

**PERKINS SECONDARY / POSTSECONDARY
LOCAL 5-YEAR PLAN FOR
CAREER & TECHNICAL EDUCATION PROGRAMS: FY2019-2023**

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INTRODUCTION

This Perkins Local 5-Year planning document is a framework for the improvement of the district's / institution's Career and Technical Education (CTE) program planning, implementation, and evaluation. It is designed to enable grant recipients to briefly describe the strategies and activities they plan to incorporate to meet the intent of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 by improving the CTE programs it supports. **DEED/CTE reminds grantees to employ the activities selected and described in this document as part of a 5-year strategic planning process.**

Districts / Institutions will use the annual Perkins application to provide specific details of implementation in response to data and community trends. Districts / Institutions may update their 5-year plans at any time as local, state, or national conditions change. Grantees must address all subsections of the plan document.

REQUIRED COMPONENTS OF THE 5-YEAR PLAN

Each state is required to submit a 5-year plan to the U.S. Department of Education (USED). Alaska submits amendments to this plan annually. Districts / Institutions receiving an allocation for Carl D. Perkins funds are required to submit plans with the same timeline commitments as the State to facilitate the State's plan submission to USED.

According to Section 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, each state shall determine the contents of the local plans. However, each plan **must** include:

- Description of expenditures
- Inclusion of at least one Career and Technical Education Program of Study (CTEPS)
- Promoting rigorous content aligned to challenging career and content standards
- Description of professional development that is ongoing and relevant
- Description of parent/community engagement
- Assure that the program has the size, scope and quality to bring improvement to CTE programs
- Describe the processes used to evaluate and continuously improve performance
- Description of how grantees will provide programs for Perkins Special Populations
- Describe how members of Perkins Special Populations are not discriminated against
- Describe how funds will be used to promote preparation for non-traditional fields
- Describe how career guidance and academic counseling will be provided to CTE students
- Describe efforts to improve recruitment and retention of CTE teachers

I. Stakeholder Participation: Advisory Committee

Plans to improve performance require discussions with, and input from, key stakeholders as specified in Perkins IV legislation. Discussions should focus first on the vision, mission, and expectations for the future. Commitment of the stakeholders is critical for the expectations to become reality. Federal law requires that key stakeholders be involved in some or all parts of the process. The participants should meet annually for evaluation on the progress of the 5-Year Plan's implementation, including review of data, with minutes of the meetings submitted to DEED/CTE. **[GMS reference: *Prior Year Reporting, Box A; Amendment to 5-Year Plan, Box A*]**

A. Identification.

Local plans must describe how stakeholders participated in the discussion, development, implementation, or evaluation of the 5-Year Plan. Levels of involvement must be one or more of: (1) discussion, (2) development, (3) implementation, (4) evaluation.

Check all boxes that apply to each stakeholder group's level of involvement as applicable.

Group	Discussion	Development	Implementation	Evaluation
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTE Faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business / Industry Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perkins Special Populations Representative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government Agency Representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Interested Individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Continuous stakeholder participation [§134(b)(5)].

Briefly describe how each of the groups mentioned above will be effectively informed about, and assisted in understanding, the requirements of Perkins IV, including the development and implementation of CTE Programs of Study (CTEPS) over the life of the plan.

*Provide a brief description: **The district will involve stakeholders at a variety of levels. While we are a remote district, with a low number of business and industry individuals to include, the district has thrown a wide net to include the above groups in initial meetings to share ideas and narrow down district goals and plans for the next five years.***

II. Program Administration and Development

A. Program description [§134(b)(1); §135(b)(7)].

Describe how funds received under this title will supplement and support district / institution CTE programs. Include a list of all CTEPS offered. [GMS reference: *Budget; Amendment to 5-Year Plan, Box B*]

Provide a brief description: Perkins funds will be used to support the classes listed below and supplement district commitment to these programs. The district uses the Perkins funds mainly to purchase materials for the classes, with some money allocated to travel for CTE students to participate in job fairs and for CTE juniors and seniors to go on the post-secondary trip organized by the principals and school counselor. The district and stakeholders have expressed interest in adding Healthcare, IT and possibly Automotive career pathways.

CRP100 Careers/Portfolio

CT100 Construction Technology 100

CT120 Construction technology 120

CA100 Culinary Arts I

DF100 Design and Fabrication

EBTI Entrepreneurship

GHM100 Greenhouse Management I

WELI Intro to Welding

MINING Intro to Mining Occupations and Operations

NRM100 Natural Resource Management

OW100 Open Water SCUBA I

B. Collaboration with partners to develop CTEPS [§134(b)(3)(A); §135(b)(2)].

Describe how the district / institution will collaborate with educational partners to develop and offer the appropriate courses in not less than one of CTEPS as described in §122(c)(1)(a) of the federal Perkins law. [GMS reference: *Prior Year Reporting, Box A; Amendment to 5-Year Plan, Box B*]

District / Institution shall:

- a. Have at least one state approved CTEPS.
- b. Describe the integration of academic and career standards.
- c. Document local stakeholder committee discussions that have occurred regarding the dissemination of information about CTEPS to counselors, learners, and their families.
- d. Emphasize high-skill, high-wage, and high-demand CTEPS.
- e. Consider Perkins Special Populations as CTEPS are developed.

Provide a brief description: SISD will work with other local districts on Prince of Wales as it benefits all the parties. At this point there is not very much collaboration due mostly to the distances between the districts. SISD is working with UAF's CTC to align 4 courses in order to offer these classes as dual credit. The district also works with UAS to participate in their annual job fair and has worked with Ketchikan School District in the development of a Culinary Arts program.

C. CTE program is of sufficient size, scope, and quality to be effective [§134(b)(6); §135(b)(8)].

For secondary districts, CTE program consists of *at least* one complete CTEPS of *at least* two high school credits, which a student can complete within their normal high school tenure. For postsecondary institutions, CTE program leads to a recognized postsecondary credential.

Secondary

The institution assures that the CTE program consists of *at least* one complete CTEPS of *at least* two high school credits, which a student can complete within their normal high school tenure, and which aligns to at least one postsecondary study option.

Yes

No

Postsecondary

The institution assures that they have at least one complete CTE program of study that leads to a(n): associate's degree, bachelor's degree, occupational endorsement, certificate, or recognized industry certification.

Yes

No

D. Improvement of academic and technical student skills [§134(b)(3)(B); §135(b)(1)].

Describe how the district / institution will ensure CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as all other students. Further, how will the district / institution improve the academic and technical skills of CTE students by integrating coherent and rigorous content aligned with challenging academic standards into career technical curriculum? **[GMS reference: *Prior Year Reporting, Box B; Amendment to 5-Year Plan, Box B*]**

SISD offers the same core curriculum to all its students regardless of their career path. Each CTE course in the list above has a course description and set of standards that teachers follow to ensure students complete the rigorous course requirements. Technical Skills Assessments will be administered giving the students goals and benchmarks and ensuring content rigor.

Check applicable boxes. Required activities have been pre-selected as indicated with "x."

Examples of strategies a district / institution may use to improve the academic and technical skills of students by promoting rigorous career technical content aligned with challenging academic standards may include, but are not limited to:

- Align course content with recognized technical standards **(required)**.
- Align course content with current Alaska's academic content standards **(required)**.
- Provide dual enrollment programs
- Develop and implement CTEPS to facilitate a seamless transition between secondary and postsecondary education
- Involve Advisory Committees in the development/delivery of more rigorous content
- Design professional development to promote rigorous academic and CTE content standards

- Integrate academic and CTE lessons
- Utilize senior capstone projects
- Integrate writing across curriculum
- Integrate math across curriculum
- Integrate reading across curriculum
- Utilize common planning time
- Provide professional development activities that reinforce integration
- Support inquiry-based and problem-based education
- Other

Describe Other:

E. Encourage CTE student enrollment in rigorous academic courses [§134(b)(3)(D-E)].

Describe how the district / institution will encourage CTE students at the secondary / postsecondary level to enroll in rigorous and challenging courses in core academic subjects. **[GMS reference: *Prior Year Reporting, Box D; Amendment to 5-Year Plan, Box D*]**

Check applicable boxes. Required activities have been pre-selected as indicated with "x."

Examples a district / institution may include, but are not limited to:

- Implement rigorous academic and CTE programs of study (**required**).
- Provide career guidance and academic counseling.
- Provide extra time and extra help for students in rigorous academic courses.
- Promote Career & Technical Student Organization (CTSO) involvement.
- Eliminate remedial academic courses.
- Use business/industry mentors to encourage rigorous course selection by students.
- Other

Describe Other:

F. Develop and expand the use of technology [§135(b)(4)].

Describe how the district / institution will develop, improve, or expand the use of technology in Career & Technical Education.

Check applicable boxes.

Examples a district / institution may include, but are not limited to:

- Professional development that focuses on technology, including distance learning
- Purchase of relevant high tech program equipment
- Prepare students for entry into high technology fields including STEM
- School collaboration with technology industries including internships and mentoring programs
- Leverage technical resources from stakeholders
- Other

Describe Other:

G. Incorporate all aspects of industry [§134(b)(3)(C); §135(b)(3)].

Describe how the district / institution will provide all CTE students with strong experience in, and understanding of, all aspects of the industry that the student is preparing to enter.

Check applicable boxes.

Examples a district / institution may include, but are not limited to:

- Provide career information
- In-class presentations from stakeholders and employers
- Field trips to related business/industry
- CTSO participation
- Job shadowing opportunities
- Mentoring
- Participation in practicum or internship
- Other

Describe Other:

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III. Program Performance and Evaluation

A. Local levels of performance [§134(b)(2)].

Describe how CTE activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with §113(b)(4)(A)(i)(ii) of Perkins IV.

Comprehensive data analysis using defined performance indicators is an integral component of continuous improvement. Districts / Institutions can offer more effective and responsive CTE programs by conducting regular needs assessments using multiple indicators. These should look at data over time for variables such as demographics, stakeholder perceptions, and student learning, to consider the interaction of those elements. In addition, data exist at various levels—district / institution, program, classroom, and student; all must be used to sharpen the focus of analysis.

Check applicable boxes. Required activities have been pre-selected.

Examples a district / institution may include, but are not limited to:

- Analyze disaggregated performance data by category to target improvement efforts. **(required)**
- Examine and improve local policies regarding the accurate collection and reporting of data.
- Use district / institution level data to target improvement efforts and develop improvement plans.
- Provide professional development opportunities designed to improve data quality and in the use of data to improve performance.
- Identify and analyze relevant program, classroom, and student level data that will determine factors that are contributing to, or detracting from, student performance.
- Analyze current labor market trends to influence programmatic decisions
- Conduct surveys of student and stakeholder perceptions of quality and customer satisfaction. Use the data collected to develop improvement strategies.
- Use data to direct decisions leading to the development of goals and strategies designed to improve student performance
- Other

Describe Other:

B. Technical Skills Attainment [§113(b)(2)(A)(ii)].

Describe how all CTE students will be assessed in the program areas where valid and reliable, state-recognized technical skill assessments are available. **[GMS reference: *Prior Year Reporting, Box B; Amendment to 5-Year Plan, Box B*]**

Provide a brief description: When TSA's are available, the teacher will assess the students. TSA's are available in Welding, Design and Fabrication, Culinary Arts, Construction Technology and SCUBA. When other classes are added, the teachers will be informed about available TSA's. As the district adds the dual credit courses, TSA's will be a part of the course requirement.

C. Local evaluation [§134(b)(7)].

Describe how the district / institution will conduct local self-evaluations based on the federal and state performance indicators. Describe the process the district / institution will use to evaluate and continuously improve the performance of the eligible district / institution, including an assessment of how the needs of Perkins Special Populations will be met. **[GMS reference: *Prior Year Reporting, Box A & E; Amendment to 5-Year Plan, Box E & F*]**

Check applicable boxes.

Examples of evaluation activities include, but are not limited to:

- Analysis of local federal performance indicator data
- Analysis of local state performance indicator data
- Input of stakeholder and program/career field level advisory committees
- Student survey data analysis
- Stakeholder survey data analysis
- Annual Program of Study implementation progress
- Use of monitoring reports to generate improvement strategies
- Use disaggregated performance data for all student categories to target areas of weakness
- Other

Describe Other:

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IV. Services to Perkins Special Populations

A. Overcome barriers to Perkins Special Populations [§134(b)(8)(A)].

Describe how the district / institution will identify and adopt strategies to overcome barriers that prevent Perkins Special Populations from entering and succeeding in CTE programs. **[GMS reference: Prior Year Reporting, Box A & E; Amendment to 5-Year Plan, Box E]**

Perkins Special Populations include:

- Individuals from economically disadvantaged families, including foster children
- Students with disabilities, including those with IEPs and 504 plans
- Individuals preparing for non-traditional fields (NTO)
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency and/or migrant status

Check applicable boxes.

Strategies a district / institution may include, but are not limited to:

- Provide appropriate student placement and transition services through the individualized educational plan (IEP)
- Encourage CTSO participation by members of Perkins Special Populations
- Provide career information through the Alaska Career Information System (AKCIS)
- Provide support groups to encourage students
- Provide individualized career counseling to Perkins Special Population students
- Provide ESL classes for students with limited English proficiency
- Promote career exploration and planning prior to enrollment in CTE programs
- Provide classes to facilitate employment in high-skill, high-wage high-demand occupations
- Provide professional development to staff designed to improve instructional delivery and support services to Perkins Special Populations
- Assure equal access for non-traditional students in all programs
- Other

Describe Other:

B. Provide programs that enable Perkins Special Populations to meet performance indicators [§134(b)(8)(B); §135(b)(9)].

Describe how the district / institution will provide programs designed to enable Perkins Special Populations students to meet local adjusted levels of performance. **[GMS reference: Prior Year Reporting, Box A & E; Amendment to 5-Year Plan, Box E]**

Check applicable boxes.

Strategies a district / institution may include, but are not limited to:

- Utilize recommendations from the IEP team to modify programs for secondary students with disabilities.
- Provide accommodations to enable students with disabilities to participate in programs.

- Provide services and support to assure full participation for Perkins Special Populations.
- Provide career awareness programs and services that facilitate appropriate program selection by members of Perkins Special Populations.
- Provide services and appropriate instructional materials to limited English proficiency students.
- Provide appropriate accommodations for technical and academic skill assessments for Perkins Special Population students.
- Provide support services for non-traditional students designed to increase program participation and completion.
- Target Perkins Special Population students in marketing efforts for programs leading to high-wage, high-skill, or high-demand occupations.
- Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.
- Other

Describe Other:

C. Provide activities to prepare Perkins Special Populations for high-skill, high-wage or high-demand occupations [§134(b)(8)(C)].

Describe how the district / institution will provide activities to prepare Perkins Special Populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. **[GMS reference: Prior Year Reporting, Box E; Amendment to 5-Year Plan, Box E]**

Check applicable boxes.

Strategies/activities a district / institution may include, but are not limited to:

- Provide job shadowing, internships, externships, and mentoring opportunities.
- Encourage enrollment of Perkins Special Populations in all programs with emphasis on high-wage, high-skill, or high-demand occupations.
- Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.
- Provide support services for non-traditional students designed to increase program participation and completion.
- Provide career assessment services designed to evaluate aptitudes and interests leading to appropriate program placement.
- Provide services that facilitate the transition of Perkins Special Population students to work, independent living, and additional education.
- Provide services and programs to assist pregnant or parenting learners to remain in school.
- Other

Describe Other:

D. Nondiscrimination [§134(b)(9)].

Describe how the district / institution will ensure members of Perkins Special Populations are not discriminated against based on their status as members. **[GMS reference: *Prior Year Reporting, Box E; Amendment to 5-Year Plan, Box E*]**

Check applicable boxes. Required activities have been pre-selected as indicated with “x.”

Examples a district / institution may employ to assure nondiscrimination may include, but not limited to:

- Provide a Title IX Coordinator (required).
- Provide physical accessibility.
- Provide appropriate accommodations in instructional and assessment practices.
- Provide ongoing nondiscrimination professional development to staff.
- Provide student and staff diversity educational training regarding nondiscrimination.
- Develop and disseminate racially and ethnically diverse program marketing materials.
- Provide assisted technology
- Update progress reports on IEPs.
- Other

Describe Other:

E. Promote preparation for Nontraditional Fields [§134(b)(10)].

Describe how the district / institution will use funds to promote preparation for non-traditional fields. Perkins defines nontraditional fields as occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. **[GMS reference: *Prior Year Reporting, Box E; Amendment to 5-Year Plan, Box E*]**

Check applicable boxes.

Strategies/activities a district / institution may include, but are not limited to:

- Providing career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.
- Providing students with work related experiences in nontraditional fields (i.e. internships, job shadowing, school-based enterprises).
- Providing students with nontraditional opportunities through CTSOs.
- Teaching curricula with gender-neutral applications.
- Providing information about educational CTEPS and training that prepare students for employment in nontraditional high-skill, high-wage, high-demand fields.
- Providing professional development on promoting non-traditional participation.
- Including non-traditional members on advisory committees.
- Using gender-neutral marketing materials for recruitment purposes.
- Promoting non-traditional student support groups including mentors.
- Using non-traditional success stories to promote participation and retention.
- Other

Describe Other:

V. Professional Development

A. Professional development to promote academic integration [§134(b)(4); §135(b)(5)].

Describe the district / institution plan to provide comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel. Perkins funds used for professional development must provide ongoing experiences that are a part of a high quality, sustained, and intensive professional development program. **[GMS reference: *Prior Year Reporting, Box C; Amendment to 5-Year Plan, Box C*]**

Check applicable boxes. Required activities have been pre-selected as indicated with "x."

Professional development activities a district / institution may employ include, but are not limited to:

- Promote the integration of rigorous academic content with CTE curriculum (required).
- Encourage applied learning that contributes to the academic and technical education knowledge of the student.
- Provide the knowledge and skills necessary to improve instruction for Perkins Special Populations.
- Promote effective teaching skills based on research that includes promising practices.
- Promote effective practices to improve parental and community involvement.
- Promote effective use of scientifically based research and data to improve instruction.
- Support education for CTE teachers and staff to stay current with all aspects of an industry.
- Provide staff externship programs that provide relevant business experience.
- Provide programs to train staff in the effective use of technology to improve instruction, which may include distance learning.
- Other

Describe Other:

VI. Student Services

A. Career guidance and academic counseling [§134(b)(11)].

Describe how career guidance and academic counseling will provide CTE students linkages to future education and training opportunities. **[GMS reference: *Prior Year Reporting, Box D; Amendment to 5-Year Plan, Box D*]**

Check applicable boxes. Required activities have been pre-selected as indicated with "x."

Strategies a district / institution may include, but are not limited to:

- Providing information about educational CTEPS and training that prepare students for employment in high-skill, high-wage, high-demand fields, including program descriptions, admissions requirements, typical course work, and postsecondary institutions offering related degrees or certificates, including apprenticeships (required)
- Providing information to students about occupational fields that may include job descriptions, required aptitudes, work settings, hiring practices, wages, employment outlook, and preparation requirements.
- Providing Alaska Career Information System (AKCIS), Pathways information, CTEPS information, and labor market information (including worker supply and demand).

Other

Describe Other:

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