CLNA to Budget Sample



This Example of the CLNA to Four-Year Plan & Application to Budget is only a sample. Each district will create their own Needs and Goals, write their own Four-Year Plan, and choose budget items that meet their needs based on their own data.

# Part E: Equity and Access

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| ***equity graphic of three people behind a fence, each with different size boxes to stand on so they can all see over the fence - designates Part E, equity and access***  This part of the Four-Year Plan & Local Application refers specifically to how the district provides both an organized system of career and academic guidance to all students, and how the district ensures that all students, including those in the nine Special Populations categories have the access and support necessary to participate in Career and Technical Education programs. |
| **Two-Year CLNA -** Requirements  **[Part\_E\_CLNA](#Part_E_CLNA" \o " must include - 134(c)(2)(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;Providing programs that are designed to enable special populations to meet the local levels of performance; andProviding activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.)** |
| 1. District FOCUS **Need(s)** Identified for Part E (if applicable):  * District has a need to increase NTO participation in Welding pathways. * District has a need to increase NTO concentrators in Construction pathways. |
| 1. District SMART **Goal(s)** Identified for Part EA (if applicable):  * NTO participation in Welding will increase by 5% by the end of the 2024-2025 school year. * NTO concentrators in Construction will increase by 5% by the end of the 2026-2027 school year. |
| **Four Year Plan & Local Application -** Requirements  **[Part\_E\_4\_Year\_Plan](#Part_E_4_Year_Plan" \o "must include - 134(b)(2)(C) Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including - • How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS 134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide • Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA • An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE 134(b)(5) How the district will – Provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE • Ensure that members of special populations will not be discriminated against )** |
| 1. 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 district overall is 45% female/55% male, 32% low income, 3% ELL, 5% migrant, 1% homeless, 0% foster or military. It has 2 schools on the road system, one school not on the road system, and a correspondence school. The MS/HS has 299 students, correspondence school 269 students and rural school K-12 with 29 students. The district is fortunate to have a long-term CTE staff for all of its CTE courses, and an active group of local business partners. District has a Welding CTEPS consisting of Welding 1, 2, 3, & 4 (.5credit each). And a Carpentry CTEPS consisting of Intro to Carpentry and Carpentry 1 (1 credit each) – both of these CTEPS are available at the MS/HS and to correspondence students in the area. Culinary Arts 1 (.5) is being taught at the rural site, with plans to expand this pathway, and the district is offering Medical Terminology (1 credit) via distance district-wide, which is the beginning of a health pathway for the district. Currently the district does not have a career counselor, and the CAD/CAM teacher and the English teacher at the HS will provide career counseling to students district-wide in person and via zoom. The district holds one career fair each year, where local businesses participate and offer information on local employment opportunities. The principal, in lieu of career counselors, has been working with the local Rotary club and businesses to provide the career fair and some work-study opportunities for students. In the last two years the district has provided extra information in the form of flyers and site visits about the availability of these CTEPS and courses for all students, including messaging targeted at NTOs and correspondence students, NTO participation is at less than 3% for our Welding and Carpentry classes. District staff reached out one-on-one to special populations students including homeless, migrant, and ELL students for the last 2 years to encourage participation, which has increased in the last 2 years, particularly for migrant. The district also has a policy of paying any CTSO or other fees associated with CTE for all students, and has made an effort to contact low-income and homeless students directly to make sure they know this. Special Education staff work directly with CTE instructors to provide accommodations where necessary for any Sped students who wish to take CTE courses. CTE teachers are also frequently members of the IEP and 504 teams and help to ensure that CTE opportunities are available for students with education plans and transition plans. * The interdisciplinary team includes the homeless coordinator who meets regularly with all teachers of homeless students. The homeless coordinator is well aware of CTE opportunities for students and ensures that students are aware they can take advantage of CTE classes. |
| 1. Describe district’s intended action steps over the next 4 years to address needs/goals identified by CLNA results (required if Needs/Goals are stated above):    * NTO Participation in Welding:      + School will survey female students 8-12th grade to see what barriers there may be to them taking welding classes (including knowledge of the profession, perceptions of welding, etc.)      + Welding instructor will look for female welders to come into class at least 2x per year to talk about their experience in the profession (possibly record these presentations)      + Welding instructor will offer a zero hour welding class specifically for female students      + Welding instructor will make sure that there are gloves, coats, visors etc. sized for women available.      + Principal will make contact with local businesses to see if there are women in the local welding industry that can attend the career fair.      + District efforts/outreach to correspondence school to encourage NTO participation in welding will continue.    * NTO Concentration in Construction:      + Construction teacher will survey female students who took construction for the past 3 years to see why they didn’t continue      + Construction teacher will create a ‘women in the trades’ club – lunch or after school, to get female students together to talk about opportunities.      + ‘women in the trades’ club will reach out to Alaska works partnership women in the trades program for potential mentoring, events, presentations.      + ‘women in the trades club will reach out to NAWIC – AK chapter of National Association of Women in construction for potential mentoring, events, presentations.      + Construction teacher will look for females in construction to come into class at least 2x per year to talk about their experience in the profession (possibly record these sessions)      + Principal will make contact with local businesses to see if there are women in the local construction industry that can attend the career fair.      + Annual trip to an AK works partnership or NAWIC event for women will be planned for women in the construction class. |
| **GMS Budget – items to be Tagged to Part E** |
| 1. General list of items that may potentially be tagged to Part E over the next 4 years (only if there are Needs/Goals for Part E identified above):  * Supplies - purchase welding gear (gloves, coats, visors) in smaller sizes for women * Certificated Salaries - Extra duty contract for welding teacher zero hour women weld class. * Student Travel - Anchorage travel, hotel, and chaperone for female students in Construction classes - 2 day event/tour – TBD – Women in the Trades (AK Works Partnership or NAWIC) |