**District: Date:**

###### District Program Contact: EED Staff:

◼ 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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EED Reviewer Date

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District Designee Date

This program monitoring review of the local Career & Technical Education Program reviewed the activities related to the local plan for Career & Technical Education (i.e. CTE) Programs (Section 134) and Local Uses of Funds (Section 135) of the Carl D. Perkins Career& Technical Education Improvement Act of 2006. Section 135 of Perkins IV requires that each district receiving Perkins IV funds shall use these funds to improve career and technical education programs that include the required program elements and have an approved local career and technical education plan on file (Section 134).

***Materials that must be sent to EED/CTE 2 weeks before on-site visit:***

* Each high school’s class schedule for current and previous school year   
  (please include CTE teachers’ & counselors’ names, room numbers, and prep times for current schedule)

***Materials reviewed in EED office before on-site review:***

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| * Most recent District Perkins 5-year plan/narrative | * CTE Programs of Study (CTEPS) |
| * Latest District Perkins Data report | * Prior compliance review if available |
| * District definitions for Perkins data collection | * Other communications as appropriate |
| * CTE course alignments & approved course list | * FY12 & FY13 Perkins IV grant files |

***Materials needed on-site:***

* Maps of each high school
* Please see Column 3 on pages 2 – 7 of this form for examples of documentation needed

***CTE personnel to be interviewed on-site:***

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| * District’s CTE Program Coordinator | * CTE Teachers |
| * Principals from high schools with CTE programs | * Perkins Data Collection Staff |
| * High School Guidance Counselors and Advisors | * Program Advisors from community, parents, employers, etc. |

**Overview of Federal and State Perkins Program Expectations**

In order to receive Perkins IV funding, the local CTE program must be of “sufficient size, scope, and quality to be effective.” The Alaska Workforce Investment Board defined addressing nationally recognized industry standards as a necessary program standard for career & technical education (CTE) in order meet this Perkins requirement. The State Board of Education also requires student mastery of the state’s reading, writing, math & science performance standards/GLE’s. Elements of a standards-based CTE program include a curriculum that includes sequences of courses that demonstrate rigorous content aligned with challenging academic standards, at least one CTEPS, staff with appropriate qualifications, adequate facilities and supplies, career guidance services that help students make informed choices about their high school courses, career plans for the future, and connections to postsecondary education opportunities and outcomes. Third-party technical student assessments are encouraged, especially when they can help students move seamlessly into the next level of training and education.

The federal Perkins program is very concerned with using valid and reliable data to demonstrate accountability and to inform program improvement decisions. Therefore, the collection and aggregation of accurate student data on CTE participants and concentrators is very important.

The progress and success of students within the CTE programs must be assessed annually with the assistance of a CTE advisory body using, at a minimum, the data generated for Perkins reports.

###### Size, Scope & Quality of CTE Program

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 1. ***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 program of study***.  [*References:§ 135(b)(2) & 122(c)(1)(A);]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. CTE Programs of Study (CTEPS) that are linked to specific postsecondary partners and sequences of instruction leading to specific outcomes (credential, certificate, AA or baccalaureate). 2. Secondary and post-secondary instructors who are teaching an articulated program meet annually. 3. Dual credit opportunities are available for CTE courses. 4. Articulation agreements for specific CTE courses/programs are annually reviewed and renewed. | * CTE Program of Study (CTEPS). * Evidence of annual meetings between teachers and faculty or apprenticeship personnel who are teaching an articulated program. * Guidance materials that show parents and students the available dual credit courses, tech prep programs and CTEPS. * Current articulation agreements. * Records of students who successfully transition to postsecondary or apprenticeship program. |
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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 2. ***Initiate, improve, expand, and modernize*** quality career and technical education programs. CTE ***curriculum*** provides a sequence of courses/standards that are based on ***current industry standards***, and provide students with academic, employability and career & technical knowledge and skills to move to the ***next step*** of training and/or employment ***without duplication or remediation***.  *[References: §134(b) (1, 3) & 135(b) (1 -3).*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. All CTE course sequences have current course alignments using the most recent version of EED form #05-03-025b 2. CTE courses are **based on current industry-standards**; 3. CTE courses include the following  * related state performance standards/GLE’s, * Alaska’s employability and cultural standards, * All Aspects of Industry, and * appropriate student assessments  1. CTE course alignments are approved by EED. 2. Each program includes a sequence of courses/standards offered within the past 2 school years. 3. Students earn industry skill credentials or postsecondary credit. 4. There is a mechanism in place for students to have a clear understanding of what coursework will be necessary to complete their academic, career and technical goals, e.g. advisors or counselors. | * CTE course alignments * Most recent EED CTE Course Approval List * CTE Program of Study (CTEPS) * Schedule that documents full sequence of courses offered within two years * Interviews with CTE teachers and guidance counselors, curriculum coordinator * Evidence of industry credentials earned by students * Interviews with students * Guidance materials that identify sequences of CTE courses * Other academic and career planning materials for students and parents, e.g.:   + Students’ 4+ planning guide   + Information about how high school CTE courses fit into post-secondary education, apprenticeship, or on-the-job training   + Information that helps students decide which CTE courses to take   + AKCIS Portfolios   + Any other academic and career planning materials the district uses |
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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 3**.** ***Instruction*** of CTE curriculum is provided in a manner that results in all enrolled students’ mastery of CTE course academic and technical standards. i.e. teachers with appropriate training and/or experience and facilities that support the curriculum with adequate space, equipment and supplies.  *[References: Provide services and activities that are of sufficient size, scope, and quality to be effective §135(b) (3 & 8; §134(b)(1-3) & 134(b)(6)]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. Courses are offered regularly to enable students to complete program sequences. 2. Courses are aligned with challenging academic standards and embed applied academic concepts into CTE curriculum 3. Teachers have the appropriate training to facilitate student mastery of CTE standards. 4. Facility is adequate to facilitate students learning the CTE standards. 5. Supplies are adequate to facilitate students learning the CTE standards. 6. Teachers provide students with experience in and understanding of All Aspects of Industry. | * Evidence of teachers’ industry certification(s) * Evidence of teachers’ industry experience * Facility supports curriculum – adequate space, tools and equipment in working order, adequate supplies, current software, etc. * Instructor and students demonstrate appropriate safety procedures for self and others, e.g., hard hats, safety glasses, ear protection, etc. * Safety measures are evident in facilities, e.g., safety lanes around power equipment, eye-wash station, MSDS posted, work site is clean and junk-free, etc. |
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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 1. Provide ***professional development*** programs to secondary teachers, administrators, and career guidance and academic counselors, including  * effective integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development); * effective use of scientifically based research and data to improve instruction; * ensure that personnel stay current with all aspects of an industry; * internship programs that provide relevant business experience; * programs designed to train teachers specifically in the effective use and application of technology to improve instruction;   [*References: § 134(b)(4); §135(b) (5), (A-D); § 122 (c) (2)*]   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. Annual needs assessment for CTE professional development. 2. CTE staff have professional development plans. 3. CTE related professional development for CTE program staff, support services and/or administration is current. | * Evidence of comprehensive and sustained professional development activities by teachers, counselors, and others that are related to CTE Programs of Study (CTEPS). * Interviews with teachers and counselors. * Evidence of business internship programs for teachers. * Evidence that teachers have been trained in use of the current technology needed to teach to standards of their CTE courses. * Teachers describe how they use the standards identified in the course alignments. |
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###### CTE Program Development, Evaluation & Community Involvement

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 5. 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.  [*References § 134(b)(7-8) & 135(b)(6)]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. One or more elements of CTE program are evaluated annually. 2. Special population results have been reviewed and addressed. 3. CTE program plans have been adjusted based on program evaluation(s). | * CTE program data used for CTE program evaluations. * Other local data used for CTE program evaluations. * Written findings of evaluations. * Plans for CTE program improvement linked to evaluation findings. * Evidence that CTE advisory group has participated in the evaluation and program improvement planning process. |
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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 6. Provide programs that enable ***special populations***to meet the local adjusted levels of performance; provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency; promote preparation for non-traditional fields.  (Note: Perkins defines Special Populations as students who are:   * individuals with disabilities; * individuals from economically disadvantaged families, including foster children; * individuals preparing for non-traditional fields; * single parents, including single pregnant women; * displaced homemakers; and * individuals with limited English proficiency.   [*References § 134(b)(8-10) & 135(b)(6)]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. District has recruitment and retention strategies to overcome barriers to success of students in any special populations category. 2. Program has been reviewed by personnel knowledgeable of programs standards and of the needs of special populations students. 3. Recent program evaluation specifically addressing special populations. 4. Students with IEPs or 504 Plans are provided accommodations or support services for CTE courses. 5. Access to CTE classes not limited by financial factors. | * Results, data, and/or notes of review of ability of students in non-traditional courses to meet CTE course standards. * District policy for CTE course fee waiver for low income students. * Interviews with teachers, guidance counselors, and students. * Documentation that teacher or counselor uses “Get Off the Hook—Don’t Flounder” curriculum for teaching about NTO. * Evidence that CTE advisory group has participated in the evaluation and program improvement planning process. |
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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 7. Use of community ***stakeholders*** to ***evaluate and improve*** CTE program.  *[References § 134(b)(5]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. Membership meets statutory requirements: parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals. 2. Advisory body has met to review CTE program results and provide recommendations. | * Agendas and minutes of advisory group meetings. * List of advisory group members and the group each one represents. * Interviews with advisory group members. * Documentation that advisory body has participated in the annual evaluation as mentioned in #5 above. |
| Comment: | | |

###### CTE Data Collection and Reporting

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 8. CTE program ***data*** aggregation and reporting is a valid and reliable reflection of the CTE program results.  *[References: § 113 (a, b.4); § 134(b)(2); and § 135(b)(6)]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | * 1. CTE data definitions used meet state minimum requirements   2. CTE definitions are consistently implemented.   3. Approved CTE courses are counted   4. CTE certifications, etc. are collected and reported   5. Required reports are submitted within timelines. | * AIO form * Internal data collection procedures and queries align with required CTE definitions and measures. * Perkins accountability narrative questions completed within annual Report/Application. |
| *Comment:* | | |

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 9. An annual ***report*** that includes CTE program data showing the district’s CTE student progress is prepared and submitted to EED, and is ***available to the public*** through a variety of formats, including electronically through the Internet.  *[References: § 113 (a, b.4.C.v); § 134(b)(2)]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. CTE program results including performance data are submitted to EED. 2. CTE program results including performance data are made available to the public through a variety of formats. 3. Required reports are submitted within timelines. | * Perkins accountability narrative questions completed within annual Report/Application. * A report of CTE program student progress is available to the local community |
| *Comment:* | | |

**District CTE Plan of Improvement**

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 10. If a district or institution failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance, the district or institution shall develop and implement a ***program improvement plan*** (with special consideration to performance gaps) during the first program year succeeding the program year for which the levels of performance were not met for any of the core indicators of performance.  *[References: § 123 ( 1-5)]*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. Plan includes core indicators that District failed to meet at 90% threshold. 2. Plan includes 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. 3. Plan includes 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. 4. Plan includes the staff member(s) who are responsible for each action step. 5. The plan includes the timeline for completing each action step. | * District Plan for Improvement. |
| *Comment:* | | |

**District Perkins Fiscal Accountability**

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 11. ***Funds*** made available under this Act for career & technical education activities ***shall supplement, and shall not supplant***, non-Federal funds expended to carry out CTE activities.  *[Reference: § 311 (a)*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | Federal funds are not used to replace expenditures paid with state or local funds in previous year. | * Perkins budgets approved and supported by expenditure reports. |
| *Comment:* | | |

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| ***Requirement*** | Indicators of Compliance | Examples of Documentation |
| 12. Federal fund expenditure documentation consistent with federal requirements in Compliance Circulars A-87 and A-133.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Yes** | **No** | | TBD | | |  | |  | |  | | 1. Personnel CTE-related tasks clearly delineated and documented. 2. Travel documentation makes reasonable connection between CTE activities and travel costs 3. Equipment purchased with Perkins funds is identified on the item and district inventory; equipment is used for intended CTE program 4. Supplies are necessary and reasonable for use in CTE program; do not personally benefit any individual. | * Position description reflects reasonable CTE-related tasks and FTE; compensation commensurate with similar positions. * Personnel charges are supported by signed Time & Effort documentation as required in A087 (B) * Travel request * Purchased equipment is formally identified, inventoried and used for approved CTE program. * Evidence of control and use of supplies for approved CTE programs |
| *Comment:* | | |