

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

District / Institution Name:	Kenai Peninsula Borough School District
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Authorized Representative Signature:	Date:
	04/29/24

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	Tiffany Perry, Ronn Hemstock, Barry Hartman, Misty McCowen
Secondary Career Guidance and Advisory Professionals	Beth Swaby, Emily Knight, Megan Murphy
Secondary Administrators, Principals	Annaleah Karron, Clayton Holland, Kari Dendurent, Tony Graham, Dan Beck, Sarge Truesdell,
Postsecondary CTE Teachers, Instructors, Faculty	Paul Perry, Heidi Sequeira
Postsecondary Administrators, Principals	Scott Downing, Cheryl Seimers,
Representatives of the State board or local workforce development boards	Faye Tanner, Cathy LeCompte, Colin Stewart, Matthew Morse, Tim Daughary
Representatives of regional economic development organizations and local business and industry	Jesse Bjorkman, Charles Roney, Cassidi Cameron, Sara Bieber, Jeff Olson
Parents	Tiffany Perry, Mikal Lilly

Students	Will Klein
Representatives of special populations (section 3(48)) • 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	Nicole Murphy, Kelly King, Kyle McFall, Misty McCowen, Cindy McKibben
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Kelly King
Representatives of Indian Tribes and Tribal organizations in the State, where applicable	Shannon Dodge, Christy Gomez
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

Beginning in 2022 the CTAC group began evaluating current KPBSD programs to create a 5-year strategic plan we will implement from 2023-2027.

The Career and Technology Advisory Committee (CTAC) meets two times a year. First meeting is usually in October and the second meeting in April. Each year Perkins data identifies the number of concentrators, graduation rates, male/female populations and special population within our district. The advisory committee is directly involved with program outcomes of current and future trends and aligned with course pathways.

From the overall CTAC meetings, smaller specialized curricular groups of the CTE Coordinator, Curriculum Director and teachers are formed to focus on specific courses and content based on the CTAC recommendations. These groups meet throughout the year to develop course curriculum maps, identify needs and work on strategic planning for CTE in KPBSD. Additional meetings with community partners and presentations such as Kenaitze Indian Tribe, the Job Center, Kenai Peninsula College, Kenai Peninsula Economic Development District, and at events like the Kenai Peninsula Sport, Rec and Trade show and the KPBSD College and Career Fair provided opportunity for community partners, parents, students and businesses to provide feedback and learn about KPBSD CTE.

Collaboration and communication with Title programs that currently support the sub-populations to provide information about CTE opportunities has proven a strong partnership to target groups of students about opportunities. Enrollment into CTE programs and additional support for these specific groups is intentionally planned with support from CTAC advisory members.

Professional development for Administrators, counselors and special sub-population program coordinators and staff about the pathways and the value of CTE through presentations at Administrator meetings, site-based counsel meetings, and in community forums such as Kenai Peninsula Borough Assembly, Soldotna Rotary, and the Kenai Economic Development Forum have also been developed and planned throughout the year.

See attached list of local community meetings & presentations.

3. Comprehensive Local Needs Assessment (CLNA) Results

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

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.	KPBSD is working with DEED to review our data. There is a disparity between total participation counts and the accountability numbers. At this time, we are unsure whether this is a data reporting error or a calculation piece missing. Below data reflects what is currently in the platform. 4 Year Graduation Rate: KPBSD concentrators have significantly higher graduation rates than non CTE concentrators. The overall graduation rate of FY23 demonstrates the success of meeting all performance levels for each population. One area of interest and for focus, was that only 66 students were reported as concentrators in 2022-23. This may be due to limited course offerings during the previous 2020-2022 school years or a lack of counseling and advising for students regarding pathways. This is a significant drop from the 2019-20 pre-covid number of 118 students. Current data is unavailable for the following areas but will be collected and reviewed once it is available from the State. Once data is collected, additional planning measures will take place. 2S1: Academic Proficiency in Reading/Language Arts 2S2: Academic Proficiency in Mathematics 2S3: Academic Proficiency in Science 3S1 Secondary Post-Program Placement: Data from 2022-23 shows that we met the 90% ALP in all categories, however there are some disproportionate numbers that suggest certain sub-populations would benefit from additional support. Students identified as Economically Disadvantaged found program placement at 55% and Individuals with disabilities were at 63% post program placement. This could be due to direct to work opportunities not being tracked statistically or less students in these categories choosing to pursue post-secondary education options. 4S1 Non-Traditional Program Concentration: We did not meet our 90% goal in this area for the 2022-23 school year. While Female students participated at a 68% Actual performance Rate (242% State Determined Rate) in non-traditional fields. Male students did not pursue CTE options that were considered non-traditional. Most sub-categories also failed to meet the NTO student threshold. The largest areas of NTO student participation were Architecture & Construction and Education & Training both of which were the focus of our CTEP updates and Professional Development grant for 2022-23. We expect to see these numbers increase as students from the 2022-2024 cohorts graduate. 5S1 Postsecondary Credential:
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	We did not meet our 90% goal in this area for the 2022-23 school year. While participation in CTE courses saw an increase during the 2022-23 school year. KPBSD was not able to fully implement our certification and RPC programs. Many students who earned a certification or credential did not count as concentrators or have not yet graduated, which hurt our overall reporting numbers. Additional focus on CTE Concentrators and graduating seniors earning a credential will be a focus of continuous focus moving forward. 5S2 & 5S3 Post Secondary Credit and Work-Based Learning: These are areas KPBSD is working to develop and build out opportunities for students. While some numbers were reported in these areas, additional goals and strategies will be determined once the 2023-24 data is available.
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Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	Each year the district reviews and analyzes these core performance indicators. <u>1S1 and 1S2 Graduation Rates:</u> The graduation rate will continue to be monitored with special emphasis on the race/ethnicity and special population categories including economically disadvantaged, homeless, students with disabilities and at-risk students (students in Alternative schools, students with low GPA or lack of credits needed for graduation). KPBSD will work to engage and support these students, through partnership with key programs like the McKinney-Vento program, KPBSD alternative school counselors and principals and our Special Education department, we strive to identify students in need of additional support and guidance. The keys to success are through assessment and planning and providing them with school-to work transition options Specific goals: 1 - Improve the counseling and advising component of CTE pathway to ensure students are working towards an identified pathway and earning concentrator status in 9-12th grade. 2- Increase the total number of CTE Concentrators from 2022-23 numbers. 2 - Create a CTE Concentrator graduation recognition program and identify students for successful pathway completion & recognized post-secondary credentials. This will promote CTE pathways and emphasize the importance of concentrators and RPCs. <u>2S1, 2S2 & 2S3: Academic Proficiency:</u> Due to lack of data, we will be focusing on teacher Professional Development in the areas of Reading/Writing in the CTE classroom. Additionally, developing math and science CTE courses that meet state standards while teaching math and science in a hands-on career focused way will be a goal for 2024-2025. Specific goals: 1 – Build and promote classes such as Math for Trades and Natural Resources for CTE and Math/Science credit. 2- Continue CTE specific PD for counselors, administrators, and teachers to support proficiency across the content areas. <u>3S1 Secondary Post-Program Placement:</u> Specific goals: 1- Provide for career planning and career development for all students. Implementation of Naviance 6-12th grade for additional support in career guidance in courses with instruction provided by teachers and counselors. Utilization of the National Student clearinghouse data will allow us to set meaningful goals in this area.
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	2- Specific grade-level KPBSD checklists in Naviance provide the direction and focus for school counselors and guides to deliver a comprehensive career guidance program to students in grades 6-12. These checklists take students from interest inventories to career exploration, Programs of Study and beyond. The electronic PLCP provides a communication tool that reflects current interests and plans and is readily available to students, parents, and educators. 3 - Continued Partnership across the College and Career continuum to provide students with access to pathway information and assist in planning post-secondary training placement. 4 - KPBSD will continue to strengthen and promote Career and Technical Student Organizations through the support of CTSO Advisors and program costs. 5 - Develop more CTEPS courses to focus on scope and sequence of courses that will give students advanced skills in the program of their choice. Continuing to build partnerships with programs like AVTEC, KBC and KPC through dual enrollment and post-secondary alignment into their programs. 6 - Quarterly district-wide counselor meetings provide training and continued support for current school counselors, Student Success Liaisons, College and Career Guides and other educators tasked with career development from grades k-12. <u>4S1 Non-Traditional Program Concentration:</u> Continued awareness of the need for equity in education for both men and women through partnership with groups like Women in the Trades and Girls Who Code have been successful at promoting the trades to women. Similar promotion of NTOs for young men is also needed. 1 – Development of promotional material geared toward providing equal representation for recruitment into traditionally female trades. 2 - Considerations for increased promotion and acceptance into specialized courses such as Certified Nursing Assistant, Emergency Trauma Technician, Culinary Arts, etc. for NTO students. <u>5S1 Postsecondary Credential:</u> 1- Identify and clearly promote the RPCs for each CTE Course 2- Develop a reporting process that is clear and double checks reporting accuracy 3- Funding for the cost of RPCs for students to remove the barrier of financial burden. <u>5S2 & 5S3 Post Secondary Credit and Work-Based Learning:</u>
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	KPBSD continues to support participation in work-based learning environments. KPBSD is actively working to remove barriers that have previously prevented students from participating in these opportunities such as scheduling, transportation, and awareness. Work-based learning must be align to a student choice of post-secondary, advanced training or military service. 1- CTE District Coordinator will work with counselors and teachers to align work based opportunities to students are of CTE Concentration. 2- CTE Coordinator collaborates with district Student Success Liaisons, school counselors and instructors to promote and support WBL. 3- Build a systematic approach to seek employers and businesses to expand the work based learning opportunities across the entire district to provide more opportunities and equity in this option.
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 assist in staffing the Coordinator position to work with programs, provide administrative oversight and support CTE student success. • Purchase of appropriate materials/supplies/equipment and curriculum for schools and students that identify in the special population groups such as the McKinney Vinto/ Student in transition and homeless programs. • Collaborate with business and industry partners in CTE fields for WBL opportunities and industry trainings such as a Construction job shadow day. • Promotion of non-traditional opportunities by bringing in guest speakers and examples of excellence by business owners and professionals in Non-traditional occupations. • Professional development for administrators, counselors, and sub-population coordinators/faculty. • Provide for career planning and career development for all students and staff through the Naviance platform and PowerSchool. • Emphasis to increase and support programs affiliated with CTSOs including Educators Rising, SkillsUSA and FFA. • Graduation CTE Recognition program including promotional materials, planning and awards. • Tuition assistance for approved courses through secondary partnerships. • Purchase of Recognized postsecondary credentials or certifications such as OSHA 10, EMT, CNA and Food Service Worker Cards.

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.

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 - • 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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Describe how the district will address this requirement overall.	KPBSD currently offers 13 CTE Sequences ranging from Architecture and Construction to Computer Science and Engineering. Current data is a new trend as of 2022 showing decrease in student participation since COVID. Need to promote and emphasize CTE course offerings so new students understand the opportunities available. New coordinator as of 2022-23 & new revision process means 2023-24 data should begin to show improvements. According to our Advisory committee members, the Labor market data doesn't always report what local needs or local folks see in individual communities. We need to combine all data and employer needs with student interests to best benefit our future workforce. Need to build student interest & excitement in CTE - Career Days/Job shadow/exploration opportunities. Additionally CTSOs and CTE competitions such as Robotics offer students the opportunity to engage with CTE careers outside of the traditional classroom and connect with industry professionals. Within current pathways, students need introductory level classes as well as advanced/job skill training and industry certifications. The local community also identified the cost of pre-employment training as a barrier for students looking to go directly from high school to industry. Additionally, recent community meetings have identified aging facilities and upgraded equipment as needs to improve the quality of CTE programs. Teacher training and maintenance costs to support program quality will be sought out. Furthermore, KPBSD Advisory Committees have identified the following Current labor Needs utilizing the Alaska Outlook, Trends Magazine, Alaska Dept. of Labor and the Kenai Peninsula Economic Development District (KPEED): Office/Administrative Business sector, transportation, food related industries, construction, maintenance, healthcare, and education are need statewide. In our area the CTAC committee also identified Natural Resources, Marketing, Computer Science & Engineering as areas of student interest and community need. The committee also identified limited transportation options, the mental health crisis and growing opiod issues as areas of concern and need in our community that create barriers for student success.
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Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	a. KPBSD will continue to offer Introductory level courses while expanding opportunities for advanced options. b. By 2026, KPBSD will build Middle School courses to align with pathways and support career exploration and introduction in 6th-8th grade. c. By 2025, KPBSD will Identify and offer certifications or credentials for introductory classes and advanced options for concentrators. d. KPBSD will continue to support Professional Development for counselors, SSLs and administrators on CTE pathways. e. By 2025, KPBSD will development Public facing scope/sequence documents to assist parents and industry partners in partnership. f. KPBSD will work with the Kenai Peninsula Borough on Facility and equipment upgrades and improvements to meet current OSHA and industry standards. g. KPBSD will support and promote CTSOs and extra-curricular CTE activities such as FLL Robotics competition, eSports and Marathon Petroleum e-days events. h. KPBSD will provide Teacher professional development to meet current industry standards. i. KPBSD will provide continued support for existing pathways and CTE courses. j. By 2026 KPBSD will develop and implement additional courses in Business, Natural Resources, Maintenance, Transportation, Healthcare and Education with an emphasis on individual community needs. k. KPBSD will continue to support high-needs students to overcome obstacles of being gainfully employed such as high cost of credentialing, transportation and individual employability skills.
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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.	- Materials, supplies, and curriculum for new and existing CTE courses. - Professional development for Middle School and high school advisory teachers, SSLs (student support Liasons) and counselors - Funding for coordinator position to provide program oversight and planning - Job shadow and Career day activity funding: transportation, substitute teacher cost and supplies needed to support career pathway exploration. - certification and credentialing of students such as OSHA 10, CNA and EMT. - Professional Development credits or courses for counselors, SSLs and advisory teachers. - Publication of promotional materials and guides for CTE Pathways. - Professional development, community outreach and training opportunities in new pathways to meet individual student needs. - Financial support of trainings, certifications and camp style learning opportunities for high needs students including transportation costs.
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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.	Prior to 2022-23 KPBSD only has one approved CTEPS. Through the CTE curriculum revision process and a CTE PD grant KPBSD has been able to expand our approved courses to offer 13 sequences and 9 CTEPS. KPBSD will continue to work toward adding approved course and supporting existing pathways. Our 5 year plan focuses on Engineering, Transportation and Hospitality for the 2023-25 year, and then expanding Natural Resources, Business, and Hospitality/Tourism during the 2024-26 cycle. The goal will be to build Law, Public Safety, and Middle School courses the following 2025-27 years. By partnering with Kenai Peninsula College, University of Alaska, and AVTEC we currently offer a variety of college/dual credit options to students including CNA, ETT, Computer Applications, & Welding. We plan to offer more dual credit courses and industry credentials as we work through the process of updating crosswalks and identifying meaningful credentials. The CTE Coordinator also needs to work more closely with building administration to support the CTE instructors offering a industry recognized credential for each pathway. Certifications have been instructor driven and should be an expectation or requirement to provide a certification rather than a suggestion. Better training for counselors and tracking of pathways should assist in increasing the number of CTE concentrations.
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	- By 2026, Expand work-based learning opportunities for students in all pathways. - By 2027, Increase the number of state approved CTE courses aligned with a CTEPs. - By 2026, Create a more efficient system to identify program's needs for equipment, replacement, or acquisition. - By 2027, Align all middle and high school programs to standardized curriculum for vertical alignment. - By 2027, Identify and require recognized post-secondary credentials for each pathway - Continue to provide Counselor, teacher, administrator Professional Development opportunities. - Continue to Align pathways with postsecondary training opportunities. - Continue to provide materials, supplies and curriculum for new and existing pathways.

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.	1- Provide collaboration opportunities between KPC, industry partners and district teachers to identify certifications and credentials. 2- Dual enrollment credit opportunities for students. 3- Replacement of older equipment in need of replacement or repair. 4- Professional development for Middle School, counselors, administrators and SSLs including sub coverage, transportation and curriculum materials. 5- Recognized Postsecondary credential or certification cost
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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.	Finding and keeping a highly trained CTE expert continues to be a challenge. In KPBSD we are striving to keep our already trained existing staff by offering professional development opportunities and value added training while also looking to train new teachers in the CTE role. During the 2022-23 and 2023-24 school year KPBSD applied and received a PD Grant to assist in teacher training and retention. The CTE coordinator facilitated PD opportunities and presented to schoolboard, borough assembly, administrators and community groups on KPBSD CTE programs. CTE Coordinator also met with community and industry partners and provided administrative oversight for the CTE program to create a comprehensive and cohesive district plan.
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	a. Retain current CTE Educators by providing ongoing professional development credits and opportunities such as ACTE Conference participation, UAA PACE courses or industry credentials. b. Train existing KPBSD teachers to become CTE instructors through programs like AVTEC, Code.org and PWSC teacher trainings c. By 2025, create course syllabi and equipment/supply lists for CTE classes that can be utilized by a new teacher. Creating a starting point for offering CTE courses. d. Continuing CTE PD trainings to provide collaboration, learning and problem solving opportunities for teachers and counselors. e. Continued training of counselors, SSLs and Advisory teachers on Naviance and career planning for students, so they can support the efforts of CTE teachers. f. Continued presentations and collaboration opportunities by the CTE program
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.	- Allocating funds to teacher professional development, trainings, certifications and collaboration days including sub coverage and transportation costs. - Covering PACE or other credits for teachers working to recertify or add CTE training. - Scholarships for CTE Conference costs including hotel, per diem and transportation to these opportunities. - Naviance/PowerSchool subscription and training opportunities for counselors, SSLs, advisory teachers. - Transportation for CTE program staff to facilitate trainings and collaborate with teachers, administrators and community partners.

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)	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 - ● How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS 134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide ● 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 134(b)(5) How the district will – ● 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

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Describe how the district will address this requirement overall.	Equity is a multi-faceted goal for KPBSD. We work to ensure the KPBSD CTE program is equitable and accessible for students across economic, social, geographic and special populations. • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS. Currently in KPBSD, the CTE program utilizes counselors, building administrators and other support staff like our Migrant liaisons, McKinney Vento advocates, and Student support liaisons to share opportunities with students. Additionally CTE opportunities are posted on the district website and social media so parents and community members are aware of opportunities. Short term camps, classes and outside of school opportunities are pushed to special populations like our alternative schools and MV Program liaisons multiple times and with advanced notice so they have more time to coordinate with their students. • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE This same process is utilized for career guidance and job opportunities to put information into special population students hands early and often. All KPBSD students have the opportunity to participate in job shadow and career exploration classes. Our counselors, liaisons and support staff work with students in special populations to identify barriers (such as transportation and equipment needs) and plan for those prior to enrollment. This often results in braided funding between programs to meet special population student needs. For example the McKinney Vento program might provide a homeless student with a gas card or token for a cab, while CTE will provide the student with PPE for a welding class. The CTE Coordinator meets with students participating in CTE funded programs throughout the school semester to check-in and ensure needs are being met. These advisory meetings provide the opportunity to adjust or make future plans as students progress through the program. We currently partner with our local Job Center to provide career days, job shadow opportunities and look at economic trends throughout the school year. AVTEC, KPC and the Chamber of Commerce also organize events to promote career awareness and job/career fair activities. 134(b)(5) How the district will – Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency
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	KPBSD is committed to student success and barriers like socioeconomic status or housing should not be a barrier for a student participating in CTE courses. All school counselors and secretaries are trained on identifying special population students and are able to waive class fees and request supplies for students without the need for students to publicly identify their special population status. KPBSD provides the needed supplies, materials or support and then works to determine which funding and program best meets the students need. KPBSD follows a strict non-discrimination policy and all Title VI mandates. Students are encouraged to advocate for themselves and get help if any form of discrimination is suspected. The KPBSD CTE Advisory Committee has specifically identified the need for equity of access for our small schools and remote locations which have a significantly higher cost of transportation and limited resources to provide robust CTE programs. They have also identified the need of our Alternative school populations and students experiencing homelessness or instability. Additionally we hope to continue to partner with other programs to collaborate on special populations like our Migrant, Indigenous and Special Education students. These populations may benefit from camp style opportunities or intensives rather than traditional semester long offerings. We are looking at opportunities to address this need utilizing local dorm options and grant funded programs like the UAA/AHEC Allied Health program.
Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.	1. Continued partnership with local and regional providers to offer a wider variety of CTE courses such a Civil Air Patrol, Central Emergency Services, KPC and UAA/AHEC to offer camps or short term intensives in-person. 2. KPBSD will continue to provide online/distance CTE course offerings 3. KPBSD will provide transportation support for students to participate in CTE classes or camps. 4. KPBSD will provide Financial support for students to participate in CTE classes or programs to cover tuition, materials or other approved needs. 5. KPBSD will provide Additional resources and support for small schools or schools with special populations. 6. KPBSD will continue to Participate in collaboration with special population groups. 7. By 2026, KPBSD will provide camp or intensive CTE opportunities for special population students.

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.	1. CTE Camp costs: Transportation, materials, teacher stipends 2. Transportation for students and chaperones to CTE programs. 3. Coverage of cost for CTE Courses, tuition, required materials or supplies including PPE 4. Collaborate with programs that also serve any of the sub-populations for support information and materials or material recommendations and participation at sub-population events. 5. Present KPBSD CTE opportunities to the school board, borough assembly and community organizations to provide multiple opportunities for students and parents to learn about programs. (Transportation/Mileage Reimbursement / Program registration fees, etc.) a. Distance online course subscription cost
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