% (76.5)	50%	90% (81%)	(same as NCLB)
5S1 - Placement in Education and/or Employment	88.32% (79.49)	85.71%	88.57% (79.71)	100%	85.5% (76.95%)	
6S1 - Nontraditional Participation	37.68% (33.91)	30.77%	37.93% (34.14)	60%	38% (34.2%)	
6S2 - Nontraditional Completion	28.28% (25.45)	0%	28.28% (25.45)	0%	29.28% (26.35%)	

☒ X The proposed DARTs for 2014-2015 are accepted by the district. [§134(b)(3)(D)]

OR

☒ The district proposes one or more district-specific DARTs for the 2014-2015 school year as identified in the preceding table. The supporting valid and reliable data and rationale for each proposed variance must be explained in an attached document.

NOTE: Districts proposing alternative performance targets will be contacted by Felicia Swanson, CTE Accountability Associate, to negotiate the final accepted targeted levels of performance for next year.

New Step:

On the next page, enter the district's 2012-13 performance results in a disaggregated form to look for disparities in performance among historically underperforming populations. Using the web reports, indicate 'Y' for yes, 'N' for No and '-' for No Data Reported. Look for trends in underperformance among the special populations that may indicate a need for future program improvement plans.

FY 2012-13 Disaggregated CTE Student Performance

Met? Enter "Y", "N" or "---" meaning no students reported

Secondary Population	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
Gender						Dis-aggregated Data Not Available		
Male	N	Y	Y	N	N		--	--
Female	Y	N	--	N	N		Y	--
Race/Ethnicity								
Alaska Native	--	--	--	--	--			
American Indian	--	--	--	--	--			
Asian	--	--	--	--	--			
Black or African American	--	--	--	--	--			
Hispanic/Latino	--	--	--	--	--			
Native Hawaiian/Pacific Islander	--	--	--	--	--			
White (Caucasian)	N	Y	Y	N	N			
Two or More Races	Y	N	--	N	N			
Special Populations								
Individuals with Disabilities	--	--	--	--	--			
Individuals with 504 Plans	--	--	--	N	--			
Economically Disadvantaged	--	--	--	--	--			
Single Parents	--	--	--	--	--			
Displaced Homemakers	--	--	--	--	--			
Limited English Proficient	--	--	--	--	--			
Migrant Status	--	--	--	--	--			
Nontraditional Occupations	--	--	--	--	--			
Employment						Y		
Military Service						--		
Postsecondary Education						--		

Secondary Population- FEMALE	6S1	6S2	Secondary Population- MALE	6S1	6S2
Race/Ethnicity			Race/Ethnicity		
Alaska Native	Y	--	Alaska Native	--	--
American Indian	--	--	American Indian	--	--
Asian	--	--	Asian	--	--
Black or African American	--	--	Black or African American	--	--
Hispanic/Latino	--	--	Hispanic/Latino	--	--
Native Hawaiian/Pacific Islander	--	--	Native Hawaiian/Pacific Islander	--	--
White (Caucasian)	Y	N	White (Caucasian)	--	--
Two or More Races	--	--	Two or More Races	--	--
Special Populations			Special Populations		
Individuals with Disabilities	Y	--	Individuals with Disabilities	--	--
Individuals with 504 Plans	--	--	Individuals with 504 Plans	--	--
Economically Disadvantaged	--	--	Economically Disadvantaged	--	--
Single Parents	--	--	Single Parents	--	--
Displaced Homemakers	--	--	Displaced Homemakers	--	--
Limited English Proficient	--	--	Limited English Proficient	--	--
Migrant Status	--	--	Migrant Status	--	--

C. District Plan for Improvement [§134(b)(2)]

If a district failed to meet at least 90 percent of the performance target for any of the Perkins' core indicators of performance, the district shall develop and implement a program improvement plan with special consideration given to performance gaps.

☒ X N/A – All Performance Targets for the past two years were met within 90%. (Go to Section D.)

The local improvement plan must be implemented during the first program year succeeding the program year for which the district or institution failed to meet its targeted levels of performance for any of the core indicators of performance. At a minimum, the district's plan must include:

- The Perkins' core indicator(s) that the district failed to meet at the 90 percent threshold.
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.
- The action steps which will be implemented, beginning in the current program year, to improve the district's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.
- The staff member(s) who are responsible for each action step.
- The timeline for completing each action step.

2013-2014 Report

Briefly describe the results from the activities included in the District Plan for Improvement submitted for the 2013-2014 school year.

☒ X Not Applicable

2014-2015 Application [§134(b)(10)]

Describe the District Plan for Improvement using the table below. Remember to include any information on special populations from Section V(c).

District Plan for Improvement

Core Indicator	Category of students who did not meet performance target	Action steps to remediate this situation	Responsible Staff	Timeline
6S2	Female	Nontraditional Completion for two years the district did not meet Nontraditional participation in the 12-13 data we now show a year in which we did meet Nontraditional participation. When we did not meet participation for two years that impacted our ability to meet completion goals in that area. Our student numbers are small and 1 student can impact our overall numbers greatly. We do not have a trend of continuously not meeting our performance target at this time but we do have concerns that a trend may develop. The CTE advisory is going to have an informal survey conducted of female students to determine if any factors are preventing their participation or completion in Nontraditional areas. The current high school student population of our school is more male than female this also impacts our Nontraditional numbers. In the current 8 th grade class and in the upcoming middle school classes that trend		

		switches to more female than male students so the advisory team believes that this will also impact the district performance when we look a couple of years ahead.		
--	--	--	--	--

D. Reporting of CTE data to the public [§134(b)(5)]

2013-2014 Report

Describe how the district's CTE program(s) data is annually made available to the public.

- ☒ X The district provides a link to its CTE data here (provide your district's webpage with the link to your CTE data):

http://www.dbsd.org/Page/184

Note: If you will be using your district's public CTE data from the EED website, please post these instructions on your website:

1. Go to the EED CTE website at <http://education.alaska.gov/tls/cte/>
2. In the blue box at the right side of the page, click on "Carl Perkins IV Public Reports by District," then choose the school year and district name in the dropdown menu.
3. Click on "Get Report", and our district's CTE data will appear momentarily.

- ☒ The CTE data is provided in the following manner:

(Optional) Other examples of district or school communications of its CTE program results are...

VII. Perkins IV Funded Projects, Activities & Budget [§135(b)(1)]

Background:

Perkins IV is a federal program intended to improve the quality of the district's CTE programs to meet industry standards and support global competitiveness, not to provide maintenance of core or basic CTE programs. Congress focused Perkins IV's accountability on improving the quality of programs, establishing seamless secondary to postsecondary CTE Programs of Study for career pathways, and providing high quality, intensive professional development to support the planned Program of Study including activities that provide opportunities for students to prepare for high skill, high wage, and high demand careers.

Planned expenditures must contain adequate detail to clearly document they will be reasonable and proportionate to the pathway/program objectives and related activities identified in the district's five year plan and Section V of this application. Federal funds require all personnel expenditures be documented with related position descriptions and time records. Regular teacher salaries and consumable supplies are not normally supported by these federal funds. Out of state travel must be pre-approved by the EED program manager.



FY2014-15 Activities & Budget Narrative and Summary form:

The Perkins FY15 budget will be entered into the EED web-based Grants Management System (GMS). The Perkins budget planning form #05-13-052 is provided to plan your entries for each Account Code. When completed, the individual line items in the Perkins budget form may be cut and pasted into the GMS portal.

Please communicate with your district's GMS officials for the local protocols to enter the budget information into EED's GMS system.

VIII. Perkins IV Monitoring Review Follow-up

Please Note: If your district's Perkins program was **NOT** monitored by EED during this school year, or if the monitoring did not result in any Findings of Noncompliance, please indicate and go to the Optional Section.

X Not Applicable

DISTRICT NAME:

Perkins IV 2014-2015 School Year

List all findings of noncompliance that resulted from EED's 2013-2014 Perkins' CTE Program monitoring in the local school district. If you are unsure of the findings, please contact your CTE Program Manager.



2013-2014 Report

Briefly describe the activities completed to resolve the findings of noncompliance for the 2013-2014 school year.



2014-2015 Application

Briefly describe the proposed activities for the 2014-2015 school year to resolve the findings of noncompliance.



Submission Instructions for FY15

Submit the following via email to ctegrants@alaska.gov.


1. The completed 2013-14 Report/2014-15 Application document (#05-14-028)
2. Any additional attachments as appropriate.
3. Enter budget into GMS.

Requested – Recommendations for Technical Assistance or Peer Networking

EED is interested in your recommendations for 2014-2015 state-funded assistance priorities in these or other content areas:

- ☐ curriculum development – alignment to new English/Language Arts, Math, and industry standards
- ☐ STEM curricula
- ☐ technical skills assessment (TSA) selection and/or development,
- ☐ professional development for CTE professionals including guidance counselors,
- ☐ accountability reports and use of local data,
- ☐ public information dissemination, or
- ☐ other cross-district or statewide CTE needs _____

FY15 CARL PERKINS BASIC GRANT ALLOCATION

	DRAFT				
	FY 15 Allocation	Subsidy	FY2015	FY 2014	Difference
	Formula	Amount	Draft	Original	FY14
	Calculation	from	Allocation	(Beginning)	to
Districts	per district	Reserve	Use this amount	Allocation	FY15
Alaska Gateway	12,358	2,642	\$ 15,000	15,000	0
Aleutian Region/Adak	413	14,587	\$ 15,000	15,000	0
Aleutians East	4,484	10,516	\$ 15,000	15,000	0
Anchorage	955,731	0	\$ 955,731	988,892	(33,161)
Annette	8,579	6,421	\$ 15,000	15,000	0
Bering Strait	70,656	0	\$ 70,656	71,357	(701)
Bristol Bay	3,059	11,941	\$ 15,000	15,000	0
Chatham	4,982	10,018	\$ 15,000	15,000	0
Chugach	1,947	13,053	\$ 15,000	15,000	0
Copper River	12,611	2,389	\$ 15,000	15,000	0
Cordova	4,089	10,911	\$ 15,000	15,000	0
Craig	9,383	5,617	\$ 15,000	15,000	0
Delta/Greely	21,708		\$ 21,708	20,961	747
Denali (Railbelt)	3,406	11,594	\$ 15,000	15,000	0
Dillingham	13,010	1,990	\$ 15,000	15,000	0
Fairbanks	334,191		\$ 334,191	290,847	43,344
Galena	2,514	12,486	\$ 15,000	15,000	0
Haines	8,207	6,793	\$ 15,000	15,000	0
Hoonah	4,216	10,784	\$ 15,000	15,000	0
Hydaburg	1,972	13,028	\$ 15,000	15,000	0
Iditarod	6,461	8,539	\$ 15,000	15,000	0
Juneau	82,238	0	\$ 82,238	84,405	(2,167)
Kake	3,094	11,906	\$ 15,000	15,000	0
Kashunamuit	14,340	660	\$ 15,000	15,376	(376)
Kenai	187,448	0	\$ 187,448	187,131	317
Ketchikan	46,743	0	\$ 46,743	47,027	(284)
Klawock	3,583	11,417	\$ 15,000	15,000	0
Kodiak	46,361	0	\$ 46,361	44,551	1,810
Kuspuk	13,035	1,965	\$ 15,000	15,000	0
Lake & Pen	10,054	4,946	\$ 15,000	15,000	0
Lower Kuskokwim	151,894	0	\$ 151,894	129,585	22,309
Lower Yukon	80,845	0	\$ 80,845	86,969	(6,124)
Matanuska-Susitna	343,423	0	\$ 343,423	387,995	(44,572)
Mount Edgecumbe	0	15,000	\$ 15,000	15,000	0
Nenana	2,516	12,484	\$ 15,000	15,000	0
Nome	20,030	0	\$ 20,030	17,523	2,507
North Slope	38,590	0	\$ 38,590	31,251	7,339
Northwest Arctic	66,102	0	\$ 66,102	61,822	4,280
Pelican	289	14,711	\$ 15,000	15,000	0
Petersburg	8,940	6,060	\$ 15,000	15,000	0
Pribilof	2,035	12,965	\$ 15,000	15,000	0
Saint Mary's	5,511	9,489	\$ 15,000	15,000	0
Sitka	23,777	0	\$ 23,777	23,620	157
Skagway	1,306	13,694	\$ 15,000	15,000	0
Southeast Island	8,154	6,846	\$ 15,000	15,000	0
Southwest Region	26,623	0	\$ 26,623	22,772	3,851
Tanana	1,511	13,489	\$ 15,000	15,000	0
Unalaska	5,211	9,789	\$ 15,000	15,000	0
Valdez	8,889	6,111	\$ 15,000	15,000	0
Wrangell	8,639	6,361	\$ 15,000	15,000	0
Yakutat	2,422	12,578	\$ 15,000	15,000	0
Yukon Flats	9,685	5,315	\$ 15,000	15,000	0
Yukon/Koyukuk	15,555	0	\$ 15,555	15,000	555
Yupit	17,936	0	\$ 17,936	15,450	2,486
NOTE: Reallocation funds will be calculated and available after all district FY14 grants have been closed.					