

District: Craig City School District

Date: 6.8.23

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## COMPREHENSIVE LOCAL NEEDS ASSESSMENT RESULTS

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**Instructions:** Use this form to record the results of your district's Comprehensive Local Needs Assessment (CLNA). As a reminder, Section 135(a) requires all grant expenditures to be aligned to needs identified via the CLNA. The CLNA and resulting Results Form #05-20-036 must be updated/revised every 2 years.

### PART A: Student Performance

1. Key findings:

100% of Craig High School CTE concentrators graduated within the four and five year graduation rates.

CHS needs to increase the number of CTE concentrators who are rated proficient and above in the grade 9 academic assessment of English language arts standards.

CHS needs to increase the number of CTE concentrators who are rated proficient and above in the grade 9 academic assessment of math standards.

CHS has an extremely high percentage of students who graduated secondary education who enrolled in post-secondary education, advanced training, and military service.

2. Goals to address key findings:

a. CHS needs to increase the number of CTE concentrators who are rated proficient and above in the grade 9 academic assessment of English language arts standards.

b. CHS needs to increase the number of CTE concentrators who are rated proficient and above in the grade 9 academic assessment of math standards.

c. 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.

d. Annually attend the Ketchikan Career and College Fair hosted in Ketchikan, AK each October.

e. Annually attend vocational, college, and trade union campuses through on-site or teleconference visits.

3. How will the district use Perkins funds to address these? (optional on this form)-

## PART B: Program Quality

### PART B-1: Size, Scope and Quality

#### 1. Key findings:

We have five approved CTEPS courses. We currently have CTEPS in place for Construction I & II, and Welding I & II and Intro to Culinary Arts. The stakeholder discussions have occurred around the topics of initial and continued exploration of CTE programs by our students and exploring the post-secondary options/careers that can lead to. The district has been able to maintain our welding, construction, and culinary arts courses, but have not been able to add more courses behind them due to cost and staffing issues. If our current staff turns over, we will need professional development to train new staff members. We receive adequate funding through Carl Perkins for our current offerings, but any additional CTE offerings would largely need to be funded by the district or additional grants the district is able to secure. We would like to focus on working with the University of Alaska system to make some of our current course offering dual-enrollment options for students. We currently have dual enrollment agreements for Welding 1 and Welding II. We would like to provide access to our Craig High School students to attend industry specific trainings held at the POW Vocational and Technical Education Center in Klawock, AK that lead to industry certifications.

#### 2. Goals to address key findings:

a. CHS counselor will provide individual post-secondary counseling for all students and develop the a Personal Learning Career Plan to increase the number and percentage of of students classifying as CTE concentrators.

b. CHS will continue building our partnership with the POW Vocational Technical Education Center and ensuring Carl Perkins tuition funding for CHS students providing access to enroll in industry specific trainings leading to industry certifications.

c. Update Construction I and II CTEPS courses during the 2023-2024 school year.

#### 2. How will the district use Perkins funds to address these? (optional on this form)-

### PART B-2: Labor Market Alignment

#### 1. Key findings:

We found our current programs to be very successful in creating new opportunities for CTE students, especially as they are aligned with POW specific industries. Prince of Wales Island has a number of lodges catering to tourism during the summer months. Craig High School has had students attain their “six-pack” license through the POW Vocational Education Technical Center allowing our students to enter this industry upon graduation. Furthermore these lodges provide full catering services and a number of our high school students are employed each summer with island lodges working in the kitchens and providing lodging and meal support.

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 Annie Betty’s café, Alaska Commercial Company, 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.

2. Goals to address key findings:

- a. Increase funding within our Carl Perkins grant to support Craig High School students earning industry certifications through the POW Vocational Education Technical Center.
- b. Utilize the career tech cluster samples when counseling students at bi-annual meetings.

1. How will the district use Perkins funds to address these? (optional on this form)

**PART C: CTE Programs/Programs of Study (CTEPS)**

1. Key findings:

We have a dual-enrollment agreement with UAS for the two welding courses and which integrate academic and career standards. Students are receiving post-secondary credit in these courses.

2. Goals to address key findings:

- a. Continue to build dual-enrollment offerings with the UA systems and AVTEC.
- b. We will add Construction 1 and II to our CTEPS approved courses in the 2022/2023 school year.

3. How will the district use Perkins funds to address these? (optional on this form)

**PART D: Recruitment, Retention and Training of CTE Educators**

1. Key findings:

We have been able to utilize local contractors and retrain staff members to teach CTE courses

2. Goals to address key findings:

- a. We will pursue type M certifications to assist with filling CTE teaching positions as needs arise over the life of the plan.
- b. At least one CTE instructor will attend professional development sessions each year.

3. How will the district use Perkins funds to address these? (optional on this form)

**PART E: Equity and Access**

1. Key findings:

We currently 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. 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. The committee felt students have equitable access to CTE courses and that a positive increase in NTO populations will result.

2. Goals to address key findings:

- a. Create and hang posters that show NTO populations in CTE courses/careers at CHS and in Community.
- b. Develop a four-year advisory plan that includes education on career clusters in conjunction with the counselor.
- c. Include career cluster/pathway information when meeting with students in career planning sessions and courses with the counselor.

3. How will the district use Perkins funds to address these? (optional on this form)