Four-Year Plan and Local Application (level of detail)



How much detail? The Four-Year Plan is the Perkins application. As such, it must provide a complete picture of how the district is currently meeting all of the requirments of Perkins V, outline the action steps districts will take to meet the needs identified in their CLNA, and list expenditures the district expects over the next four years. This document provides some samples of the level of detail required.

Local Application - Each Part (A-E) contains three questions:

1.	Describe how the district	Review the items from the law that are required for each part. (light green box
	will address this	located at the top of each part) Describe what the district is doing right now (not
	requirement overall	what it will do) to meet the requirements. Instead of STATING 'the district has
		robust CTEPS connected to industry', DESCRIBE and give examples of the CTEPS
		and connections to industry. Descriptions should provide enough detail that a
		parent or someone not familiar with the district would know what the district's
		CTE program is with regard to each part and Perkins V requirements. All parts
		must have a description, as this is the district's declaration that it is meeting
		Perkins V requirements.
2.	Describe district's intended	Directly linked to the findings/needs identified in the CLNA. Identify goals and
	goals/action steps over the	action steps for those needs the district will address in the next four years. These
	next four year to address	action steps should be detailed enough to provide a clear "checklist" of what will
	needs identified by the	be done. Remember that it is expected there will be changes over four years, and
	CLNA	there is no penalty for action steps that are changed or not completed.
3.	If applicable, describe how	Outline the ways the district intends to use Perkins funds to support the Four Year
	Perkins funding will be used	Plan and Local Application action steps. It does not have to include amounts, but
	to support the four-year	does need enough detail so that budget items can be traced back through the plan
	plan to address CLNA needs	to the needs in the CLNA.

Examples - Part B: These examples illustrate detail, and are not complete responses.

Question #1. (see question 1 above)	•	All students participate in Work Readiness, a foundational employability skills/career exploration course. All students may participate in Career-Based Learning, an elective credit course for paid or unpaid work experiences aligned with interests and pathway experiences. CTEPS include: (*=dual credit, bold = work-based learning components) <i>Health Sciences CTEP</i> : Human Anatomy and Physiology, *Intro to Health Sciences,*ETT Business and Communications CTEP: Exploring Business, Finance and Investing, Desktop Publishing and Web Design, Digital Arts 1, 2, Advanced Digital Arts, Video Production 1, 2, 3, 4
Question	•	2020/21 Develop/Implement - curriculum for a business program.
#2.	•	2020/21 Develop/Implement – curriculum for a tourism industry pathway
	•	Implement Educators Rising by 2021/22.
	•	Update all CTE courses to align with Perkins V Work-Based Learning
Question	•	Provide PD for teachers/counselors/administrators/program coordinators about career planning
#3.		resources, career pathways, labor market and economic trends, work-based learning, middle school
		programs, dual credit, RPC, CTSOs. 3 people per year for 3 years.
	•	Tuition support for dual credit opportunities and Recognized Postsecondary Credentials and
		postsecondary training opportunities. UAF, PWSC, AWS certifications.

CLNA to Budget - Part E: These examples illustrate detail, and are not complete responses.

CLNA There are significantly lower numbers of concentrators of sub-populations, specifically Individuals with Disabilities, Economically Disadvantaged, and ELL, in all our pathways. **Findings** First year data needs to be collected on students in foster care, homeless, and active duty (partial) parents, to determine if they will also need additional supports. Gender division in all pathways. Enrollment reflects "traditional" gender roles in society. Technology is needed to ensure all students have access to the same materials and there is some difference in software and equipment to maintain equity. **CLNA Goals** 1. These goals will be for both 2020/21 and 2021/2022. The will be evaluated at the end of 2020/21 adjusted and carried through 2021/2022. (partial) Collaborate and communicate with all district programs that support sub-populations to provide information about CTE opportunities and academic support. Provide professional development for all counselors to help them understand non-traditional careers and how to talk to students and use appropriate marketing. 4-Year Plan District currently provides IGNITE, Women in Science clubs and Robotics teams (and a girls team), to promote interest and exploration in NTO including trades, health sciences, STEM, and Description engage students with community mentors. (partial) District coordinates annual sub-committee meetings with advisory board members representative of stakeholders for special populations. Quarterly meetings of building administration, SPED Department chairs, CTE Staff, Guidance Counselors to address accommodation needs are held. CTE director holds ongoing consultation with 2.0 FTE guidance counselors on an annual basis to form a post-secondary plan. 4-Year Plan CTE will host student recruitment efforts with local industry professionals each semester. In **Goals/Actions** particular NTO roles for males in the health care industry. List all special population events. Create a plan to be present at all events and share CTE (partial) opportunities. List materials and equipment needed to provide equitable access. Create a purchasing plan. Provide all students with information about non-traditional careers by using intentional small group and individual contact 3x per year. Create appropriate NTO materials that provide clarity about the pathways and identify supports that are easily attained. Provide special populations role models for all CTEPS during 'CTE explore' for middle schoolers. A subcommittee meeting consisting of students, Tribal Representatives, members of the Filipino community, parents, non-profit partners, and district personnel will meet in 2021 to review participation vs concentrator data and gather input on program completion. 4-Year Plan Coordinator to work with programs of special populations and selection of materials partial FTE. **Funding** Purchase of appropriate materials for all special populations and non-traditional groups. (partial) Purchase of special equipment or technology to create equity for sub-populations. PD of CTE administrators, counselors, and sub-population coordinators/faculty on nontraditional careers and CTE programs. **GMS Budget** 310 – Certificated Salaries - .25 FTE special populations coordinator to present at special populations events, work with counselors to identify professional development, identify and **Items** procure necessary supplies and technology for special population equity. 450 – Supplies - \$800 for a wheelchair ramp for the construction shop, \$600 for ESL materials for NCCER, \$1,000 for welding gear designed to fit women