

Alaska Department of Education & Early Development
Carl D. Perkins Career and Technical Education Improvement Act of 2006
Local Plan for Career & Technical Education Programs
FY2014-2018

Background

Local career and technical education (CTE) programs are facing increasing expectations – from career exploration to entry-level proficiency and continuing education/technical updating - to provide a range of programs and services so Alaskans are prepared to support their families and participate in the state's economy. The Alaska Career & Technical Education Plan was established in 2010 to identify strategies for the major state education and training entities to collaborate their resources toward more effective and efficient support of this goal.

The primary federal resource that is designed to assist secondary and postsecondary public education programs in meeting this goal is the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (aka "Perkins IV"). It provides resources to supplement state and local support for identified federal priorities within educational institutions' CTE programs that are "of sufficient size, scope and quality to be effective". These priorities include emphasis on planned programs of study that result in employer-valued certificates, credentials or degrees for students by integrating academic standards so remediation is unnecessary, ensuring attention for career guidance, support for "high skill, high wage, high demand" career pathways, access and assistance for special populations and meeting federally prescribed accountability measures.

Eligibility for Perkins' funds requires an EED approved local five-year CTE plan that includes strategies that address the federal statutory requirements in ways that:

- Promote continuous improvement in services and activities that link secondary and postsecondary CTE for students,
- Promote continuous improvement of academic achievement and technical skill attainment; and
- Identifies and addresses current or emerging occupational opportunities for Alaskans.

This plan and subsequent annual reviews must involve input from a CTE advisory body composed of the membership identified in the Perkins IV legislation.

Planning Coordination

This planning activity is intended to result in a five-year framework for the improvement of the district/institution's CTE program planning, implementation and evaluation within the context of the district or institution's overall strategic plan, i.e. the "20,000 foot level". The detail needed for annual implementation will be provided by grantees through their annual grant reports and funding applications. In order to remain useful, this plan may be updated at any time as local, state or national conditions change.

Submission

This updated local CTE Plan document may be submitted in either of two formats:

1. An expansion of the entity's strategic plan or other plan that is currently in effect to address specific CTE issues. The enclosed Table of Contents (page 2 of this document) must be completed to identify the pages where each section begins.
--OR--
2. Use of the attached plan form, with a response to each section entered in the form. This form includes a rubric based on the Perkins' statute and the Alaska Career & Technical Education Plan that will be used by the state for review.

Submit the completed CTE Plan electronically in either MSWORD or pdf format as an email attachment to ctegrants@alaska.gov . This plan must be completed and approved prior to any FY14 Perkins grant award.

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FY2014-2018

District/Institution Name: Mailing Address: Address line 2: City & zip:	CTE Contact Name: Phone #: Fax #: Email:
Name & Position of Authorizing Official: Signature: _____ Date: _____	

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Career & Technical Education 5-year Plan

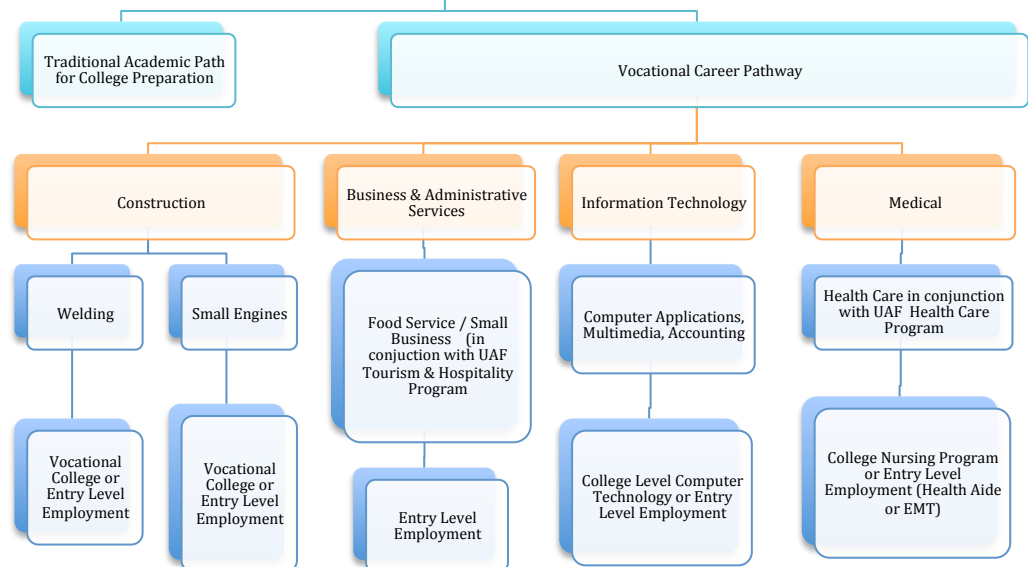
Overview

Provide a synopsis of the district / institution's 5-year plan.

The Alaska Gateway School District Vocational Education Program is designed to provide students with the skills that will enable them to be successful once they enter the world of work. The Vocational Program design will address employment needs that are both local and statewide and will conform to the State Employability Standards. In a time when technology can quickly render specific knowledge and skills obsolete, the ability to be flexible and to adjust and to acquire and apply new information to any given situation is a required survival skill.

The chart below is a brief synopsis of the AGSD vocational education 5-year plan. It illustrates our overall goal and vision to prepare students for the transition into a college program or directly into an employed position.

Students Entering the 9th Grade & Their Parents Have Already Been Working With the Career Counselor for Three Years and are Prepared to Choose Their Career Pathway



The effectiveness of our five-year plan will be assessed by the improvement in the graduation rate, individual improvement in a student's assessment scores, an increase in the number of post-secondary enrollment in career and technical schools, and increase in the number of our graduates in the local workforce.

1: Transitions

A. Review Data and Recommendations for Future

Describe the conclusions that are addressed in this 5-year CTE Plan.

Need more work here & data

The students targeted for services in our district attend wide-spread small schools located in the communities of Northway, Tok, Mentasta, Tanacross and Tetlin. With the exception of Tok, these are 100% Alaska Native schools. Tok is 55% Alaska Native.

Each of these communities is rich in natural beauty, resources, and potential, but they are economically and educationally impoverished. The transition from the traditional cultures of our indigenous population to the powerful influences of western society has been a difficult one, resulting in large economic and cultural gaps between our communities and the outside world. It has been just 65 years since the Alaska Highway first came through the Upper Tanana Valley, and that ensuing transition has created a segment of our student population who are disengaged from the “system”. These are a people searching for connections within their communities and for meaning within an education system that has implication for the future of their communities and themselves. It is clear that some mechanism of bridging the academic and social gaps in our region is needed.

The communities of our targeted schools have chronic low income and high rates of unemployment. The per capita income in Alaska is \$44,174. As can be seen in the chart below, using current information in the State of Alaska Community Information Database, the target communities in this proposal fall significantly below that. All of the schools in AGSD are Title I, School Wide Schools and all, but one of the schools proposed are 100% Free and Reduced. 56% of our students live in households receiving AFDC.

Target Communities Compared to State-wide Data (2013):

	Per Capita Income	Poverty Rate	Unemployment Rate	Persons Not Working
Alaska	\$44,174.00	9.99%	7%	
Tok	\$22,355.00	7.93%	10%	0.3%
Tetlin	\$15,383.00	10.9%	18%	0.3%
Tanacross	\$14,801.00	13.1%	28%	55%
Mentasta	\$9,355.00	50.3%	50%	36%
Northway	\$8,377.00	72.0%	18%	73%

The Career and Technical Education Committee has identified four career strand areas that the district offers approved curriculum in. These career strands are:

Career Strand:	Projected Increase in Jobs:
Construction	10%
Business & Administrative Services	13%
Information Technology	14%
Medical (Health Care)	31%

See Appendix "A" for a complete break down of classes offered in each area and course curriculum for each of those classes.

The district currently **offers varied vocational classes at each site** that fall within the guidelines for one or more of the above career strands. The outlying school sites, such as Northway and Eagle, offer a basic computer curriculum. Mentasta has developed a program in Tourism and Hospitality and is in the process of negotiations with the University to implement an articulated agreement for their Food Services Program. Eagle offers a summer work program that is dovetailed with their regular academic program, using local expertise to teach "hard" vocational/technical skills, such as welding or carpentry. Dot Lake has done an admirable job in integrating technology into its basic curriculum by completing several small web-based projects and using local expertise to augment its program. Applied Math is taught at all but one of our district sites, and there are plans to expand the applied curriculum program into Applied Biology/Chemistry and Principles of Technology.

The district has been working to develop a solid focus for its VocEd program, and based on the input provided from the Advisory VocEd Committee, is moving toward a greater emphasis in the program in two areas: Management and Construction Trades. These courses are based on state and industry standards, and are reviewed by members of the industry. This includes the development of an articulation agreement for the following classes:

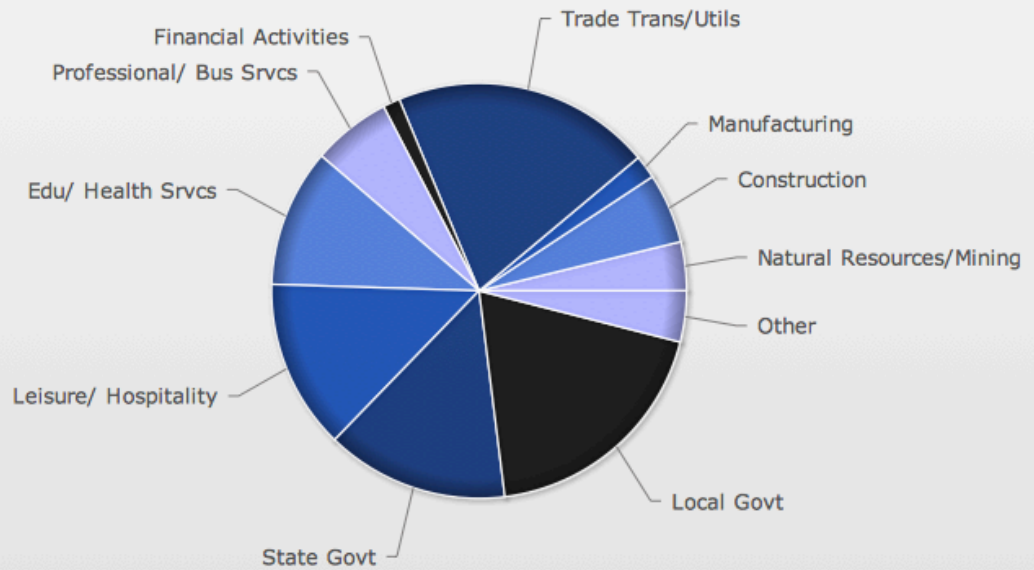
Health Care
Computer Application
Multi-Media Computers
Computerized Accounting
Welding

Because of current expertise, one site, Mentasta, is also offering a program in Food Service Technology, and the district is in current discussions with the University of Alaska Tourism and Hospitality program for possible articulation.

The four career strand areas that the Vocational Education Committee has identified address specific employment needs in the region and state. Each of these focus areas addresses a potential area of employment growth in the region. Food Service and Hospitality workers, for example, make up the majority of entry-level summer employment opportunities in the Tok area. Construction trades also offer viable employability in the Tok and interior region. In each of these areas there is a specific emphasis on the inclusion of special populations students, including those who are learning disabled or physically impaired, or are members of a minority group.

The district **is currently working on articulation agreements** in three areas...Welding technology, Office Management, and Food Service. These have been in the works for over a year at this point, and it is anticipated that these will be concluded during the upcoming school year.

2012 Resident Workers by Industry



Preparing for career pathways is an integral part of 21st Century students' lives; it often defines the world they will live in. Are there CTE goals as well as core content goals? If not, this should be included in the planning process. How are CTE and core content goals addressed in the curriculum? Are the goals separate or integrated in all areas for all students?

Start with the results of the current CTE programs of study and sequences also identify what the district / institution plans to achieve in five years. How does this CTE vision describe a future that is better than the past or present?

Data to consider might include:

- Labor market information
- Industry projections
- Student achievement information
 - Graduation Rates
 - Work Keys information
- Community expectations
- District / institution's strategic plan (Appendix with highlighted areas)
- Advisory recommendations

Describe the conclusions that result from this review of the district / institutions' CTE activities. This establishes the basis for developing valuable and reasonable CTE program goals for the next five years. Use data to support conclusions, e.g.

- What occupation areas are needed in the community & region?
- What has worked and why?
- What is recommend to do differently and why?

B. On-Going Evaluation of Program Effectiveness

Explain the

Alaska Gateway School District recognizes that local, regional, and statewide human

process, timeline, and tools that will be used to evaluate and revise this 5-year CTE plan on an on-going basis.

resource needs are fluid and an effective vocational program must be one with frequent monitoring, review, and improvement. This includes assessment of our program with hard data as well as regular review of current trends in job growth. The following table shows the basic outline of our program assessment process:

Action	Responsibility	Timeline	Metric
Electronic Career Planning	District Career Counselor	Throughout school year	AKCIS checklist completed/updated for all participating students
Statewide Career Readiness Assessment	District Career Counselor	1 time per school year	WorkKeys Career Readiness Certificates and Scaled Scores
Student Success and Achievement Data Review	CTE Teacher, School Principal, and CTE Director	1 time per semester	Power School Data
Evaluation of CTE Course Implementation	School Principal	1 time per month	Adherence to Curriculum Standards, Student Learning Environment, Student Participation.
Post-Graduation Survey Data	CTE Director and District Career Counselor	1 time per year	Rates of graduates employed in program-related jobs or in related education/training programs
Site Visit	CTE Director	1 time per quarter	Progress Through Curriculum, Student Interest Survey Results and Student Portfolio Progress Review
Formal Program Evaluation	CTE Committee	1 time per year	Evaluate Program Progress Using Above Data and Discuss Ideas for Improvement

2: Aligning Curricula

A. Identification of Curriculum

Identify the curriculum for the career pathways - including current

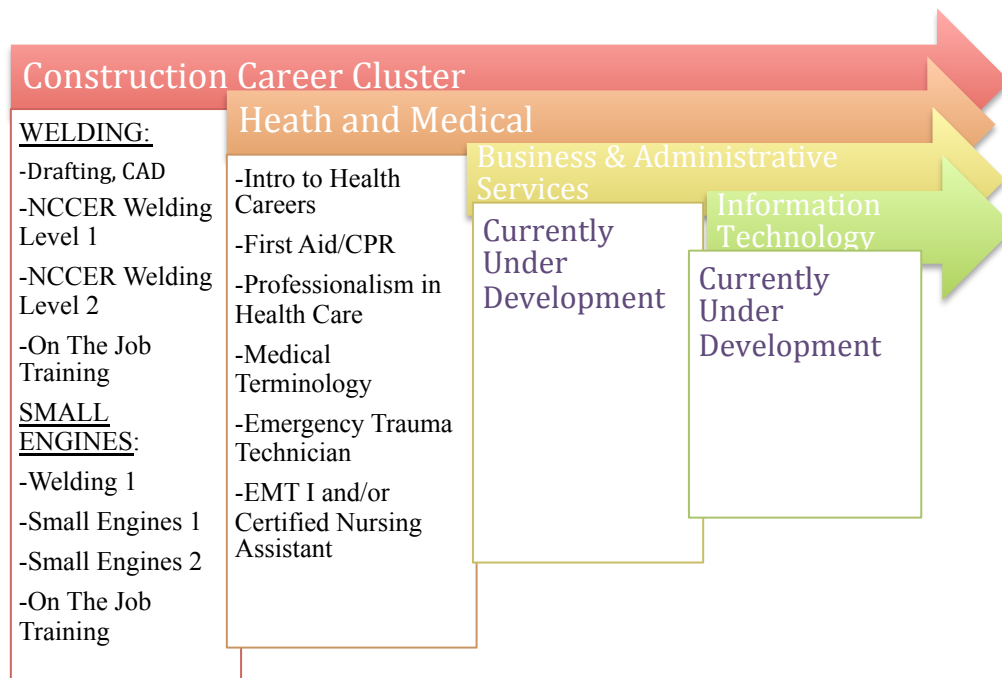
AGSD is currently focused on continuing and further development of four career pathways based primarily on human resource needs in our region of Alaska. Our curriculum for these career pathways is the result of collaborative work with our partner organizations including the University of Alaska, Fairbanks and local businesses. There is a high demand for construction workers, office staff/clerks, hotel workers, health care providers, and repair

academic and technical standards - that will be provided during the next 5 years and meets the standards of employers and/or further training.

shop technicians in our community. This is particularly true in the summer, but also includes many high-wage year-round positions.

The curriculum for all four career pathways include third party skills assessment and recognized certification programs. Our community wants and needs to be confident in the demonstrated knowledge and skills of entry-level workers.

The following graphic summarizes our curriculum plan for our career pathways showing some of the supporting courses for each one:



Each of the CTE courses include CTE goals. Core content goals are fully integrated in all of the career pathways including year-by-year achievement objectives to help maintain and build student enthusiasm for their selected career pathways.

CTE courses are infused in and tightly integrated with our standard academic curriculum in that CTE courses taken by students on a selected career pathway may also be taken as elective courses for students wishing to explore their interests or simply to learn a skill. In this way, CTE courses extend learning opportunities for all students to increase critical thinking skills, practice collaborative learning and develop 21st century skills.

The AGSD CTE program will be assessed and reviewed using hard data on an annual basis. We expect improvements in the program annually as a result of the CTE committee meetings and discussions.

B. CTE Programs of Study

Identify the aligned district/ institution's CTE Programs of Study that connect secondary academic and technical courses with post-secondary programs so students meet employer expectations.

The AGSD CTE Program of Study includes a planned sequence of academic and technical courses that are aligned from secondary and post-secondary programs and lead to a recognized certificate, credential or degree, ideally without the need for remediation. The following are examples of our career pathway programs of study:

SMALL ENGINES:

Middle School Exploratory Options (OPTIONAL)		
6 th AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities	7 th Career Clusters Interest Inventory AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities	8 th AKCIS Jr. Portfolio + HS Course Planner Career Interest Inventory KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities

SECONDARY PROGRAM COMPONENTS (Please designate CTE Classes in **Boldface font**; state-required assessments are shown in **Boldface-italic font**)

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
SBA, Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		SBA/HSGQE, Career Interest Inventory, AKCIS Portfolio, PLCP		WorkKeys, PSAT, SAT, ACT, Accuplacer/Compass, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/Compass, AKCIS Portfolio, PLCP	
Courses		Courses		Courses		Courses	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English 9		English 10		English 11		English 12	
Algebra I		Geometry or Algebra II or CORD Applied Math		Algebra II			
Earth Science		Biology		Chemistry/Physics		Physics	
Geography		World History		US History		Government	Alaska History
PE		Welding I		Small Engines I		Small Engines II	
Health	Drafting/Autocad	World Language		World Language		OJT	

All students will also receive a pass the **NextGen Technology** assessment or be required to take a basic computer skills course to meet the technology credit requirement of Alaska Gateway School District.

WELDING:

Middle School Exploratory Options (OPTIONAL)		
6 th AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities	7 th Career Clusters Interest Inventory AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities	8 th AKCIS Jr. Portfolio + HS Course Planner Career Interest Inventory KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities

SECONDARY PROGRAM COMPONENTS (Please designate CTE Classes in **Boldface font**; state-required assessments are shown in **Boldface-italic font**)

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
SBA, Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		SBA/HSGQE, Career Interest Inventory, AKCIS Portfolio, PLCP		WorkKeys, PSAT, SAT, ACT, Accuplacer/Compass, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/Compass, AKCIS Portfolio, PLCP	
Courses		Courses		Courses		Courses	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English 9		English 10		English 11		English 12	
Algebra I		Geometry or Algebra II or CORD Applied Math		Algebra II			
Earth Science		Biology		Chemistry/Physics		Physics	
Geography		World History		US History		Government	Alaska History
PE		Intro to Careers		Welding I-A/Welding I-B (Articulated with UAF-CTC Welding & Materials Technology)		Welding II-A/Welding II-B (Articulated with UAF-CTC Welding & Materials Technology)	
Health	Drafting/Autocad	World Language		World Language		OJT	

All students will also receive a pass the **NextGen Technology** assessment or be required to take a basic computer skills course to meet the technology credit requirement of

HEALTH CAREERS:

Middle School Exploratory Options (OPTIONAL)							
6 th AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities		7 th Career Clusters Interest Inventory AKCIS Jr. Portfolio KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities		8 th AKCIS Jr. Portfolio + HS Course Planner Career Interest Inventory KeyTrain/Career Ready 101 Lessons/Portfolio Other Career Guidance/Planning/Information Activities			
SECONDARY PROGRAM COMPONENTS (Please designate CTE Classes in Boldface font ; state-required assessments are shown in Boldface-Italic font)							
9 th Grade		10 th Grade		11 th Grade		12 th Grade	
SBA, Career Clusters Interest Inventory, AKCIS Portfolio, PLCP		SBA/HSBQE, Career Interest Inventory, AKCIS Portfolio, PLCP		WorkKeys, PSAT, SAT, ACT, Accuplacer/Compass, AKCIS Portfolio, PLCP		SAT, ACT, WorkKeys, Accuplacer/Compass, AKCIS Portfolio, PLCP	
Courses		Courses		Courses		Courses	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English 1	English 1	English 2	English 2	World Literature	Journalism	British Literature	Composition
Algebra 1	Algebra 1	Geometry	Geometry	Algebra 2	Algebra 2	Math Analysis/Trig	Math in Health Care HLTH 116
Alaska Studies	World Issues	World History	World History	US History	US History	American Government	American Government
Integrated Science	Integrated Science	Biology	Biology	Chemistry	Chemistry	Physics or <i>Human Anatomy & Physiology</i>	Physics or <i>Human Anatomy & Physiology</i>
Health Education or Physical Education	Health Education or Physical Education	Health or Physical Education	Health or Physical Education (First Aid/CPR)	Business Computer Application CIOS 150	Business Computer Application CIOS 150	PE or Elective	PE or Elective
Career Exploration	Elective	(HLTH 105) Introduction to Health Careers	Professionalism in the Health Care Work Place HLTH F110	Medical Terminology HLTH F100 (HS S135)	Medical Terminology HLTH F100 (HS S135)	<i>Emergency Trauma Technician EMS F152</i>	EMT I Bridge Or Certified Nursing Assistant
Technical Skill Assessment(s)		Technical Skill Assessment(s) American Heart Association First Aid/CPR		Technical Skill Assessment(s)		Technical Skill Assessment(s) Alaska: ETT and EMT I Exam or CNA Exam	

DISTRICTS:

Review the CTE Portal to make sure it reflects the district's current CTE Programs of Study and CTE Course Sequences.

☐ Check if the CTE Portal is up to date

If not up-to-date, provide a table with course names and titles by sequence.

C. System-wide Implementation

Consider how the CTE plan builds on what is already in place, and how to expand it over time with quality.

AGSD is using the CTE plan as the foundation of our career pathways program to help tie together previously scattered and random vocational courses into coherent and organized career preparation strands that students can follow straight through high school and continue into either post-secondary training, an apprentice program, or entry level employment. This has proven to be a highly appreciated improvement by all stakeholders including staff, students, school board, and local employers.

In addition to organizing vocational classes into career preparation strands, AGSD and the CTE committee have used the CTE plan to expand our career preparation program by adding more vocational classes including University of Alaska, Fairbanks courses for dual credit. Most recently, we have added the Health Care Pathway as suggested by the CTE committee due to high demand for health care workers statewide.

These changes have already led to improvements not only in our technical education program, but also in the scope and quality of our entire educational program. AGSD is currently working to maintain and expand on our existing

	partnerships to make improvements in our existing career pathways and add new career pathways for students to choose from.
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3: Delivery Strategies

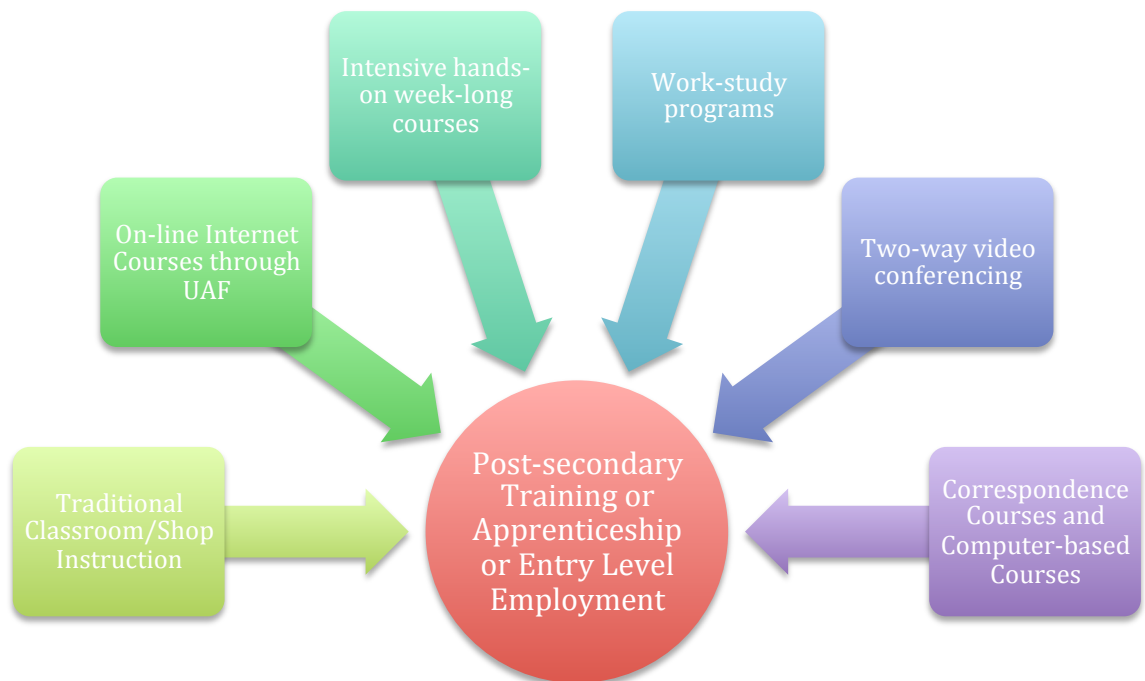
A. Instruction

Describe how this CTE plan will implement effective instruction that is centered on the needs of students.

Instruction is delivered to students in a variety of ways using blended learning models. Some classes are hands-on training in a shop environment under the supervision of a highly qualified and certified industrial arts instructor. Other courses involve on the job training through local work-study programs. We have many classes that students take on-line through the University of Alaska, Fairbanks. Some of our courses like the Emergency Trauma Technician course are dual credit intensive one-week courses provided through UAF where trainers are sent to each school and participating students are excused from their regular course work for the week to work toward their ETT credentials.

All of our instruction is 100% focused on meeting the needs of the students and providing as many doors to success as possible for our students. We have improved our technology every year in an effort to keep up, but new and improved tools in technology are constant and it can be a financial burden to take advantage of the latest developments.

The following graphic summarizes currently used instruction methods that students may choose from to best meet their needs:



B. Career Development & Advising

Describe how career guidance and academic advising/

Due to the size of our district, AGSD has one career counselor who works with all students to maintain their career/college path electronic portfolios. The career counselor keeps up to date on all developments by attending conferences and all relevant training programs, including out-of-state travel. The career counselor is

<p>counseling will be provided to career and technical education students, including linkages to future education and training opportunities..</p>	<p>also a key member of our CTE committee and our career pathway planning committee.</p> <p>The career counselor makes weekly visits to the students in each of our district schools working with all grades from K to 12 and uses a variety of strategies to help students plan for their futures with a primary goal of making education relevant to all students. One of the strategies is helping elementary students find their interests and another is ensuring that high school students are up to date with the AKCIS program and WorkKeys.</p> <p>In addition to spending a half hour per week working with students in classroom settings the counselor also meets three to four times per year with individual middle school and high school students to help them plan out their courses and strategies for success. This includes choosing a career pathway and sequence of courses for those students interested in participating in the career pathway program.</p> <p>The career counselor endeavors to keep CTE students up to date with their current status and all available post-secondary vocational programs to make the smoothest possible transition from high school. Students are informed about opportunities on a weekly basis in person, through newsletters, and by email.</p>
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C. Equity and Access for Student Success: Special Populations

<p>Support systems to ensure all students have equal access to quality CTE programs.</p>	<p>Per AGSD policy, access to all programs by all students, regardless of “gender, race, color, religion, national origin, ethnic group, marital or parental status, disability or any other unlawful consideration” will be provided. AGSD does not exclude students from any program due to an inability to pay special program fees. Special modifications and/or arrangements will be made for students in the following categories on a one-on-one basis depending on their individual educational needs in order to allow full participation in any courses or programs offered by AGSD including CTE courses.</p> <ul style="list-style-type: none"> - Individuals with disabilities - Individuals with 504 Plan - Economically disadvantaged - Single Parents - Displaced homemakers - Limited English proficient - Migrant status - Non-traditional Occupations (according to gender)
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D. Partnerships

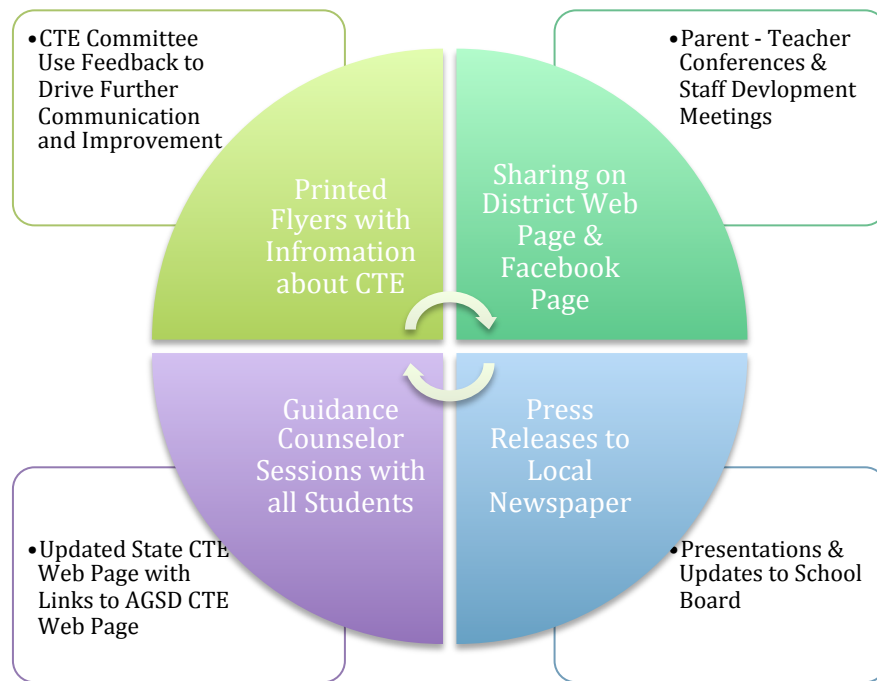
<p>Describe the partnerships and other relationships that are/will be important to maintaining or improving the quality of the CTE plan results.</p>	<p>AGSD/UAF Partnership:</p> <p>AGSD has an established CTE Program Agreement with UAF. UAF provides courses with highly qualified and credentialed instructors in person or by two-way video or on-line. Students receive transferable college credit as well as high school credit that they can use toward certification and/or as a head start to post-secondary education. AGSD covers the cost of these courses through our CTE program. Each of the offered courses is aligned with both UAF curriculum and the AGSD curriculum through collaboration between the AGSD CTE committee and UAF.</p> <p>AGSD/AVTEC Partnership:</p> <p>There is a formal agreement in place with AVTEC to work with our applied math teachers to use CORD contextual math curriculum in conjunction with our CTE program. AGSD also collaborates with AVTEC on our CTE welding certificate program.</p> <p>Informal Partnerships:</p> <p>AGSD works/collaborates with the Upper Tanana Development Corporation and local businesses including Young’s Chevron (gas/snacks/auto repair) and Fast Eddie’s Restaurant. Local businesses provide expertise and hands-on experience for students participating in our CTE program. The greatest benefit of this is the increased relevance that it lends to our CTE program. AGSD is currently in regular contact with several other local businesses in an effort to expand on this part of our</p>
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	<p>CTE program.</p> <p>AGSD CTE Advisory Committee members:</p> <ul style="list-style-type: none"> • Parent <ul style="list-style-type: none"> ○ Jeff Hermans (Jeff is a Parent and also the Local DNR Forester) • Student <ul style="list-style-type: none"> ○ Levi Kaus, Student • Academic Teacher <ul style="list-style-type: none"> ○ Rebecca Gallen (English Teacher, Northway JOM Director) • Career and Technical Education Teacher <ul style="list-style-type: none"> ○ Leland Monroe (Lead Vocational Education Teacher) • Faculty <ul style="list-style-type: none"> ○ Jason Roslanky (Tok School Principal) • Administrator <ul style="list-style-type: none"> ○ Scott MacManus (CTE Director, Assistant Superintendent) • Career Guidance and Academic Counselor <ul style="list-style-type: none"> ○ Deb Lundy (AGSD Career and Academic Guidance Counselor) • Representative of Tech Prep Consortia <ul style="list-style-type: none"> ○ Crystal Wilson (Director of UAF, Tok Extension Campus) • Representatives of Business and Industry <ul style="list-style-type: none"> ○ David Young (Local Business Owner-Young's Chevron) ○ Jack Simpson (AWS Welding) • Representatives Labor Organization <ul style="list-style-type: none"> ○ Charles Engblom, (Apprenticeship Coordinator, Ironworkers #751) • Representatives of Special Population <ul style="list-style-type: none"> ○ Kevin Moore (Special Education Director)

E. Communication Plan

Identify the ways to share successes and needs as outlined in the CTE Plan.

The CTE and Career Pathway Program can only be successful if staff, students, parents, and other community members are aware of it. That is why we have a robust plan to improve communication using all available means. We have begun using some parts of the plan while other parts are still under development. We have already added to the plan by installing a bulletin board for postings and updates in the entryway of the only grocery store in Tok where virtually all community members of Tok and the outlying villages go to purchase groceries on a regular basis. The following graphic illustrates our basic plan for communicating about and promoting our Career Pathway Program. The primary target for these communications are the students and the parents of the students, but we also wish to target the community at large in order to build up more partnerships in order to further strengthen our program.



4: Personnel

A. Qualified Personnel

Provide high quality programs through support for recruitment, retention and updating qualified teachers/faculty, advisors/counselors and related personnel to ensure current needs are met.

Add info on Pam Gingue as Health Instructor

Alaska Gateway School District has made extensive efforts to select and retain instructional staff who have the skills and credentials to teach and administer the vocational programs of the district. All vocational staff are Type A certified with the exception of those recognized experts in a specific vocational field.

Having said that, it is challenging for a small school district with relatively few students spread over a large area and a tight budget to hire specialists in any specific vocation. The majority of our teaching staff must teach multiple subjects. We have one highly qualified industrial arts certified vocational instructor at our largest school in Tok. He has additional certifications in CAD, Automotive Technology (AES), and is working on an additional certification in welding instruction. When we have a job opening we encourage all qualified candidates to apply and give special consideration to individuals in groups underrepresented in the teaching profession.

In addition to one dedicated vocational instructor we also have a dedicated and certified career counselor who works with students at all of our schools on a regular weekly or bi-weekly basis depending on distance and weather. Both the vocational instructor and the career counselor are long-term employees of our school district.

AGSD has established partnerships with the University of Alaska Fairbanks to provide expert instruction to students in courses that we could not otherwise offer our students. We also make use of correspondence programs as well as experts in local businesses to provide instruction in our work study/OJT classes.

All vocational staff and administrators including the career counselor are encouraged through the use of stipends, per diem, and tuition to participate in additional training in their instructional field both during the summer and conferences or distance classes during the school year. It is an AGSD priority to keep all staff up-to-date in current methods and technology in order to deliver the highest quality program possible.

5: Facilities

A. Adequacy of Equipment and Facilities

Describe the process used to ensure that equipment and facilities are adequate to provide a program that meets current industry standards.

Our only CTE facility at this time is the vocational education shop at the Tok school. The shop is monitored and maintained by our vocational instructor and inspected by OSHA and the district's Insurance Company (NAME....AJLMA) for safety. Defective or otherwise unsafe equipment is repaired or removed immediately.

The vocational instructor keeps the CTE committee informed about current needs to meet industry standards to ensure students receive instruction with the tools used in their careers. The instructor also ensures that all students receive the appropriate safety training and that safety equipment has current inspection tags according to recommended maintenance/inspection schedules and, especially, all ventilation and machines are in proper working order.

Currently, we provide facilities for our partners to use, particularly in our health-care strand. Our local business partners use their own facilities to expand opportunities for students in the work-study/OJT classes.

6. Funding

A. Use of Funds

<p>Establish and maintain sustainable funding plans for CTE programs.</p>	<p>Funding the AGSD high school CTE program begins with a general fund allocation from the superintendent/school board for each fiscal year. This is composed in part of dedicated CTE funds and general education formula instructional funding to districts from the State of Alaska.</p> <p>The CTE program is supported by an annual federal grant through Carl D. Perkins provided through the DEED. The district applies for competitive grants from private, state, and federal sources when they align to the five-year plan.</p> <p>The majority of the funds are used for supplies, shipping and travel. AGSD allocates funds for professional and technical support when needed and travel support for administrative professional development as well as teacher professional development. The district administration maintains contact and relationships with the CTE partners and other entities from which CTE funding may be developed through special projects.</p>
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7: Other Items

Additional Information & Documents

Include anything that strengthens your plan and/or helps clarify specifics within your plan.	<p>Articulation Agreements</p> <p>AGSD Strategic Plan</p> <p>CTE Crosswalk Descriptions</p> <p>Instructional Programs of Study</p>
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Plan sharing

Others are interested in the CTE plans. Please indicate your preference.	<p><input checked="" type="checkbox"/> This is a live document and will be posted at the following location that be linked and posted on the EED website.</p> <p><input type="checkbox"/> This document, as is, can be posted on the EED website in pdf format.</p> <p><input type="checkbox"/> While this is a public document please do not post anything on the EED website.</p>
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Help is here - EED Contacts

<p>EED CTE Staff</p> <p>Our job is to support, please don't hesitate to contact us anytime if we can help provide guidance or help in any way. No question is too big or too small. We like hearing from you.</p>	<p>Helen Mehrkens, Program Director Helen.mehrakens@alaska.gov / 907-465-8730</p> <p>Don Levine, CTE Education Specialist Don.levine@alaska.gov / 907-45-8681</p> <p>Felicia Swanson, Data Specialist Felicia.swanson@alaska.gov / 907-465-2980</p> <p>Roxanne Mourant, Ed Tech Coordinator Roxanne.mourant@alaska.gov / 907-465-8578</p>
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