

Perkins V Four-Year Plan and Local Application FY2021-2025

District / Institution Name:	Craig City School District
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Authorized Representative Signature:	Date:
Chris Reitan/Superintendent	10/1/20

Four-Year Plan – Advisory Committee/Consultation

1. Advisory Committee Identification

Identify the current members of your Advisory Committee/stakeholder group. Membership in all categories is required, except where indicated. One person may fulfill more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfill a required role, records must be kept of the effort to do so for each year the seat remains empty.

Role	Name(s)
Secondary CTE Teachers, Instructors, Faculty	Troy Thain, Gary Tilton
Secondary Career Guidance and Advisory Professionals	Melissa Peavey, Maria Riedel
Secondary Administrators, Principals	Kim Brand
Postsecondary CTE Teachers, Instructors, Faculty	Earl Jeffrey
Postsecondary Administrators, Principals	None
Representatives of the State board or local workforce development boards	Jan Bush
Representatives of regional economic development organizations and local business and industry	Tyler Coleman
Parents	Marla Dillman, Fred Ensign
Students	Payton Houtary, Zorion Ensign

Representatives of special populations (section 3(48)) <ul style="list-style-type: none"> • Individuals with disabilities • Economically disadvantaged • Individuals preparing for non-traditional fields • Single parents, including single pregnant women • Out-of-workforce individuals • English learners • Homeless individuals • Youth who are in or have aged out of foster care • Youth with a parent who is an active duty member of the armed forces 	Sierra Eller, Hunter Fulton
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Victoria Merritt
Representatives of Indian Tribes and Tribal organizations in the State, where applicable	Julie Yates
Other Interested Individuals (<i>not required</i>)	

2. Continued Consultation

Briefly describe how continued consultation with the Advisory Committee listed above will take place. Include:

- an anticipated time frame for each meeting (every spring, each January, etc.)
- whether focus groups, surveys, or other strategies will be used in conjunction with whole committee meeting(s)
- how Advisory Committee input directing the development and implementation of the Perkins program in the district over the life of the plan will be gathered and documented

Surveys will be implemented in February of each year. Advisory committee meetings will be held after surveys are completed. Current CTE data and reports will be shared with the committee. With this information as well as the survey results, the committee will meet to make recommendations and adjustments as needed. The meeting notes will be documented and shared with stakeholders via newsletters and the district webpage. Due to Covid-19, surveys and phone calls may be the main mechanisms for the upcoming meetings. This input was largely gathered during accreditation meetings last school year and as part of the strategic planning process.

3. Comprehensive Local Needs Assessment (CLNA) Results

- Please attach a copy of the most recent *CLNA Results* (Form # 05-20-036)

Four-Year Plan – Local Application

Part A: Student Achievement

Describe the district’s plan(s) for addressing any core performance indicators that have fallen below the 90% thresholds required by DEED. Indicate whether Perkins funds will be used as part of the improvement plan, and what additional actions will be taken beginning in the 3rd year if improvement is not made.

CLNA Component	Local Application Requirements
Part A: Student Performance 134(c)(2)(A)	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 5S3: CTE Program Quality Indicator – Work-Based Learning

District Four-Year Plan	
Describe how the district will address this requirement overall.	<p>Craig High School continues to see a 100% graduation rate among all populations, including CTE students. This tells us they continue to show academic proficiency, as they take rigorous course loads. CHS requires 25 credits, including 3 in math, science, and social studies. Since we have had a 100% graduation rate at CHS over the last three years, we can conclude they are meeting academic proficiency. We have anecdotally seen CTE courses continue to propel students through high school, as they see relevancy in those courses. That then translates to other areas, as their successes bleed over to the academic areas with their increased confidence in school. We have also seen our NTO group participation steadily climb in all three CTEP areas we offer: Welding, Construction, and Culinary Arts. We are a small high school, with an average of 70 students attending each year. We can offer one or two sections of our CTEP courses on the schedule, and they are limited in the number that can enroll due to space and safety constraints. The class sizes cap out at around 7-8 for welding and construction, to 10 for our culinary arts courses. If you look at this factor, our NTO participation rates are actually at around 80-90% if you allow for half of the students to be traditional CTE students. Our focus for this requirement will be 3S1:Secondary Post-Program Placement. While we have had many recent successes with students attending and finishing programs, we are still at around 50% of CTE participants and concentrators in this area. Some students in CTE programs have plans to attend post-secondary training, and often register and even take placement tests, but do not follow through and actually attend. Some of them have attained jobs locally, and others have joined the fishing industry either locally or in Washington and California. Some of this is financial, as many students can't afford the tuition and plan to attend later, once they have funds. Our plans to address this area are to hire an additional counselor to assist with post-secondary placement and developing a career path and course trajectory for students in CTE.</p>
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	<ol style="list-style-type: none"> 1. Hire an additional counselor for the district by 2020, which would give high school students access to a counselor on a consistent basis. 2. On a yearly basis, through counseling visits and post-prep courses, connect juniors and seniors to post-secondary institutions through on-site or teleconference visits. Focus on financial aid, grant, and scholarship programs that are available to assist students in need. 3. Craig will host at least one local career fair per year to highlight job opportunities on the island. Attend career fairs put on by larger school districts on a yearly basis. 4. If in the third year, improvements are not seen, we will create an advisory plan that builds in individual monthly counseling appointments, for grades 11-12 to work specifically on post-secondary placement.

If applicable, describe how Perkins funding will be used to support the district’s plan to address needs identified by the CLNA results in this part.	Perkins funds will be used to assist with travel to career fairs and on-site post-secondary sites. They will also assist with costs to conduct a career fair, to bring in industry professionals.
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Part B: Program Quality

Describe the district’s plan to provide and maintain the Perkins V program over the next four years. Include:

- Description of the Perkins V-supported CTE program in the district, including:
 - Description of the Perkins supported CTE program currently provided in the district:
 - Description of a minimum of one CTEPS the district is currently offering, including all required elements, which is required to receive a Perkins V grant. Include measures that will be taken to ensure continuity of this CTEPS if it is the only CTEPS the district offers.
 - Career pathways that will be offered, and how they will be delivered (face-to-face, distance delivery, intensives, etc.)
 - District’s plan to maintain/improve the program throughout the Four-Year Plan-
 - Description of all new CTEPS the district plans to develop over the next four years, and how those were informed by the CLNA, Advisory Committee, student population, and local industry-
 - Description of all work-based learning opportunities the district currently includes or intends to implement under Perkins within the Four-Year Plan-
 - Description of all CTSOs associated with Perkins programs, and whether the district plans to add any within the Four-Year Plan. *We do not currently have any CTSO’s associated with Perkins programs or have any plans to add them at this time.*

CLNA Components	Local Application Requirements
Part B: Program Quality 134(c)(2)(B) B-1: Size, Scope and Quality B-2: Labor Market Alignment	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 - <ul style="list-style-type: none"> • 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

	District Four-Year Plan
<p>Describe how the district will address this requirement overall.</p>	<p>We have four approved CTEPS courses. We currently have CTEPS in place for Construction I & II, and Welding I & II and Culinary Arts I. The stakeholder discussions have occurred around the topics of initial and continued exploration of CTE programs and the post-secondary options/careers that can lead to. We have also discussed expanding our offerings to students, such as adding an ETT course. We have a tech prep agreement with UAS for the two welding courses that integrate academic and career standards. Students are exposed to trades math within the course, as well as the “soft” skills that are expected when working in a career. Students are graded on timeliness, cleanliness of area, ability to work with others, and other employability skills. These are skills the advisory group felt were important in developing the courses. We are also working with UAS to add Woods I & II courses. We are implementing a new variable schedule at CHS which will allow us to offer more CTE courses throughout the school year, utilizing the staff we have, as well as outside expertise. As this variable schedule develops over the next four years, we hope to add a small engines course, fire-fighting, and ETT courses through partnerships with the Forest Service and local health care experts. We are also promoting the Maritime courses that are being offered through AVTEC.</p> <p>We have invested time and money in updating our welding/woods shop over the past four years and these programs are up and running. We have also added a culinary arts course in the past two years. We will need to invest in professional development to increase staff knowledge. Other than that, these program are fairly self-sustaining besides the consumable materials that are needed for the program and updates to tools and equipment. The CNLA found these programs to highly successful in creating new opportunities for CTE students, with two NTO’s completed post-secondary welding programs, and as well as 4 other participants completing CTE programs at AVTEC or UAA, and many others doing free- lance work as part of the commercial fishing industry. Several recent graduates also went straight to work in the construction industry and several are planning to pursue culinary arts training. The advisory committee continues to see great value in maintaining these current programs.</p> <p>We have work study programs and job shadow opportunities in place for juniors and seniors at CHS. Students have opportunities to job shadow and or work study at Shaub Ellison, Annie Betty’s café, and Papa’s Pizza. We also work in partnership with the US Forest Service and have industry professionals visit classrooms, in addition to assisting with site work and studies when it is allowed and fits with our programming.</p> <p>The Manufacturing Production, Restaurants, & Food & Beverage Service, & Construction career pathway currently line up with our Perkins course offerings. The career pathway information will be delivered face to face through coursework and counseling services. All three areas will utilize the models found at https://careertech.org/career-clusters/</p>

Describe district’s intended goals/action steps over the next four years to address any needs identified by the CLNA results.	<ol style="list-style-type: none"> 1. Provide professional development opportunities to the current CTE instructors as they become available on a yearly basis. Find training that focuses on providing students with TSA’s or certifications. 2. Replace the 4 small sinks with larger, usable sinks in the culinary arts kitchens by spring of 2021 3. Add CTEPS for Culinary Arts II to allow more opportunities for CTE completers by spring of 2021 3. Continue to supply the consumables and tools that are necessary to keep the courses running. 4. Create projects that community members will be interested in purchasing to assist with funding these programs throughout the life of the plan. 5. Add two additional work-based learning opportunities for students during the voyage class schedule in the spring of 2021. 6. The counselor will utilize the career tech cluster samples when counseling students during bi-annual check-ins. 7. By the end of the 2020/2021 academic year, CCSD will have a plan in place for all HS students to have a PLCP/four-year plan to ensure more CTE completers.
If applicable, describe how Perkins funding will be used to support the district’s plan to address needs identified by the CLNA results in this part.	Perkins funding will be used to supply the welding and wood shop, as well as the culinary arts kitchen with supplies and consumables as students work through the course sequences, as well as to update equipment and safety measures as they become necessary. Funding will also be utilized to provide professional development for instructors and counselors.

Part C: CTE Programs and Programs of Study (CTEPS)

Describe the district’s plan to provide and maintain CTE Programs and CTEPS over the next four years. Include:

- Description of the process the district uses to imbed both academic and technical standards into Perkins funded courses, inform and train teachers to ensure fidelity to these standards, and evaluates whether students obtain the standards
- Description of any recognized postsecondary credentials or industry related activities the district currently provides under Perkins in collaboration with local workforce entities or additions the district intends to add within the Four-Year Plan
- Description of any current dual/concurrent enrollment programs the district offers, and whether it plans to add any within the Four-Year Plan

CLNA Components	Local Application Requirements
Part C: CTE Programs/Programs of Study (CTEPS) 134(c)(2)(C)	<p>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)</p> <p>134(b)(7) Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable</p>

	District Four-Year Plan
Describe how the district will address this requirement overall.	We have a dual-enrollment agreement with UAS for the two welding courses and the Woods I course which integrate academic and career standards.
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	1) Continue to build dual-enrollment offerings with the UA systems and AVTEC. 2) Increase our CTE dual offerings by 2 per year as noted in the district's strategic plan/CLNA by adding Woods II, Native Arts, Scuba, and possibly ETT or Computer Science as dual enrollment courses. (these are not currently Perkins courses) 3. We will add Woods I & II to our CTEPS approved courses in the 2019/2020 school year.
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	Perkins funds will be used to help pay tuition for students enrolled in the dual-credit courses with UAS & Perkins funded CTE classes. (Welding I & II)

Part D: Recruitment, Retention, and Training of CTE Educators

- Description of the Professional Development plan for CTE teachers, counselors, administrators and specialized support personnel for the duration of the Four-Year Plan

CLNA Components	Local Application Requirements
Part D: Recruitment, Retention and Training of CTE Educators 134(c)(2)(D)	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

	District Four-Year Plan
Describe how the district will address this requirement overall.	Attract and retain high quality staff through an organizational culture focused on growth, collaboration, and innovation
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	1) The district will utilize community professionals and contract with them to support CTE programs. 2) The district will support professionals who may wish to obtain type M licensure.
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	Perkins funding will not be used for this area.

Part E: Equity and Access

- Describe your district’s plan to provide an organized system of career and academic guidance to students, including additional descriptions specific to special populations. Include:
 - How collaboration with industry will take place
 - How students will receive current information on high-skill, high-wage, in-demand careers
 - How students will learn about Perkins program opportunities available in the district, including how courses fit into CTEPS, and opportunities for dual credit, work-based learning, CTSO participation, and postsecondary transitions
 - How students will build a PLCP throughout their secondary school career including what tools will be used and how often students will utilize these tools
- What strategies or policies will be in place to ensure students in special populations will be included in career and academic guidance in an equitable manner
- What strategies or policies will your district utilize to ensure that students in special population categories do not face barriers to participation or success in Perkins programs?
- What strategies will your district employ to encourage students to consider enrolling in courses and CTEPS outside of traditional gender norms? How will the district support these students?
- What strategies or processes will be in place to ensure CTE teachers, guidance counselors, and administrators communicate with each other to ensure appropriate placement and support for students in special populations

CLNA Components	Local Application Requirements
Part E: Equity and Access 134(c)(2)(E)	<p>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 -</p> <ul style="list-style-type: none"> ● How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS <p>134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide</p> <ul style="list-style-type: none"> ● 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 <p>134(b)(5) How the district will –</p> <ul style="list-style-type: none"> ● 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

	District Four-Year Plan
Describe how the district will address this requirement overall.	<p>We advise students on career options through one-on-one meetings with students throughout the year. The counselor and principal also assist with 4-year high school personalized learning plans. Career guidance in our school is a team effort by all of the teachers and staff. Freshman take a semester long health course that spends every Friday working on career clusters and specific career exploration. They use the AKCiS system and develop a personalized learning plan that follows them throughout high school. We also offer Post Prep classes for the seniors, and during this time they are able to learn about post prep opportunities. Each student also has an advisory teacher at the high school. The counselor also works closely with special education staff to provide CTE opportunities for that population. Our current CTE instructors are also keenly aware and work to recruit NTO populations in their courses.</p>
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	<ol style="list-style-type: none"> 1) Create and hang posters that show NTO populations in CTE courses/careers at CHS and Community. 2) Develop a four-year advisory plan that includes education on career clusters in conjunction with the counselor. 3) Include career cluster/pathway information when meeting with students in career planning sessions and courses with the counselor. 4) Develop a schedule each January for exploratory classes, where students can try the course for a few days. Encourage NTO's to sign up for these courses.
If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part.	Perkins fund will not be used for this area.