

Report of Monitoring – Perkins V (Form #05-21-021)

| **District / Institution:** |  |
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| **District Program Contact:** |  |
| **DEED Reviewer:** |  |
| **Date:** |  |

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*The information reported on this form accurately reflects the program findings at the time of this review. Additional information may be provided prior to the final compliance status letter.*

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| DEED Reviewer: | Date: |
| District Contact: | Date: |

This program monitoring review of the local Perkins Career & Technical Education (CTE) Program reviewed the activities related to the local application for CTE Programs (Section 134) and Local Uses of Funds (Section 135) of *The Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) of 2018. Section 135 of Perkins V requires that each district receiving Perkins V funds shall use these funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment (Section 134(c)). In Addition, elements of 2CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are also reviewed. In order to receive Perkins V funding, the local CTE program must meet the requirements of Perkins V, including addressing nationally recognized industry standards as defined by the Alaska Workforce Investment Board, and the State of Alaska English language arts, mathematics, and science standards. Programs shall utilize these and all required standards in their curriculum, a sequence of courses that create at least one CTEPS, staff with appropriate qualifications, adequate facilities and supplies, an organized system of career guidance that help all students make informed choices about their high school courses and career plans for the future, extra supports for students from special populations, and connections to postsecondary education opportunities. Dual credit and recognized postsecondary credentials are encouraged as part of the program. Continued consultation with an advisory committee is required, and the use of valid and reliable data to inform this body at least annually, demonstrate accountability, create improvement plans for program core performance indicators that are not met, and drive program improvement is required.

# I. Documentation and Consultation

## Requirements – Documentation and Consultation

| **Perkins Program Requirements** | **Indicators of Compliance** |
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| **134(a)** **Local Application Required** – Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency.  **134(c) CLNA -** To be eligible to receive financial assistance under this part, an eligible recipient shall (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.  **134(d) Consultation** – in conducting the comprehensive local needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders (1-8)  **134(e) Continued Consultation** – An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency.  **113(b)(4)(B)(v)) Availability** – The report described in clause (i) (Core Indicators Data Report) shall be made available by the eligible recipient through a variety of formats, including electronically through the Internet, to students, parents, educators, and the public, and the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand. | 1. A Four-Year Plan and Local Application has been submitted in a timely manner to the Department. 2. A Comprehensive Local Needs Assessment Results form has been submitted in a timely manner to the Department. 3. Advisory Committee membership meets statutory requirements. 4. Advisory Committee has met at least annually to review CTE program results including student achievement and to provide recommendations. 5. CTE Advisory Committee has been consulted in an ongoing fashion in the evaluation and program improvement planning process. 6. CTE program results including performance data are made available to the public through a variety of formats, including Internet. |

## Evidence – Documentation and Consultation

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * Most recent Four-Year Plan and Local Application - GMS * Most recent CLNA Results Form - GMS * Last two years of Advisory Committee lists – GMS * Last two years of Advisory Committee minutes – GMS * Weblink to publicly available Perkins data on the district website – GMS | Evidence of the entire process of the most recently completed CLNA undertaken by the district (data, notes, meetings, workbooks, etc.)  Interviews with Advisory Committee members.  Documentation that Advisory Committee is engaged in continued consultation.  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – I. Documentation and Consultation** | **YES** | **NO** | **TBD** |
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| ***Comments:*** |
| **Additional TA Available:**   * [Forms - Education and Early Development (alaska.gov)](https://education.alaska.gov/forms)   + Comprehensive Local Needs Assessment Workbook (Form #05-20-036a)     - Appendix B: Public Participation Guide – Tools to Generate and Obtain Public Input     - Appendix C: Potential Partner Worksheet   + Four Year Plan and Local Application Guidance (Form #05-20-037a)     - List of required Advisory Committee members     - Description of Continued Consultation |

# II. Fiscal Requirements

## Requirements – Fiscal Requirements

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| **Perkins Program Requirements** | **Indicators of Compliance** |
| **211(a) Supplement not Supplant** – 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.  **2 C.F.R. Part 200, Subpart D, §200.318(a) – Procurement Procedures** - The district has documented procurement procedures, which reflect applicable state, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in this part.  **2 C.F.R. Part 200, Subpart E, 200.403 – Allowable Costs** - The district has procedures in place to determine that costs meet general criteria of allowability under federal award:   * be necessary and reasonable, * be allocable, * conform to 2 C.F.R. Part 200 or the federal award requirements as to types or amount of cost items, * be consistent with policies and procedures that apply uniformly to both federally financed and other activities, * be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost, * be determined in accordance with generally accepted accounting principles (GAAP), * not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program, and * be adequately documented.   **2 C.F.R. Part 200, Subpart D, §200.313(d) Equipment Management** - The district has procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place.  **134(b)(2)(A) CLNA and Funding** - …the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded; | 1. Federal funds are not used to replace expenditures paid with state or local funds in previous year. 2. Personnel CTE-related tasks are reasonable, clearly delineated and documented, and compensation is commensurate with similar positions. 3. Expenditures are necessary and reasonable for use in Perkins programs, and adhere to all statutory requirements. 4. Equipment purchased with Perkins funds is identified on the item and district inventory; equipment is used for intended CTE program. 5. Comprehensive Local Needs Assessment (CLNA) Results Form (#) aligns with budgets. |

## Evidence – Fiscal Requirements

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * Last two years of Perkins budgets – GMS * Last two years of Reimbursement Requests – GMS | Position descriptions for CTE personnel funded with Perkins.  Equipment inventory logs showing Perkins equipment.  Evidence of control and use of supplies for approved CTE programs.  Evidence of process ensuring CLNA link for all expenditures  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – II. Fiscal Requirements** | **YES** | **NO** | **TBD** |
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| **Comments:** |
| **Additional TA Available:**   * [Uniform Chart of Accounts and Account Code Descriptions: 2018 Edition (alaska.gov)](https://education.alaska.gov/publications/chart_of_accounts.pdf) * [Forms - Education and Early Development (alaska.gov)](https://education.alaska.gov/forms)   + Four Year Plan and Local Application Guidance (Form #05-20-037a)     - Appendix B: Required Use of Funds [135(a-b)] |

# Program Elements

## Requirements - Part A: Student Achievement

| **Perkins Program Requirements** | **Indicators of Compliance** |
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| **134(b)(9)** Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps.  1S1: Four-Year Graduation Rate  1S2: Extended-Year Graduation Rate (5 years in Alaska)  2S1: Academic Proficiency in Reading/Language Arts  2S2: Academic Proficiency in Mathematics  2S3: Academic Proficiency in Science  3S1: Secondary Post-Program Placement  4S1: Non-Traditional Program Concentration  5S1: Recognized Postsecondary Credential | 1. All-In-One is submitted in a timely manner each year. 2. CTE data meets minimum requirements for concentrators every two years. 3. Approved CTE courses are counted in the Portal under all relevant sequences of courses/CTEPS. 4. Recognized Postsecondary Credentials are collected and reported. 5. Four-Year Plan and Local Application and Annual Update includes plan(s) for improvement as applicable including:  * core performance indicators that the district failed to meet at the 90% threshold. * disaggregated categories of students for which there were quantifiable gaps in performance. * Action steps to be taken.   + Staff member(s) who are responsible for each action step. |

## Evidence – Part A: Student Achievement

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * Last two years of All-In-One data – Portal * Last three years of Core Indicator improvement plans (if applicable) – GMS * Student Data as needed, which may include:   + [Data Center - Education and Early Development (alaska.gov)](https://education.alaska.gov/data-center)     1. Graduation Data     2. Special Education Data     3. Dropout Rates     4. District Report Cards * Homeless Data – Prior Year [Title X-C: Homeless Educational Support (McKinney-Vento) - Education and Early Development (alaska.gov)](https://education.alaska.gov/esea/TitleX-C) | Evidence of Internal data collection procedures and queries that align with required CTE indicators.  Evidence of comparison of Perkins data to overall District data.  Evidence of the process and criteria the district uses to identify and report Perkins special populations.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – Part A: Student Achievement** | **YES** | **NO** | **TBD** |
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| **Comments:** |
| **Additional TA Available:**   * Core Indicator Data – CTE Portal * Longitudinal Graph Data Analysis Template – GMS Document Library |

## Requirements - Part B: Program Quality

| **Perkins Program Requirements** | **Examples - Indicators of Compliance** |
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| **134(b)(2)(A-B)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including -   * How the results of the CNA informed the selection of CTE programs and activities to be funded * Description of any new programs of study the district will develop and submit to the SEA   **134(b)(6)** Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable  **134(b)(3)(A)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide Career exploration and career development coursework, activities, services | * CTE Programs of Study (CTEPS) Offered (minimum of 1) and include:   + Courses approved by DEED (minimum 2 credits, 1 of which must be technical)   + Alignment with postsecondary partner/institution   + Sequence within a single career pathway   + Entire CTEPS available within a student’s HS tenure * Facility is adequate to facilitate students learning the CTE standards. * Supplies are adequate to facilitate students learning the CTE standards * Results of the CLNA and collaboration with local workforce entities drive development of Perkins programs and career development courses, activities, and services * Work-Based Learning (WBL) opportunities are available, being developed, or being expanded as applicable. |

## Evidence – Part B: Program Quality

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * CTEPS Forms – CTE Portal * Course Approvals – CTE Portal * WBL indicators – CTE Portal * Four-Year Plan and Local Application – GMS | Documentation of one complete CTEPS at a minimum  Schedule documenting that CTEPS may be completed within a student’s HS tenure (i.e. 2 years of HS schedules).  Current Class schedule of all Perkins CTE classes including locations (room#/maps), and list of CTE teachers  Evidence that the facilities support curriculum – adequate space, tools and equipment in working order, adequate supplies, current software, etc.  Evidence that Instructor(s) and student(s) demonstrate appropriate safety procedures for self and others, e.g., hard hats, safety glasses, ear protection, etc.  Evidence that facility safety measures are in place, e.g., safety lanes around power equipment, eye-wash station, MSDS posted, work site is clean and junk-free, etc.  Documentation of connection between CLNA and/or local workforce entities and Perkins program development.  Evidence of WBL opportunities.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – Part B: Program Quality** | **YES** | **NO** | **TBD** |
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| ***Comments:*** |
| **Additional TA Available:**   * [Forms - Education and Early Development (alaska.gov)](https://education.alaska.gov/forms)   + CTE Program of Study Template (Form #05-20-035)   + Course Description and Standards Crosswalk (Form #05-20-038) * [Work-Based Learning Guide March 2020 (alaska.gov)](https://education.alaska.gov/tls/CTE/docs/wbl/5-22-2020%20Work%20Based%20Learning%20Guide.pdf) * Alaska Department of Labor [Labor market information (alaska.gov)](https://live.laborstats.alaska.gov/landing/labor-market-info.cfm) * [Alaska Apprenticeship Plan](https://awib.alaska.gov/Alaska_Apprenticeship_Plan-10-2018.pdf) |

## Requirements - Part C: CTE Programs and Programs of Study (CTEPS)

| **Perkins Program Requirements** | **Indicators of Compliance** |
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| **134(b)(4)** Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that ‘constitute a well-rounded education’ (8101 of ESSA)  **134(b)(7)** Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable | 1. Dual credit/postsecondary credit opportunities are available for Perkins courses. 2. Secondary and post-secondary instructors who are teaching an articulated program meet regularly. 3. Articulation agreements for specific Perkins courses/programs are regularly reviewed and renewed. 4. Perkins courses include current industry standards, and all other standards required by the state. 5. Teachers are able to describe how they use the standards identified in the course crosswalks. 6. Recognized Postsecondary Credential(s) are available. |

## Evidence – Part C: CTE Programs and Programs of Study (CTEPS)

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * Perkins CTE Course Crosswalks – CTE Portal * Recognized Postsecondary Credential data – CTE Portal * Perkins CTE Attendance/Concentrators – CTE Portal | Evidence that Perkins courses including all required standards are being taught with fidelity.  Evidence of regular meetings between teachers and faculty or apprenticeship personnel who are teaching an articulated program.  Documentation of current articulation agreements.  Evidence of Recognized Postsecondary Credential(s) available to students.  Interview with CTE curriculum coordinator.  Observations/Interviews with students.  Observations/Interviews with teachers.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – Part C: CTE Programs and Programs of Study (CTEPS)** | **YES** | **NO** | **TBD** |
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| ***Comments:*** |
| **Additional TA Available:**   * [Forms - Education and Early Development (alaska.gov)](https://education.alaska.gov/forms)   + CTE Program of Study Template (Form #05-20-035)   + Course Description and Standards Crosswalk (Form #05-20-038) * [Alaska Standards - Education and Early Development](https://education.alaska.gov/standards)   + English Language Arts, Mathematics, Science   + Cultural, Employability |

## Requirements - Part D: Recruitment, Retention, and Training of CTE Educators

| **Perkins Program Requirements** | **Indicators of Compliance** |
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| **134(b)(8)** Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and specialized support personnel and paras, including those underrepresented in teaching professions | 1. Teachers have current and appropriate training to facilitate student mastery of CTE standards. 2. District has an ongoing plan for professional development of Perkins CTE staff including teachers, administrators, counselors, and specialized support personnel. 3. Perkins CTE staff including teachers, administrators, counselors, and specialized support personnel are informed regarding Perkins V program in the district and relevant requirements. |

## Evidence – Part D: Recruitment, Retention, and Training of CTE Educators

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * Teacher Certification Lists * Professional Development Expenditures in budgets – GMS * Most recent CLNA Results - GMS * Most recent Four-Year Plan and Local Application - GMS | Evidence of teachers’ industry experience and/or certification(s)  Evidence of comprehensive and sustained professional development activities by teachers, counselors, and others that are related to Perkins CTE Programs of Study (CTEPS).  Evidence that teachers have been trained in use of the current technology or tools needed to teach to standards of their CTE courses.  Evidence of recruitment/retention strategies that include CTE staff.  Interviews with teachers, counselors, support staff, administrators.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – Part D: Recruitment, Retention, and Training of CTE Educators** | **YES** | **NO** | **TBD** |
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| ***Comments:*** |
| **Additional TA Available:**   * [Forms - Education and Early Development (alaska.gov)](https://education.alaska.gov/forms)   + Comprehensive Local Needs Assessment Workbook (Form #05-20-036a)   + Four Year Plan and Local Application Guidance (Form #05-20-037a) * CTE Listserve – Sign up for the listserve and receive notices of AK training opportunities <http://list.state.ak.us/mailman/listinfo/cte_coordinators> |

## Requirements - Part E: Equity and Access

| **Perkins Program Requirements** | **Indicators of Compliance** |
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| **134(b)(2)(C)** Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including -   * How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS   **134(b)(3)(B-C)** Description of how the district, in collaboration with local workforce development boards and other agencies, will provide   * Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA * An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE   **134(b)(5)** How the district will –   * Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency * Prepare CTE participants for non-traditional fields * Provide equal access for special populations to CTE * Ensure that members of special populations will not be discriminated against | 1. There is an organized system of career and academic guidance/counseling in place to provide all students before enrolling and while participating in Perkins programs with:    * Up-to-date career information including high-skill, high-wage, in-demand occupations, and local and regional employment opportunities.    * CTE course offerings available, and whether courses are part of a CTEPS and offer WBL, RPC, dual credit, etc.    * Other opportunities and activities are available for career exploration including but not limited to career fairs, job shadowing, internships, CTSOs, career exploration camps, etc.    * What postsecondary opportunities are available.    * What is needed to complete their academic and career goals, including the use of a Personalized Learning and Career Plan (PLCP). 2. In addition to the career guidance/activities all students receive, the district has evaluated their program for barriers to success for any of the 9 special populations categories the district is likely to encounter and has:    * Enacted recruitment and retention strategies to overcome barriers to success of students in any special population category.    * Enacted strategies to ensure that access to and success during Perkins program(s) are not limited by Non-Traditional Occupation participation, income, disability, homelessness, foster care, or any other special population status. |

## Evidence – Part E: Equity and Access

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| **Documentation DEED/CTE Already Has** | **Possible Additional Documentation to be Collected** |
| * CLNA Results Form – GMS * Four-Year Plan and Local Application – GMS * Last two years of budgets – GMS * Student Data as needed, which may include:   + [Data Center - Education and Early Development (alaska.gov)](https://education.alaska.gov/data-center)     - Graduation Data     - Special Education Data     - Dropout Rates     - District Report Cards   + Homeless Data – Prior Year [Title X-C: Homeless Educational Support (McKinney-Vento) - Education and Early Development (alaska.gov)](https://education.alaska.gov/esea/TitleX-C) | List of counseling staff, if applicable.  Guidance materials that give parents and students information about available courses and CTEPS, and how a complete CTEPS can be obtained during High School.  Documentation of Information on postsecondary opportunities provided to students such as further education, apprenticeships, internships, etc.  Documentation of Information on career opportunities in high-skill, high-wage, in-demand occupations provided to students.  Evidence of student participation in career planning PLCPs such as AKCIS or another tool.  Evidence of extra support provided for students from special populations above and beyond ‘baseline’ career counseling and activities.  Evidence of district policies of nondiscrimination and fee waivers.  Interviews with guidance counselors, CTE Teachers, Parents.  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **District in Compliance – Part E: Equity and Access** | **YES** | **NO** | **TBD** |
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| ***Comments:*** |
| **Additional TA Available:**   * [Forms - Education and Early Development (alaska.gov)](https://education.alaska.gov/forms)   + Comprehensive Local Needs Assessment Workbook (Form #05-20-036a)     - Appendix A: Resources - [Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE](https://cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)   + Four Year Plan and Local Application Guidance (Form #05-20-037a)     - Pages 11-14 – a variety of links to resources for special populations * [Alaska Commission on Postsecondary Education - Alaska Student Loan Corporation > PLANNING > AKCIS](https://acpe.alaska.gov/PLANNING/AKCIS) |