NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Ambler · Buckland · Deering · Kiana · Kivalina · Kobuk · Kotzebue · Noatak · Noorvik · Selawik · Shungnak
PO Box 51 · Kotzebue, Alaska 99752 · Phone (907) 442-1800

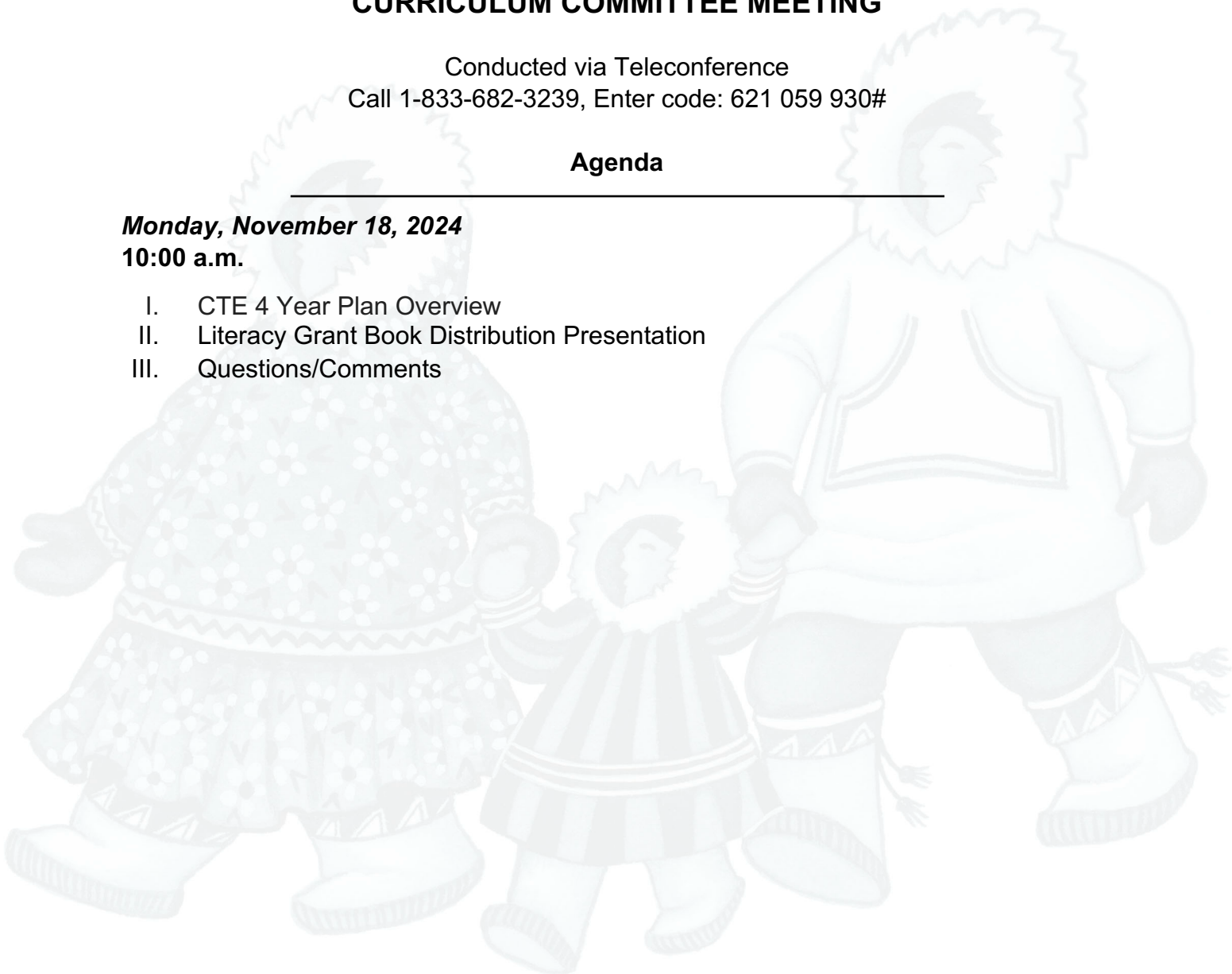## NWABSD BOARD OF EDUCATION
CURRICULUM COMMITTEE MEETING

Conducted via Teleconference
Call 1-833-682-3239, Enter code: 621 059 930#

Agenda

Monday, November 18, 2024
10:00 a.m.

I. CTE 4 Year Plan Overview
II. Literacy Grant Book Distribution Presentation
III. Questions/Comments

Committee Members: Alice Melton-Barr, Carol Schaeffer

MISSION: To provide a learning environment that inspires and challenges students and employees to excel.
VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future.

Learning that works for Alaska
CTE™

Alaska Perkins V Combined Form:

Comprehensive Local Needs Assessment
&
Four-Year Plan and Local Application

Career and Technical Education Programs
Form 05-24-016

ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

An excellent education for every student every day
Increase Student Success
Support Responsible and Reflective Learners
Cultivate Safety and Well-Being

For those NEW to Perkins/Career and Technical Education:
1. Read the CLNA Workbook Guidance (Form 05-20-036a)
2. Read the Four-Year Plan & Local Application Guidance (Form 05-24-016b)
3. Review your district's old Comprehensive Local Needs Assessment (CLNA) and Four-Year Plan & Local Application (DEED Program Manager can help you find these in GMS)
4. Connect with your DEED CTE Program Manager, review the process, ask questions.
5. Review Appendix A, Appendix B, and Appendix C of this document
6. Review the CLNA to Four-Year Plan to Budget Tags Sample
7. Review 'How to Use This Form' - page three of this document
8. Complete the CLNA and Four-Year Plan & Local Application Combined Form (Form 05-24-016 - Jumps to page four of this document)

For those Already Familiar with Perkins/Career and Technical Education:
1. Review CLNA to Four-Year Plan to Budget Tags Sample (New!)
2. Review old Comprehensive Local Needs Assessment (CLNA) and Four-Year Plan & Local Application Documents (can be found in GMS)
3. Review 'How to Use This Form' – page three of this document
4. Complete the CLNA and Four-Year Plan & Local Application Combined Form (Form 05-24-016 - Jumps to page four of this document)

Table of Contents:

How to Use This Form:

This combined form is designed to help districts track the direct connection between CLNA Needs/Goals for each Part A-E, the plan for those Needs/Goals in the Four-Year Plan & Local Application, and annual budget items in GMS that will be tagged to those Needs/Goals. Districts must ensure that they understand both the Parts A-E that run through all three components of this process, (Appendix B) and the 6 steps of the process itself (Appendix C) before filling out this form. Please refer to the documents linked in the Table of Contents section, as well as the appendices in this document, and contact your DEED Program Manager if you have questions prior to completing this form.

1. **WHITE** box contains a brief description of the Part to be completed. There are five (5) Parts to the form. Each Part contains Five (5) questions. This description is just a reminder. Review provided guidance to ensure full understanding of the requirements of each Part before continuing.

2. **BLUE** section - Comprehensive Local Needs Assessment (CLNA). Review/update every two years. There is a **pop-up box** link here – this box contains the Perkins V requirements for the CLNA for this Part. **Question #1** - Needs must be listed if the district intends to have expenditures for this Part in the future. Needs follow FOCUS format. **Question #2** - for each Need there must be a Goal. Goals should follow SMART goal format.

3. **GREEN** section - Four-Year Plan & Local Application for this Part. Review/update every four years. The **pop-up box** link contains the Perkins V requirements for the Application for this Part. **Question #3** - the longest narrative portion of this form – describe the district's program for this part and how it meets the Perkins V requirements. **Question #4 –** Action steps directly tied to Needs/Goals from the CLNA for this part, if needed.

4. **YELLOW** section - future GMS entries for this Part. **Question #5** - is a general list of budget items that may be requested in GMS to address the Needs/Goals from the CLNA for this Part. Remember that all budget items must be tagged to one of the Parts A-E that directly links a Need/Goal from the CLNA to the budget expenditure.

1. White (Brief description of the Part)

2. Blue (CLNA Questions #1, #2)

3. Green (Four-Year Plan Questions #3, #4)

4. Yellow (Budget Question #5)

Part D: Recruitment, Retention, Training of CTE Educators

PART D – Recruitment, Retention, Training of CTE Educators This part of the Four-Year Plan and Local Application refers specifically to recruiting, retaining, and professional development of CTE professionals, including teachers, administrators, and career counselors All professional development funded with Perkins must be directly tied to courses approved by DEED, or the CTE functions of a person's job. Examples of training for Perkins programs are:
- CTE content – Technical training in a field of study that allows the instructor to keep current with changes to the field and develop new skill sets.
- CTE pedagogical - Training in classroom skills (such as management and lesson development) that make the CTE instructor a more effective teacher.
- Cross-curricular integration – Training in combining instruction from core academic areas (e.g. English, Math) with CTE instruction.
- October PDC and February DEED Perkins Workshops

Two-Year CLNA
Requirements Part_D_CLNA

1. District FOCUS **Need(s)** Identified for Part A (if applicable):
   •

2. District SMART **Goal(s)** Identified for Part A (if applicable):
   •

Four Year Plan & Local Application
Requirements Part_D_4_Year_Plan

3. Describe how the district is currently addressing this requirement *(must answer – should be a narrative describing your program and how it meets Part D requirements specifically)*:
   •

4. Describe district's intended action steps over the next 4 years to address needs/goals identified by CLNA results (if needed):
   •

GMS Budget – items to be Tagged to Part D

5. Note briefly items that may potentially be tagged to Part D over the next 4 years (only if there are Needs/Goals for Part D identified above):

Combined Form 05-24-016:
Comprehensive Local Needs Assessment and *Four-Year Plan & Local Application*

District:	Northwest Arctic Borough School District
CLNA Last Approved Date:	
Four-Year Plan & Local Application Last Approved Date:	

Part A: Student Performance

	Part A of the Perkins V Program refers specifically to how students in Perkins CTE classes meet the required Perkins V Core Performance Indicators ([Four Year Plan and Application Guidance](#) page 5), and whether the district is planning to expend Perkins funds to specifically address any indicators that are not met. For example, if the Math Indicator is not met, a district might spend Perkins funds on collaborative time for Math and Construction/Welding teachers to plan together.
PART A – Student Performance	

Two-Year CLNA - Requirements Part_A_CLNA

1. District FOCUS **Need(s)** Identified for Part A (if applicable):
   a. *Enhance postsecondary readiness and placement by increasing the number of students earning postsecondary credentials.*
   b. *Increasing exposure, opportunities, and participation in non-traditional fields for male students.*

2. District SMART **Goal(s)** Identified for Part A (if applicable):
   - *By the end of the 2025-2026 school year, increase male student participation in non-traditional fields by 10% through the development of a new business CTE pathway and alignment of dual enrollment and job-embedded internships, in partnership with local colleges and businesses for existing CTE pathways.*
   - *By the end of the 2025-2026 school year, increase the number of students earning postsecondary credentials by 10% through expanding dual enrollment programs, targeted career counseling, and partnerships with local colleges and industries.*

Four Year Plan & Local Application -Requirements Part_A_Four_Year_Plan

3. Describe how the district is currently addressing this requirement **(must answer – should be a narrative describing your program and how it meets Part A requirements specifically)**:
   a. *The district is currently addressing the postsecondary readiness and credential requirement through dual enrollment partnerships with the Alaska Technical Center, University of Alaska Fairbanks-Chukchi, and the ANSEP Acceleration Academy. We also have infrastructure and institutional knowledge related to internship opportunities and job-embedded skills learning. Additionally, our CTE program, Readistar, focuses on developing CTE skills, with potential opportunities for students to tour local organizations such as NANA (Business), Maniilaq (Health), job shadowing in schools (Education), NMS (Culinary), and the Elder Food Program (Agriculture).*

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results above (required if Need/Goal(s) are stated above):

Enhancing Postsecondary Readiness and Placement:
- **Expand Dual Enrollment Opportunities**: Directly supports the goal of increasing the number of students earning postsecondary credentials by providing them with more access to college credits and credentials through dual enrollment.
- **Enhance Internship and Job-Embedded Learning**: Offers practical, hands-on experiences that prepare students for postsecondary success and help them transition smoothly into high-demand career fields.
- **Increase Career Counseling and Support**: Helps students make informed decisions about their postsecondary pathways and ensures they are equipped with the necessary skills and guidance to earn credentials.
- **Monitor and Evaluate Progress**: Ensures that the district can track student success and make adjustments to improve the rate of students earning postsecondary credentials.

Increasing Exposure and Participation in Non-Traditional Fields for Male Students:
- **Enhance Internship and Job-Embedded Learning**: By targeting partnerships with businesses in traditionally underrepresented fields (e.g., NANA, Maniilaq), this action step increases exposure and opportunities for male students in non-traditional careers.

GMS Budget – Items to be tagged to Part A

5. General list of items that may potentially be tagged to Part A over the next four years (only if there are Needs/Goals for Part A identified above):
   - **Dual Enrollment Expansion**
     - Tuition
     - Instructor and Program Coordination Fees

   - **Internship and Job-Embedded Learning**
     - Student Transportation
     - Staff time or a designated coordinator to develop partnerships
     - Stipends for Internship Support (Meals, Uniforms, etc.)

   - **Monitoring and Evaluation**
     - Data Tracking System
     - Assessment System (Workkeys)
     - Support for Monitoring

Part B: Program Quality

PART B – Program Quality	Part B of the Perkins V Program refers specifically to the ability of the Perkins funded program to be sufficient to meet all of the requirements of Perkins and deliver a quality program that meets the intent of the law and serves all students. Each Perkins program must be of sufficient size, scope and quality (SSQ) ([Four Year Plan and Application Guidance](#) page 6-7) to qualify for funding. SSQ means that the Perkins funded program is sufficient to meet all of the requirements of Perkins and deliver a quality program that meets the intent of the law and serves all students.

Two-Year CLNA - Requirements Part_B_CLNA

1. District FOCUS **Need(s)** Identified for Part B (if applicable):
   - **Realign CTE pathways** to ensure they meet industry standards and student needs.
   - **Expand access to work-based learning opportunities** for all students across the district.
   - **Develop and implement systematic instruction of soft skills** for students in grades 6-12.
   - **Provide additional support for Career and Technical Education Programs (CTEPs)** to increase student participation in state and national Career and Technical Student Organizations (CTSOs).

2. District SMART **Goal(s)** Identified for Part B (if applicable):
   a. *By the end of the 2027-2028 school year, realign all district Career and Technical Education (CTE) pathways to ensure they meet updated industry standards and student demand, with at least 60% of CTE students completing pathways that lead to postsecondary credentials.*
   b. *By the end of the 2027-2028 school year, increase access to work-based learning opportunities, such as internships and job shadowing, for 100% of CTE students in grades 9-12, ensuring that all students participate in at least one work-based learning experience before graduation.*

Four Year Plan & Local Application - Requirements Part_B_Four_Year_Plan

3. Describe how the district is currently addressing this requirement **(must answer – should be a narrative describing your program and how it meets Part B requirements specifically)**:
   a. **Realigning CTE Pathways**: We have begun reviewing and updating our CTE pathways to align with industry standards, ensuring that they meet both workforce needs and student interests. Partnerships with local businesses and organizations help ensure that the pathways are relevant and connected to real-world career opportunities.
   b. **Increasing Work-Based Learning Opportunities**: The district is actively fostering partnerships with local businesses and organizations, such as NANA (Business), Maniilaq (Health), and NMS (Culinary), to provide job shadowing, internships, and work-based learning experiences for students. We are building on the existing infrastructure to formalize and expand these opportunities districtwide, ensuring more students can engage in meaningful, hands-on learning.

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):

Focus 1: Realign CTE Pathways to Meet Industry Standards and Student Needs
- Collaborate with industry partners to ensure CTE curricula are aligned with current industry standards and certifications.
- Update and revise existing pathways in high-demand sectors such as Education, Business, Health, Culinary, and Agriculture.
- Provide professional development for CTE teachers to support curriculum updates and industry integration.
- Implement the revised CTE pathways across all district schools, ensuring they reflect workforce trends and postsecondary opportunities.
- Monitor and evaluate student outcomes in realigned pathways to ensure effectiveness and relevancy.

Focus 2: Expand Access to Work-Based Learning Opportunities for All Students
- Build and strengthen partnerships with local businesses, organizations, and postsecondary institutions to increase internship and job shadowing opportunities.
- Create formal agreements with businesses to offer structured, meaningful work-based learning experiences for students.
- Develop districtwide work-based learning initiatives that include opportunities for internships, job shadowing, apprenticeships, and hands-on learning experiences.
- Ensure work-based learning opportunities are accessible to all CTE students in grades 6-12, with a goal of 100% participation.
- Provide transportation and logistical support to facilitate student participation in internships and job shadowing.
- Regularly assess the effectiveness of work-based learning programs and adjust offerings to meet evolving industry demands.

Focus 3: Develop and Implement Systematic Instruction of Soft Skills for Students in Grades 6-12
- Identify key soft skills needed across various industries.
- Research and purchase a districtwide curriculum for teaching soft skills in both CTE and non-CTE courses.
- Integrate soft skills instruction into existing academic and CTE courses for students in grades 6-12.
- Provide professional development for teachers on embedding soft skills into their instruction outside of CTE courses.
- Collaborate with local businesses and organizations to ensure that the soft skills being taught align with real-world job expectations.
- Continuously evaluate the effectiveness of soft skills instruction through student feedback, teacher evaluations, and industry partner input.

Focus 4: Provide Additional Support for Career and Technical Education Programs (CTEPs) to Increase Student Participation in CTSOs

- Promote student involvement in state and national Career and Technical Student Organizations (CTSOs) through awareness campaigns, teacher support, and peer mentoring.
- Secure funding and resources to cover travel, registration fees, and other expenses for students attending state and national CTSO events.
- Work with CTE teachers to incorporate CTSO participation into the CTE curriculum as a means of reinforcing industry-specific skills and leadership development.
- Provide additional support for students preparing for CTSO competitions, including mentorship, coaching, and access to materials and resources.
- Establish regional CTSO events or competitions to encourage student engagement and leadership.
- Monitor participation rates in CTSOs and aim for 80% student participation by the end of the four-year period.

GMS Budget – Items to be tagged to Part B

5. Note briefly Items that may potentially be tagged to Part B over the next four years (only if there are Needs/Goals for Part B identified above):

Expand Access to Work-Based Learning Opportunities
1. **Partnership Coordinator**
2. **Student Transportation**
3. **Job shadowing program materials.**
4. **Work-Based Learning Program Development:**
   - Program development costs, including resources for tracking student participation and learning outcomes.
   - Career exploration software to support work-based learning activities.

Support for CTEPs to Increase CTSO Participation
1. **CTSOs Participation Costs**:
   - Registration fees for state and national CTSO competitions and events.
   - Travel, lodging, and meal costs for students and chaperones attending CTSO events.
   - CTSO competition materials (e.g., equipment, presentation materials, uniforms).
2. **Student Support and Preparation**:
   - Stipends for CTSO mentors or coaches to help students prepare for state and national competitions.
   - Funding for practice materials, tools, and resources necessary for CTSO participation.
3. **Districtwide CTSO Events**:
   - Funds for hosting districtwide competitions or events that encourage CTSO participation.
   - Awards, trophies, or recognition materials to celebrate student achievements in CTSOs.
4. **Promotional Materials**:
   - Budget for marketing and promoting CTSO participation (e.g., flyers, banners, website updates).

Part C: CTE Programs of Study (CTEPS)

<table>
<tr>
<td>PART C – CTE Programs of Study (CTEPS)</td>
<td>Part C of the Perkins V Program is the 'nuts and bolts' of CTE Programs of Study (CTEPS). Perkins funds can only be used on approved courses and CTEPS, and districts must maintain at least one (1) CTEPS to qualify for Perkins(Four Year Plan and Application Guidance page 9-11). A key principle of Perkins V is that CTE courses are both academically rigorous and provide industry-aligned engagement for students. CTE courses must incorporate a variety of standards into each course offered, including state academic content standards, cultural and employability standards, and industry recognized standards. Alignment to post-secondary programs for further training if desired is necessary for a CTEPS to provide a clear pathway to a career for students.</td>
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Two-Year CLNA - Requirements Part_C_CLNA

1. District FOCUS **Need(s)** Identified for Part A (if applicable):
   - Update and align existing CTEPs to meet current regional employability needs, ensuring that students are equipped with the skills and knowledge required for in-demand careers in the local job market.
   - Refine comprehensive scope and sequences for each course within existing CTEPs, ensuring a standards-aligned curriculum.

2. District SMART **Goal(s)** Identified for Part A (if applicable):
   a. By the end of the 2027-2028 school year, update and align 100% of existing CTEPs to meet current regional employability needs and refine the scope and sequences for all CTEP courses to ensure a fully standards-aligned curriculum that equips students with the skills and knowledge required for high-demand careers and postsecondary success.

Four Year Plan & Local Application - Requirements Part_C_Four_Year_Plan

3. Describe how the district is currently addressing this requirement **(must answer – should be a narrative describing your program and how it meets Part C requirements specifically)**: Include description of at least one complete CTEPS.

   Currently, we are addressing employability and postsecondary readiness through the following Career and Technical Education Programs (CTEPs): Health Science, Aviation Science, Agricultural and Natural Resources, Architecture and Construction, and Education. These programs provide students with industry-aligned skills and knowledge in high-demand career fields. However, to better meet current regional employability needs, there is a need to further update and refine the curriculum, scope, and sequences to ensure these programs fully align with industry standards and postsecondary success pathways.

6. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):

Update and Align Existing CTEPs to Meet Regional Employability Needs:

Year 1:
- Conduct a regional job market analysis to identify high-demand careers and the skills needed for local employment opportunities.
- Collaborate with industry partners, employers, and workforce development organizations to assess current CTEP alignment with these needs.
- Begin updating the curriculum for Health Science and Aviation Science CTEPs to align with the latest regional job market demands.

Year 2:
- Continue updating curriculum for Agricultural and Natural Resources, Architecture and Construction, and Education CTEPs.
- Host regular meetings with industry stakeholders to ensure ongoing alignment between CTEP curriculum and regional workforce needs.
- Pilot new curriculum changes in select schools and collect feedback from students, teachers, and employers.

Year 3:
- Finalize curriculum updates for all CTEPs, ensuring they fully address local employability needs.
- Provide professional development for CTE teachers to ensure they are equipped to deliver the updated, industry-aligned content.
- Expand partnerships with local employers to offer more work-based learning opportunities, such as internships and apprenticeships, integrated into CTEPs.

Year 4:
- Monitor and evaluate the effectiveness of the updated CTEPs, tracking student employability, postsecondary enrollment, and certification attainment.
- Refine the curriculum as needed based on feedback and changing industry trends.
- Fully implement the aligned CTEPs across all schools and ensure students are gaining the necessary skills for high-demand careers.

Refine Comprehensive Scope and Sequences for Each CTEP Course:

Year 1:
- Conduct a curriculum audit to review the current scope and sequence of all CTEP courses, identifying areas that need alignment with state and industry standards.
- Begin developing refined scope and sequences for Health Science and Aviation Science courses to ensure they align with standards for postsecondary success and industry certification.

Year 2:
- o Continue refining the scope and sequence for Agricultural and Natural Resources, Architecture and Construction, and Education CTEPs.
- o Ensure that all courses include a focus on academic rigor, soft skills development, and technical skills that align with both postsecondary education and employability.

Year 3:
- o Finalize scope and sequences for all CTEP courses and begin implementation.
- o Provide teachers with training and resources to deliver the refined curriculum effectively.
- o Establish regular review cycles to keep scope and sequences updated with evolving industry standards.

Year 4:
- o Evaluate student outcomes based on the refined scope and sequence, tracking progress in meeting industry certification requirements and postsecondary readiness.
- o Make further adjustments as needed to ensure that the curriculum remains aligned with both regional job market needs and state/national education standards.

GMS Budget – Items to be Tagged to Part C

7. Note briefly Items that may potentially be tagged to Part C over the next four years (only if there are Needs/Goals for Part C identified above):

Curriculum Development and Alignment:
- Funding for curriculum specialists or consultants to update and align CTEP curricula.
- Purchase of updated instructional materials and industry-aligned resources.

Facilitator/Strategic Planner:
- Hire or contract a facilitator/strategic planner to help organize and guide the CTE realignment process, industry partnerships, and professional development efforts.
- Provide ongoing support to coordinate work among educators, industry partners, and stakeholders.

Teacher Professional Development:
- Workshops and certification programs to train CTE teachers on updated curricula and industry standards.
- Travel and accommodation for teachers attending professional development conferences.

Part D: Recruitment, Retention, Training of CTE Educators

	This part of the Four-Year Plan and Local Application refers specifically to recruiting, retaining, and professional development of CTE professionals, including teachers, administrators, and career counselors (Four Year Plan and Application Guidance page 11). All professional development funded with Perkins must be directly tied to courses approved by DEED, or the CTE functions of a person's job. For example the CTE Coordinator could attend the DEED February workshop, a CTE teacher could attend training to be able to administer welding certifications, a career counselor could attend a conference on creating CTE pathways and work-study opportunities.
PART D – Recruitment, Retention, Training of CTE Educators	

Two-Year CLNA - Requirements Part_D_CLNA

1. District FOCUS **Need(s)** Identified for Part A (if applicable):
   a. Equitable Access to Professional Development for CTE Teachers
   b. Leadership Development for Current CTE Teachers
   c. Professional Development for Prospective CTE Teachers
   d. System Development for Community Leaders as CTE Program Enrichment

2. District SMART **Goal(s)** Identified for Part A (if applicable):
   a. By the end of the 2027-2028 school year, ensure that 100% of CTE teachers have equitable access to at least two professional development opportunities annually, aligned with Perkins-approved courses or their specific job functions, to enhance their instructional practices and industry-relevant certifications.

Four Year Plan & Local Application - Requirements Part_D_Four_Year_Plan

3. Describe how the district is currently addressing this requirement **(must answer – should be a narrative describing your program and how it meets Part D requirements specifically)**:

   In coordination with District Human Resources, highly qualified CTE teachers will be recruited and hired. CTE teachers will receive training allowing them to be current with industry standards and requirements. NWABSD's CTE professional development is part of the district larger overall professional development plan. Any CTE teachers that require specialized training in a specific field are provided those opportunities for training as needed. CTE along with other classroom teachers receive classroom management and other pedagogical strategies during the district-wide August in-service. Ongoing job imbedded professional development is also provided throughout the school year during each school's additional collaborative time.

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):
   1. Sustainable CTE Instructor Training:
   - **Year 1**:

- o Begin developing a structured, sustainable training model for all teachers who teach CTE courses, ensuring alignment with district goals and industry standards.
    - o Identify and appoint experienced CTE lead teachers who will mentor and support fellow CTE instructors throughout the school year, ensuring consistent instructional practices and curriculum implementation.
  - **Years 2-4**:
    - o Expand the training model by offering ongoing, targeted professional development sessions throughout the year, focusing on industry-specific certifications, instructional strategies, and curriculum alignment.
    - o Continue utilizing CTE lead teachers to guide and support the professional growth of all CTE instructors through peer coaching, regular feedback, and collaborative planning sessions.

2. Targeted Professional Development through Perkins Funding:
- **Year 1**:
  - o Utilize Perkins funding to prioritize and provide CTE teachers with access to relevant professional development opportunities, including industry-specific training, certification programs, and instructional workshops.
  - o Focus on sending teachers to key CTE conferences and regional training events that directly align with the district's strategic goals and the needs identified in the CLNA.

- **Years 2-4**:
  - o Continue using Perkins funding to ensure CTE teachers can attend professional development opportunities, particularly those aligned with emerging industry trends and workforce needs.
  - o Regularly assess the effectiveness of these opportunities by gathering feedback from teachers and reviewing student outcomes to guide future training investments.
  - o Align professional development offerings with the district's strategic plan, ensuring teachers remain well-equipped to deliver high-quality, industry-relevant instruction.

GMS Budget – Items to be Tagged to Part D

5. Note briefly Items that may potentially be tagged to Part D over the next four years (only if there are Needs/Goals for Part D identified above):

- **CTE Lead Teacher Stipends**:Compensation for experienced CTE teachers who will mentor and support others throughout the school year.
- **Workshops and Training Sessions**: Funds for organizing in-district professional development sessions led by industry professionals or curriculum experts.
- **Training Materials and Resources**: Purchase or development of instructional resources and materials needed for ongoing CTE instructor training.
- **Conference Registration Fees**: Costs for CTE teachers to attend industry-specific conferences, certification programs, and workshops.

- **Travel and Lodging**: Transportation, lodging, and meal expenses for teachers attending out-of-district or national professional development opportunities.
- **Industry Certification Programs**: Fees for CTE teachers to complete industry certifications, ensuring alignment with regional workforce needs (e.g., welding, aviation, health sciences).
- **Consultant and Trainer Fees**: Budget for hiring external trainers or consultants to provide specialized training in high-demand fields.
- **Online Training Platforms**: Subscriptions or licenses for online platforms offering industry-relevant courses and certifications for CTE teachers.

Part E: Equity and Access

Part E – Equity and Access	This part of the Four-Year Plan & Local Application refers specifically to how the district provides both an <u>organized system of career and academic guidance</u> (Four Year Plan and Application Guidance page 11-14) to all students, including current industry information, as well as additional supports to remove barriers and promote equity of participation and success for members of the nine categories of Special Populations.

Two-Year CLNA - Requirements Part_E_CLNA

1. District FOCUS **Need(s)** Identified for Part E (if applicable):
   Expand Career Technical Education (CTE) Course Availability
   Increase Access to Dual Enrollment Opportunities
   Enhance Access to Internships

2. District SMART **Goal(s)** Identified for Part E (if applicable):

By the end of the 2027-2028 school year, increase access to dual enrollment, Career Technical Education (CTE) courses, and internships for students in villages by 20%, ensuring that at least 75% of village high school students are participating in one or more of these opportunities to enhance their postsecondary readiness and career skills.

Four Year Plan & Local Application - Requirements Part_E_Four_Year_Plan

3. Describe how the district is currently addressing this requirement **(must answer – should be a narrative describing your program and how it meets Part E requirements specifically)**:

The Northwest Arctic Borough School District (NWABSD) collaborates with industry partners through the advisory committee and the Alaska Technical Center planning committee to align district goals with regional and state priorities. Program information and regional career opportunities are shared with students annually during a local job fair. Additionally, counselors provide guidance during annual meetings with students to develop and update their Personal Learning and Career Plans (PLCP).

NWABSD is committed to providing equitable access to programs and implementing strategies to help students overcome barriers to participation. A challenge remains in offering all programs at every school site due to staffing limitations. However, the district addresses this through the use of two-week ReadiStar sessions, especially in smaller schools without on-site CTE teachers. When possible, on-site presentations at each school ensure that students have equal access to CTE programs and opportunities.

The PLCP program begins in Grade 6 and continues through Grade 12, supported by site administrators and counselors. This program enables students to explore academic and career interests, set structured goals, and take advantage of district and state-level opportunities. Tools such as the Alaska Career Information System (AKCIS), standardized test score tracking, and transcript reviews foster meaningful dialogue between students, counselors, and parents. The PLCP process culminates in activities such as postsecondary planning, graduation checks, personal portfolio creation, and scholarship applications.

NWABSD provides equal access to all students, including full coverage of Tech Prep fees and district-paid enrollment for dual credit courses aligned with students' career or educational goals. Additional services for special populations are provided through appropriate student placement and individualized education plans (IEPs). Principals and counselors actively promote all courses, with course information available on the district website to ensure that all students have equal access to educational opportunities.

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):

1. Address the challenge of offering all CTE programs at every school site due to staffing limitations.
- **Action Steps**:
  - Continue utilizing the two-week ReadiStar sessions to provide CTE opportunities in smaller schools without on-site CTE teachers.
  - Recruit additional qualified CTE teachers to expand program offerings across all school sites.
  - Explore virtual CTE course delivery methods to ensure equitable access to specialized programs in remote or understaffed areas.

2. Enhance collaboration with industry partners to align CTE programs with regional and state workforce needs.
- **Action Steps**:
  - Strengthen collaboration with the Alaska Technical Center and regional industries through advisory committees to ensure curriculum alignment with current job market demands.
  - Increase participation of industry leaders in school presentations, job fairs, and student mentorship programs to expose students to career pathways in high-demand fields.

3. Expand access to dual enrollment and internships to better prepare students for postsecondary success.
- **Action Steps**:
  - Partner with local colleges and businesses to expand dual enrollment opportunities, ensuring that students in villages have access to college credits while still in high school.
  - Work with industry partners to increase internship placements, particularly for students in remote areas, by leveraging virtual internships and work-based learning programs.
  - Ensure that all Tech Prep fees and other dual credit costs continue to be fully covered by the district to remove financial barriers for students.

4. Enhance the effectiveness of the Personal Learning and Career Plan (PLCP) program for students in Grades 6-12.
- **Action Steps**:
  - Provide ongoing professional development for counselors and site administrators on the use of the Alaska Career Information System (AKCIS) and other tools to guide students in their academic and career planning.
  - Introduce more structured career exploration activities, such as job shadowing and regional career fairs, that are integrated into the PLCP process.
  - Regularly update PLCPs to reflect students' evolving interests and goals, with a focus on postsecondary planning, portfolio development, and scholarship applications.

5. Provide additional services and support for special populations to ensure equitable access to CTE programs and opportunities.
- **Action Steps**:
  - Continue to provide appropriate student placement and services through Individualized Education Plans (IEPs) for students with special needs.
  - Ensure that any necessary accommodations or supports are available for special populations to participate fully in CTE courses, dual enrollment, and work-based learning.

GMS Budget – Items to be Tagged to Part E

5. Note briefly Items that may potentially be tagged to Part E over the next four years (only if there are Needs/Goals for Part E identified above):

ReadiStar Session Implementation: Funding for materials, supplies, and travel costs for ReadiStar instructors to visit smaller schools.

CTE Teacher Recruitment:
- Recruitment efforts, including marketing and advertising, for hiring additional CTE teachers.
- Relocation assistance or signing bonuses to attract qualified CTE teachers to remote areas.

Virtual Course Delivery:
- Software or platform licenses for virtual CTE courses.
- Professional development for teachers on delivering virtual CTE instruction.

Advisory Committee and Industry Partnership Meetings:
- Costs associated with organizing and hosting advisory committee meetings, including travel, accommodations, and stipends for industry representatives.
- Materials and resources for industry presentations and mentorship programs in schools.

Job Fair and Career Event Coordination:
- Budget for organizing student job fairs, including marketing, transportation, and event materials.

Career Exploration Events:
- Budget for hosting regional career fairs, including venue costs, transportation for students, and materials for presentations.
- Travel costs for students attending job shadowing opportunities.

Support for Special Populations:
- Costs for individualized supports, including instructional aides, assistive technology, and other resources required for students with special needs to fully participate in CTE programs.
- Travel and support services for special populations attending career exploration and work-based learning opportunities.

Appendix A: Perkins V Working Platforms and Content

- DEED/CTE Forms Page
  - Comprehensive Local Needs Assessment Workbook and Guidance (Form 05-20-036a)
  - Four-Year Plan & Local Application Guidance (Form 05-24-016b)
  - Course Description and Standards Crosswalk Form (Form 05-20-038)
  - CTE Program of Study (CTEPS) Template (Form 05-20-035)
  - CLNA and Four-Year Plan & Local Application Combined Form (Form 05-24-016)

- AK Grants Management System (GMS –password and assigned roles required)
  - Annual Update
  - Annual Budgets
  - Advisory Committee Minutes
  - Upload CLNA and Four-Year Plans (as needed)

- DEED/CTE Portal (Portal - username/password required)
  - Secondary Courses and CTEPS Approval
  - All-In-One
    - All-In-One Reporting Form
    - Student data upload by district
  - Secure Access to district data

- DEED CTE Webpage
  - Parts A-E Definitions (overview of what is contained in each Part, or element, of Perkins)
  - Advisory Committee Minutes Template (use this document to accurately hold and document your Advisory Committee meeting)
  - Data Over Time Analysis Template (use this document to analyze and provide data information to your Advisory Committee)
  - CLNA to Four-Year Plan to Budget Tags Sample (this document is a sample response/exemplar to Part E of the new combined document)
  - Perkins Timeline Checklist (use this document to make sure you don't miss any Perkins required activities or deadlines)

Appendix B: Perkins V Program Overview

The requirements for a Perkins V program in Alaska all work together. Think of them as part of a continuous improvement cycle. These six steps, represented by the gears in the graphic, are also broken down into five Parts A through E that help to define how a

district might think about needs, goals, plans and expenditures over time. The goal of a Perkins V program is to provide high quality, ongoing Career and Technical Education pathways for all students that are connected to local and regional industry and or in-demand, high-paying careers. The graphic on the next page illustrates how the Parts A-E connect the CLNA, Four-Year Plan & Local Application, and the budgets in GMS.
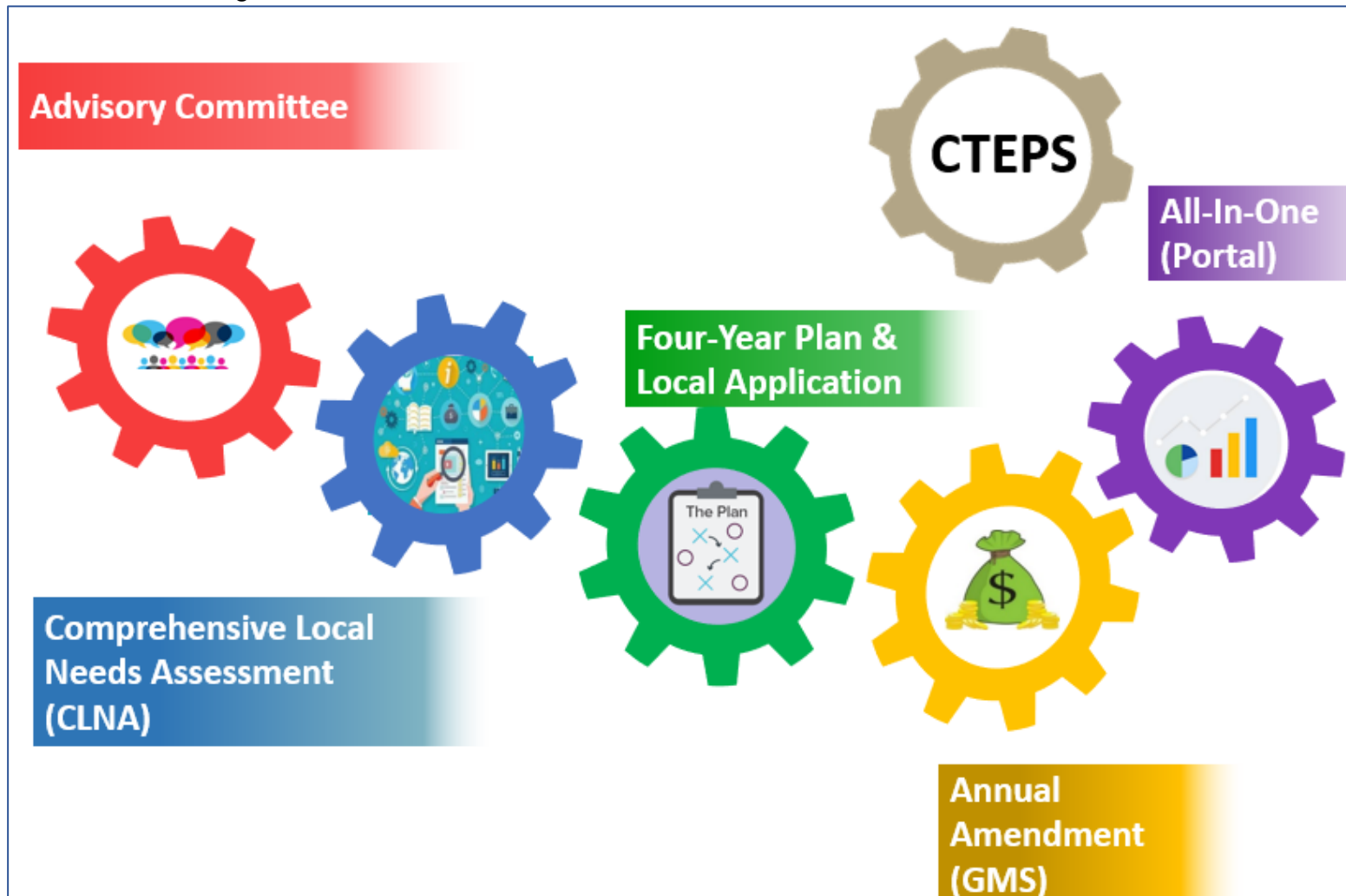
5 Parts of Perkins V
Career and Technical Education

PART A – Student Performance

PART B – Program Quality

PART C – CTE Programs of Study (CTEPS)

PART D – Recruitment, Retention, Training of CTE Educators

Part E – Equity and Access

Processes of Perkins V in Alaska

CLNA – Comprehensive Local Needs Assessment – For EACH of the 5 Parts:
- assess CTE Program data appropriate for that Part.
- Include **NEED(s)** statements **IF** needs are found that will require Perkins expenditures.
- Include **GOAL(s)** statements **IF** needs are found that will require Perkins expenditures.

Four-Year Plan & Local Application – For EACH of the 5 Parts:
- Describe how the current CTE program meets the requirements of that Part.

For Parts A-E - **IF** there are Needs/Goals:
- Include an **ACTION PLAN** to meet each Need/Goal.
- Briefly describe expenditures necessary to meet each Need/Goal.

GMS Annual Update/Budget – For Each expenditure:
- **TAG** each budget item to the **CLNA** (if the Need for that budget item is in Part E, Tag to Part E. Every budget item <u>must</u> have a direct link to a CLNA Need/Goal.

Perkins V Organized by Parts: A-E

CTE — Learning that works for Alaska

PART A – Student Achievement

- Robust data review
  - Special Populations
  - District Wide
  - School Wide
  - Race / Gender
  - Attendance
  - Other local sources
  - Anecdotal

- Core performance indicators
  - 1S1/1S2: Graduation Rate
  - 2S1: Reading/Language Arts
  - 2S2: Mathematics
  - 2S3: Science
  - 3S1: Post-secondary placement
  - 4S1: Non-Traditional program concentration
  - 5S1: Recognized Post Secondary Credential
  - 5S2: Postsecondary Credit (optional)
  - 5S3: Work-Based Learning (Optional)

PART B – Program Quality

- Overall Program
  - description and number/variety/alignment of CTEPS and courses
  - sustainability (instructors, facilities, equipment, funding, etc.)
  - community support
  - student attendance
  - CTSOs in place

- Labor Market Alignment
  - Industry support/involvement
  - Program leads to local/regional employment
  - Work-Based Learning opportunities

PART C – CTE Programs of Study (CTEPS)

- Standards (industry and academic) embedded into courses and taught with fidelity

- Post-secondary alignment and partnerships

- Dual-Credit opportunities

- Recognized Postsecondary Credential (RPC) opportunities (Certifications)

PART D – Recruitment, Retention, Training of CTE Educators

- Recruitment planning

- Sustainability planning given turnover

- Professional development planning
  - CTE teachers
  - CTE Administrators
  - CTE Counselors

- PLCs or cross-curricular planning (i.e. Math and Construction teachers plan some curriculum together)

Part E – Equity and Access

- Organized career & academic guidance system including:
- PLCP for each student
- Communicate to Students:
  - in-demand careers
  - courses and CTEPS
  - dual credit
  - work based learning
  - CTSOs
  - Postsecondary opportunities

- Special Populations (extra strategies for these students to participate equitably)
  - disabled
  - low-income
  - NTO students
  - single parents
  - out-of-work
  - English learners
  - homeless
  - Foster
  - Active duty military families

Appendix C: 6 Steps for Perkins V Programs

Step 1: Advisory Committee
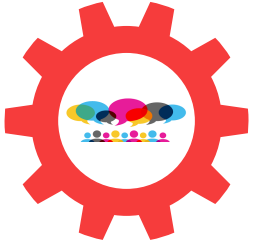
Districts must create and maintain an Advisory Committee and update membership information annually in GMS. Membership in all categories listed in the law is required. One person may fulfil more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfill a required role, the district must keep records of the efforts made to fill the role each year. Perkins V requires, at a minimum, the following participants be engaged in the CLNA, Four-Year Plan & Local Application development, and continued consultation.

Required Members:
- Students/Parents
- CTE Teacher
- District Administrator/Principal
- Postsecondary Teacher/Administrator
- Career guidance and advisory professionals
- Specialized instructional teachers/paraprofessionals
- State board or local workforce development (Rotary, Chamber of Commerce, Dept of Labor offices, etc.)
- Local or regional business/industry representatives
- Representatives serving **special populations**, which include [§3(48)]:
  o Individuals with disabilities
  o Individuals from economically disadvantaged families
  o Individuals preparing for non-traditional fields
  o Single parents, including single pregnant women
  o Out-of-workforce individuals
  o English learners
  o Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
  o Youth who are in or have aged out of the foster care system
  o Youth with a parent who is an active-duty member of the armed forces (as defined in 10 U.S.C. 101(a)(4) and (10 U.S.C. 101(d)(1))
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Indian Tribes and Tribal organization representatives, where applicable

Required Meeting/Annual Membership Update:

- Annual Membership list updated in GMS every year
- One meeting per year, minimum (Spring is recommended) must include:
  - Date, attendance, minutes (to be uploaded into GMS annually) [*recommended:* Advisory Committee Minutes Template]
  - Data Review (See *Step 6: Annual All-In-One for Data Guidelines*) [*recommended:* Multi-Year Template for Data Review]
  - Education for members about Perkins V and the district program
  - Opportunity for committee member input

Step 2: CLNA – Comprehensive Local Needs Assessment

A Comprehensive Local Needs Assessment (CLNA) must be completed every 2 years. The purpose of the CLNA is to review the Perkins V program elements (divided into five Parts A-E) and determine if there are any needs. The Parts are designed to help the CLNA be completed in 'bite sized' chunks. The Parts also function as 'tags' – every budget item in Perkins V must be tagged to a need from the CLNA. The CLNA should be conducted by a group of people over the school year. While the CLNA process at the district should include a variety of data, outreach, and discussion to properly assess the Perkins V program, districts only turn in CLNA Results to DEED. The results should be written in the form of FOCUS need and SMART goal statements that drive the rest of the process. The needs and goals will be checked against the Four-Year Plan & Local Application, and each budget item for alignment. Districts are advised to spend some time on the CLNA as the basis and focal point of all the work to follow, ensuring needs and goals that will reflect all Perkins V spending for the next 2 years, shape all action steps in the Four-Year Plan & Local Application, and align directly with all budget items.

Parts A-E of the CLNA:
A. Student Performance
B. CTE program quality (including Size, Scope, and Quality; and Labor Market Alignment)
C. Implementation of full Programs of Study (CTEPS)
D. Recruitment, retention, and training of high-quality CTE staff
E. Equity and access to high-quality CTE programs for all students (includes nine sub-populations to be considered)

Suggested Stakeholders to Consult:
- Required stakeholders, plus…
- Data staff
- Business and community partners
- Local workforce development and economic development boards
- Former students

Suggested Strategies for Consultation:
- Work groups
- Focus groups
- Individual interviews
- Surveys

- Study circles

CLNA Resources:
- CLNA Process Guidance – Optional CLNA Workbook (Form 05-20-036a)
- Exemplar – CLNA to Four-Year Plan to Budget items CLNA to Budget Tag Sample

- Must use FOCUS Needs statements – statements that adhere to the elements of the FOCUS prompt.

F	O	C	U	S
Fact-Based	Obtainable	Clearly Aligned A-E	Uncluttered	Short
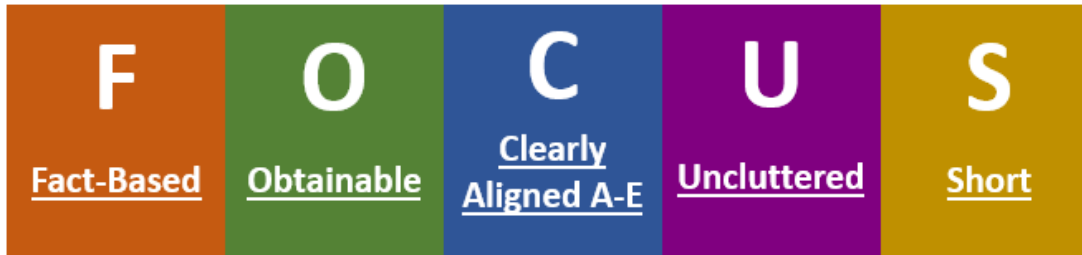
- Must use SMART Goal statements – statements that adhere to the elements of the SMART prompt.

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound

Step 3: Four-Year Plan & Local Application
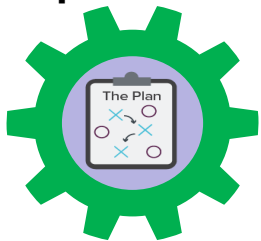
The Four-Year Plan & Local Application is the district's application for Perkins V funds. It follows the same five Parts A-E as the CLNA. The Four-Year Plan & Local Application has 3 questions for each Part and should be written so that the description section fully describes the Perkins plan as it is currently operating and outline the action steps so that a new CTE Coordinator could use this document to understand what is currently happening, and what steps need to be taken in the future.

Requirements of the Four-Year Plan & Local Application:
- For Each Part A-E

- o Question #3 - Describe how the district is currently addressing this requirement *(must answer)*:
  - This is where you put narrative – describe challenges and successes if you wish, describe your program so that a parent or someone outside of your district would understand what your district is providing for Career and Technical Education related to the Part in question. Describe specifically how your program as it is currently provided meets the requirements of Perkins V listed in the form (pop-up box) for each Part.
- o Question #4 - Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results above *(if needed)*:
  - IF your district intends to spend Perkins funds in a particular Part (for example Part B) there should be at least one Need/Goal in the CLNA section for Part B. If there is, you would use that Need/Goal from the CLNA section and write a list of action steps to be taken to meet that need/goal. Steps should be measurable, whenever possible, so that an item can be 'completed' and removed from the list in the future. There will be some exceptions to this rule, for example consumable supplies like welding metal and gasses, which will be an ongoing need for a welding course.

Four-Year Plan & Local Application Resources:
- Four-Year Plan & Local Application Guidance (Form 05-20-037a)

Step 4: CTE Courses and Career and Technical Education Program of Study (CTEPS)
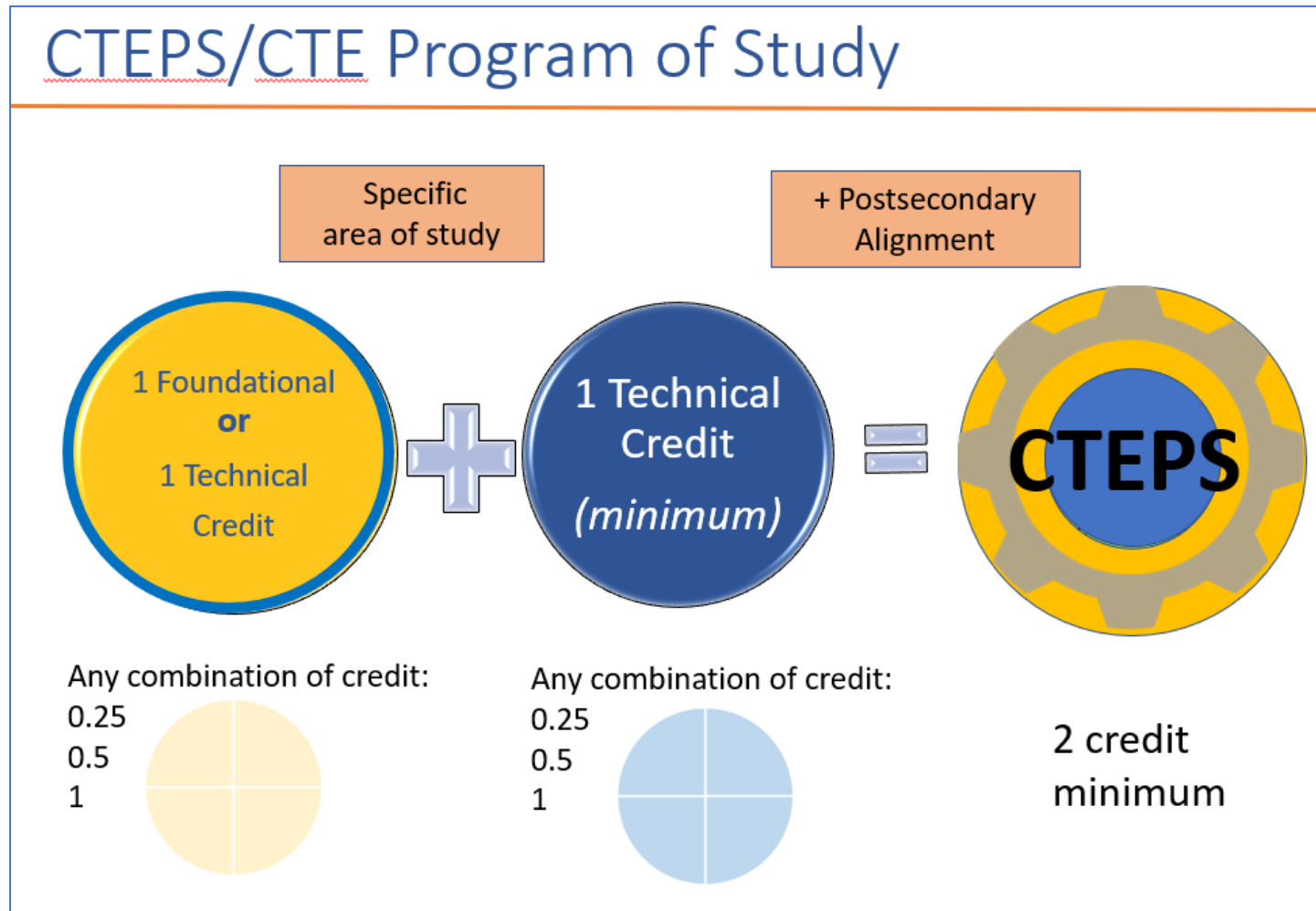
CTEP

Perkins V programs are all built on the idea that students will be able to take Career and Technical Education Programs of Study – sequences of courses that are grouped together by 16 National Career Clusters and Pathways. Programs of Study, or CTEPS, may start with foundational courses like Employability Skills or Career Exploration, and work up to more technical skills. Each district must maintain one complete CTEPS within a single career cluster to qualify for Perkins V funding. Perkins V funds may only be spent on courses approved by DEED. Course approval requires course alignment with state standards on the Course Description and Standards Crosswalk.

Requirements of a CTEPS:
- Incorporate challenging State academic standards: English/LA, Math, Science, Employability Skills, Cultural
- Incorporate nationally recognized CTE technical standards (i.e., ProStart, NCCER, FAA, US Coast Guard, AWS Welding, etc.)
- Attain a Recognized Postsecondary Credential (RPC) whenever possible. ETT certification and FAA drone flying license are two examples.

- Complete at least two credits in a single occupation specific CTEPS. One of these credits may be foundational – i.e., life skills or exploratory, but the other must be in technical content, for example Welding I and Welding II, if each are .5 credit courses.
- Ability of a student during a typical high school tenure to complete an entire CTEPS, in the order of progression (for example Welding I leading to Welding II, and so on) and without duplicating courses.
- Includes alignment to a postsecondary entity (i.e., dual credit, an agreement with a technical school that a student completing the CTEPS could enter the program without the need for technical remediation, etc.)
- See Diagram – Next page

CTEPS/CTE Program of Study

Specific area of study

+ Postsecondary Alignment

1 Foundational
or
1 Technical Credit

+

1 Technical Credit
(minimum)

=

CTEPS

Any combination of credit:
0.25
0.5
1

Any combination of credit:
0.25
0.5
1

2 credit minimum

Courses and CTEPS Forms/Resources:
- Course Description and Standards Crosswalk (Form 05-20-038 - Upload to DEED Portal as needed)

- [CTE Program of Study (CTEPS) Template](#) (Form 05-20-035)
- [CTEPS Course to Career Cluster diagram/16 Career Clusters List](#)
- [Alaska Standards Link](#)
- [2018 ACTE Quality CTE Program of Study Framework](#)

Step 5: Annual Amendment (GMS)

The annual amendment in the [Grants Management System (GMS)](#) is NOT the application. It is simply the place where we approve the annual budgets, make sure all budget items are linked to needs/goals in the CLNA, ensure that federal assurances are met, and ask about any updates to the district's Advisory Committee or Four-Year Plan & Local Application. Advisory Committee minutes are uploaded into GMS every year, CLNA Results and Four-Year Plan & Local Application documents are uploaded into GMS as needed. All these documents and past budgets are available to anyone from the district with the proper authorization in GMS. Question #5 on the form above for each Part – list items that will likely be tagged to (Part B, for example) over the next four years – general description. These notes are more for the person filling out the CLNA/Application to make the connection between the need in the CLNA and what kinds of expenditures will likely be placed in budgets to fulfill this need. DEED program managers will review every budget item tag in GMS for direct alignment to the CLNA.

GMS Annual Amendment Requirements:
- Assurances Page – required federal assurances
- Budget
  - All budget items must be tagged to a Part of the CLNA (Parts A-E) where the need for this budget item is listed
  - All budget items must have a narrative that includes which approved Perkins Career and Technical Education course the item is for and enough detail that the DEED Program Manager can determine if the item is approvable
- Related Documents Page
  - Advisory Committee minutes, uploaded annually
  - CLNA Results, and Four-Year Plan & Local Application documents, uploaded as needed
- Update page – this page contains information we ask for annually
  - Advisory Committee member list
  - Perkins V program data distribution – Like the Report Card, program data must be available to the public, we check this every year
  - Four-Year Plan & Local Application updates – if you had a significant change in your Application due to unforeseen circumstances, note it here
- **Dates to Remember:**
  - June 30th **–** Substantially Approvable (GMS Update must have Advisory Committee minutes, budget, Federal Assurances completed

o September 30th – Reallocation (GMS Update must be <u>completely approved</u> by this date to qualify for these additional funds)

Step 6: All-In-One Annual Data Collection and Portal

The [All-In-One](#) Annual Student Data Collection form is a requirement for Perkins V secondary districts. Due every year on June 15th, we ask you to download an Excel spreadsheet from the [DEED/CTE Portal](#), (password required) fill it out and upload it back to the Portal (you CANNOT email it to us, it has personally identifiable student information in it). We collect data on Perkins V Program Participants, and group them into Concentrators – those students who are graduating in the current year, and who have taken two or more Perkins approved courses in the same CTEPS. Districts should review the courses and groupings annually to see if it lines up with CLNA needs and should share it however possible (following FERPA guidelines) with the Advisory Committee annually.   DEED generates the data using the student level information and posts it back to the Portal calculated for your use annually.

Perkins V Core Performance Indicators:
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
5S1: Recognized Postsecondary Credential
5S2: CTE Program Quality Indicator – Postsecondary Credit (Collecting, not reporting to Feds)
5S3: CTE Program Quality Indicator – Work Based Learning (Collecting, not reporting to Feds)

Subpopulation Groups for disaggregation:
* Gender
* Race and ethnicity (African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or More Races)
* Migrant status
* Individuals with disabilities
* Individuals from economically disadvantaged families including low-income youth and adults
* Individuals preparing for non-traditional fields (NTO)
* Single parents including single pregnant women
* Out of work individuals
* English learners
* Homeless individuals

- Youth who are in or who have aged out of the foster care system
- Youth with a parent who is an active-duty member of the armed forces

BOOK DISTRIBUTIONS AND FAMILY LITERACY EVENTS

By: Jacob Ray

VILLAGES/SITES THAT I HAVE VISITED

- Buckland
- Deering
- Shungnak
- Selawik
- KMHS
- Noorvik
- Ambler
- Kivalina
- Kiana
- Noatak

VILLAGES/SITES I NEED TO VISIT

- JNES
- Kobuk

BOOKS FOR DISTRIBUTION SEMESTER ONE OF FY 25

24/25 FIRST BOOK DISTRIBUTION LIST

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Noorvik · Kiana · Ambler · Shungnak · Kobuk · Selawik · Noatak · Kivalina · Kotzebue · Deering · Buckland

Pre-K
We're Going on a Bear Hunt
By: Michael Rosen

"We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.
Ready for some fun? Come along!"

K
After the Fall
By: Dan Santat

"Inspiring and unforgettable, this epilogue to the beloved classic nursery rhyme will encourage even the most afraid to overcome their fears, learn to get back up--and reach new heights."

1st
Let Liberty Rise
By: Chana Stiefel

"Chana Stiefel's charming narrative and Chuck Grienink's playful illustrations highlight an inspiring story about the unstoppable spirit of America -- and what we can accomplish when everyone works together!"

2nd
The Stranger
By: Chris Van Allsburg

"Chris Van Allsburg again explores that fine line between reality and fantasy. His evocative full-color artwork catches every nuance of the mysterious stranger as he blows on a leaf until it slowly turns from green to golden red. Here is a new perspective on the changing seasons."

3rd
Charlotte's Web
By: E.B. White

"Wilbur was lovingly raised by a girl named Fern. But now he's a barn pig. He's bored and lonely -- until he meets Charlotte, the beautiful grey spider who also lives in the barn. Charlotte thinks of a wonderful way to save Wilbur from a pig's unhappy fate. Her clever plan will delight you."

4th
Tales of the Ancient World
By: Stefan Milosavljevich

"What links shipwrecks, Egyptian treasure, and fossilized Viking poop? They're all things that have been discovered by archaeologists! Pick up your shovel and dig into the world of archaeology in this gripping book of adventures from Youtuber Stefan Milosavljevich."

5th
The Noisy Paint Box
By: Barb Rosenstock

"In this exuberant celebration of creativity, Barb Rosenstock and Mary Grandpré tell the fascinating story of Vasily Kandinsky, one of the very first painters of abstract art. Throughout his life, Kandinsky experienced colors as sounds, and sounds as colors--and bold, groundbreaking works burst forth from his noisy paint box."

6th
Aliens
By: Joalda Morancy

"Join space expert Joalda Morancy on an out-of-this-world adventure in search of aliens. Get ready to crisscross the universe to meet robots on Mars, fly through the clouds of Venus, and dive into underground oceans on icy moons."

7th
Breaker Boys
By: Michael Burgen

"Little boys, some as young as 6, spent their long days, not playing or studying, but sorting coal in dusty, loud, and dangerous conditions. Many of these breaker boys worked 10 hours a day, six days a week--all for as little as 45 cents a day. Child labor was common in the United States in the 19th century. It took the compelling photographs of Lewis Hine and others the bring the harsh working conditions to light."

8th
Little Women
By: Louisa May Alcott

"Little Women was originally published in two volumes in 1868 and 1869. It follows the lives of the four March sisters--Meg, Jo, Beth, and Amy--from childhood to womanhood and is loosely based on the author and her three sisters."

9th
The Odyssey
Adapted by: Gillian Cross

Odysseus faces storm and shipwreck, a terrifying man-eating Cyclops, the alluring but deadly Sirens, and the fury of the sea-god Poseidon as he makes his ten-year journey home from the Trojan War. While Odysseus struggles to make it home, his wife, Penelope, fights a different kind of battle as her palace is invaded by forceful, greedy men who tell her that Odysseus is dead and she must choose a new husband."

10th
Neurocomic
By: Dr. Matteo Farinella and Dr. Hana Roš

"Neuroscientists Dr. Matteo Farinella and Dr. Hana Roš unravel the mysteries of the human brain in this groundbreaking graphic novel that provides a unique insight into the most complex thing in the universe."

11th
The Road
By: Cormac McCarthy

"A father and his son walk alone through burned America. Nothing moves in the ravaged landscape save the ash on the wind. It is cold enough to crack stones, and when the snow falls it is grey. The sky is dark. Their destination is the coast, although they don't know what awaits them there. They have nothing; just a pistol to defend themselves against the lawless bands that stalk the road, the clothes they are wearing, a cart of scavenged food--and each other."

12th
The Trials of Phillis Wheatley
By: Henry Louis Gates

"The slave Phillis Wheatley literally wrote her way to freedom when, in 1773, she became the first person of African descent to publish a book of poems in the English language. In *The Trials of Phillis Wheatley*, Henry Louis Gates, Jr. brilliantly conveys the pivotal roles that Wheatley and Jefferson have played in shaping the black literary tradition."

FAMILY LITERACY EVENT: BUCKLAND

- 114 People in Attendance

FAMILY LITERACY EVENT: DEERING

- 54 People in Attendance

FAMILY LITERACY EVENT: SHUNGNAK

- 30 People in Attendance

FAMILY LITERACY EVENT: SELAWIK

- 49 People in Attendance

FAMILY LITERACY EVENT: NOORVIK

- 67 People in Attendance

FAMILY LITERACY EVENT: AMBLER

- 21 People in Attendance

FAMILY LITERACY DAY: KIVALINA

- 65 People in Attendance

FAMILY LITERACY EVENT: KIANA

- 14 People in Attendance

STUDENT/PARENT SURVEYS

- In-Class Surveys -1,023 total surveys
  - A way to get an idea of what students are wanting
- Family Literacy Event Student Surveys- 45 surveys
  - A way to understand what genre students are interested in
- Family Literacy Event Parent Surveys- 110 surveys
  - A way to understand how parents are seeing their student's reading habits