

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

District / Institution Name:	Kodiak Island Borough School District
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Authorized Representative Signature:	Date:
	Updated 09/01/21

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 fulfil 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 fulfil 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	Anthony Cavan, Jeremiah Stewart, Matt Bieber, Brendon Conway, Katrina Stewart, Blair Hunter, Anthony White, Phyllis Seaton, Jason Chandler, Amanda Johnson, Nick Steele
Secondary Career Guidance and Advisory Professionals	Jenna Wagner
Secondary Administrators, Principals	Neil Hecht, Damon Hargraves, Todd Burton, Joyce Blair, Diane Maples
Postsecondary CTE Teachers, Instructors, Faculty	Lorraine Stewart
Postsecondary Administrators, Principals	
Representatives of the State board or local workforce development boards	Kevin Arndt
Representatives of regional economic development organizations and local business and industry	Keven Arndt, Darron Scott, Shawn Brekke, Gabriel Baker, Teri Pruitt, Kitty Deal, Sam Mutch, Randy Stewart, Mr. & Ms. White, Doug Hogen, Glen Dick, Kowsheek Mahmood

Parents	Duncan Fields, Neil Hecht, Crystal Thomas, Corrie Davis, Georgianna Spear, Katrina Stewart.
Students	Michah Fields, Zachary Hecht, Nicholas Hecht
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 	Corrie Davis, Geoff Smith, Kirsten Fayette-Ryan, Crystal Thomas, Joyce Blair, Alisha Drabek,
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Kirsten Fayette-Ryan, Crystal Thomas
Representatives of Indian Tribes and Tribal organizations in the State, where applicable	Alisha Drabek
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

During the 2020-2021, an advertising for membership and meetings will be in January or February 2021, probably online due to COVID19. A second meeting will take place in early May 2021, with a possible open house for the members to tour the CTE programs. Dependent on COVID conditions. Each year after 2021, an attempt to meet in September, Jan-Feb, and early May.

Open dialogue will be ongoing between meetings, with possible focus groups in career specific fields to have a model of continuous improvement.

Each year, through surveys and dialogue, input on programs and use of funding will be gathered and documented to support the growth and sustainability of the CTE programs within KIBSD.

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.	Evaluate each area; Students identified not within the four-year graduation, providing early supports during 3 rd year. KIBSD CTE graduation requirement of 1 credit and encourages students to concentrate in areas. Currently developing a Workplace and Internship Readiness program.
Describe district’s intended goals/action steps over the next four years to address any needs identified by the CLNA results.	a. Increase the requirement from one CTE credit to two CTE credits for graduation by 2025. b. Increase industry certification opportunities in all CTE programs by 2025. c. Increase information campaign about career clusters and job opportunities through CTE courses. d. Increase the information campaign in and out of the school building, to post information and posters within community partners businesses.
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.	A. Over the next four years: Perkins Funds will be used for increasing access and availability of a second CTE course will be a cost in the area of training for educators, industry certifications, and safety equipment B. Over the next four years, increasing the number of current courses that do not offer industry certifications will be an area to improve. Use of funds to support costs of industry certifications will be increased to be offered in the following classes, if we offer the course; Welding, Certified Nursing Assistant, Automotive Technology, Woods Technology, Information Technology, Business, Culinary, Education course. C. Funds will support the costs of an information campaign within the school and out. Investment in career cluster posters and workshops for students/families/educators to review and inform the public.

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

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

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<p>Describe how the district will address this requirement overall.</p>	<ul style="list-style-type: none"> ● KIBSD uses the CLNA and student surveys to monitor student and workforce needs to maintain diverse course offerings. ● Workplace, Career Development, and Internship readiness programs established to meet the interests and needs of students. These programs provide student support in job site placements and work with local employers to provide educational and relevant opportunities. ● One current example is Welding; offering Welding 1-4, with Industry Credentialing in multiple areas of welding.
<p>Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.</p>	<ol style="list-style-type: none"> a. By 2025, Increase the variety or career diversity of CTE programs within the district. To include child development, Workplace and Internship Readiness, Educator preparation increased in classes and size, & mini certifications b. By 2025; Each year, perform two student specific CTE surveys, to investigate and invest in career supports for students through hands on, and increase online CTE instruction to meet the majority of needs/requests of students. c. By 2025, 75% of any KIBSD student taking two or more CTE courses will graduate with an industry certification.
<p>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.</p>	<ol style="list-style-type: none"> a. Perkins funds will be used with other fund sources to increase CTE offerings, specifically in completers and in variety of online offerings. b. Perkins funds will be used to support programming, training, advertising, materials for interest inventories, trainings specific for CTEPS, and job site visits and career guest speakers. c. Perkins funds will be used to improve response rates through advertising, support staff for survey responses, programming, and materials. d. Perkins funds will be used for advertising information, materials, trainings, and supports of ILPs (individual Learning Plan) for each student within KIBSD.

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)	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

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Describe how the district will address this requirement overall.	‘Crosswalks’ are developed and maintained that include ELA, Math, Science, and other subject standards as they relate to the course. Evaluation based on CTEP and student goals, if the courses the student is taking will lead to the required level of academic rigor for a career in a specific field.
Describe district’s intended goals/action steps over the next four years to address any needs identified by the CLNA results.	<ul style="list-style-type: none"> a. By 2025, a goal that all KIBSD graduates will be required to have two CTE credits. b. By 2025, with each student having an ILP, students will have information and options to follow a CTEPS. c. By 2025, each year between 2021 to 2025, increase the response rate by 10% each year. d. By 2025, each student will have an ILP, parents and students will be informed of CTEPS and how they relate to any program of study.
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.	<ul style="list-style-type: none"> a. Perkins funds will be used with other fund sources to increase CTE offerings, specifically in completers and in variety of online offerings. b. Perkins funds will be used to support programming, training, advertising, materials for interest inventories, trainings specific for CTEPS, and job site visits and career guest speakers. c. Perkins funds will be used to improve response rates through advertising, support staff for survey responses, programming, and materials. d. Perkins funds will be used for advertising information, materials, trainings, and supports of ILPs for each student within KIBSD.

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

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Describe how the district will address this requirement overall.	<ul style="list-style-type: none"> • Evaluation of current courses and staffing, to explore replacement of staff as they resign or retire. • Working with local post-secondary as well as state and national to advertise course/program specific hires. • Evaluation of current staffing training and professional development needs. To include support personnel and aides of special populations.
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"> a. Each year starting at the end of 2020-2021; meet with CTE teachers to evaluate student performance data and determine training and/or course needs. b. By the end of 2021, designate a specific CTE facilitator for the district. An individual with experience, knowledge, and investment in the program. c. By the end of 2021, be able to fill openings left by retirements and COVID19 program closures.
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.	<ol style="list-style-type: none"> a. Perkins Funds used to support training and over contract time for data meeting(s) with teachers to evaluate CTE programs at KIBSD. b. Perkins Funds could be used to provide a monetary stipend for a District CTE / Perkins Grant coordinator. c. Perkins Funds could be used to advertise and increase programs to meet the needs of the students, district, labor market.

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 utilized 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

<p>Describe how the district will address this requirement overall.</p>	<ul style="list-style-type: none"> • Information through advertising, website, posters, fliers to families. Information within the school and local community about offerings and careers the courses can lead to in life choices. • Working with local post-secondary, advertise dual or concurrent enrollment opportunities. • Interest Surveys guide program growth and development. • Training for teachers and student counselors to provide career guidance to students in all populations. • KIBSD provides professional development and industry materials in career fields to staff and student.
<p>Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.</p>	<ol style="list-style-type: none"> a. Each year, an increase of advertising for parents/families/students as well as the community about programs offered at KIBSD. b. By 2025, increase knowledge and information about the online offerings for NTO and special populations to participate in a variety of hands-on and online course offerings. c. Each year, working with representatives of special populations and counselors to assist in identifying needs of students and connect with courses and resources.
<p>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.</p>	<ol style="list-style-type: none"> a. Perkins funds will be used to advertise and inform about a variety of opportunities for all students. b. In addition to funds being used for advertising and information materials; funds may be used to provide additional support for students of special populations in courses and career interests. c. Perkins funds will be used to support programs that directly impact special populations students and provide materials, equipment, safety needs, and testing/credentialing costs for students that have been identified as needing. d. Perkins funds may be used to NTO students that require specific materials or equipment to meet their needs to participate in the CTE course. e. Perkins funds may be used for industry materials such as; magazine subscriptions, information materials, hands-on materials for students to explore.