

**Perkins V Consolidated Annual Report – Postsecondary Education
Washington State Board for Community and Technical Colleges
Program Year 2023 - 2024**

Introduction

This report represents the collective input of the 34 Washington State Community and Technical Colleges (SBCTC) compiled and verified by the Perkins policy, fiscal, and data services teams. SBCTC submitted the information to the Workforce Training and Education Coordinating Board (WTECB) to support the annual Consolidated Annual Report (CAR) requirements and in fulfillment of our interagency agreement.

In their submitted 2022-2023 annual reports, colleges identified local, regional, and statewide challenges. The most frequent were recruitment and retention of administration, faculty, and staff, enrollment, and insufficient program funding. Fifty percent of colleges stated staff turnover in key positions, including recruitment/outreach positions, Career Technical Education administration, business office and faculty as a challenge. Many Workforce deans and directors stated that recruiting and retaining faculty is difficult due to the significant salary disparity between colleges and industry as well as lack of resources due to lower student enrollment and tuition revenue. Another area impacting colleges was the high cost of maintaining or purchasing industry-standard technology and equipment for training students as well as appropriate classroom/lab space, as mentioned by 43% of respondents. Lastly, 43% of our colleges stated that while enrollment is increasing, they are still experiencing lower enrollment than before the pandemic.

This information is offered as a way of providing context to the challenges faced by the professional-technical programs at the state's community and technical colleges.

1.a. Describe process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)

The State Board of Community and Technical Colleges (SBCTC) earmarks 0.5% of Perkins Leadership funds for CTE programs within state correctional facilities.

In 2023-2024, Corrections Education programs, at five colleges (Centralia, Edmonds, Peninsula, Spokane, and Walla Walla) utilized \$148,500 in Perkins Leadership funds.

Corrections Education priorities are legislatively driven and aligned with Department of Corrections (DOC) policy. DOC's Education Director and SBCTC Associate Director for Corrections Education meet annually to identify systemwide needs and priorities and review deliverables outlined in the DOC/SBCTC contract. The Policy Associate and Program Administrator of Workforce Education oversee the Perkins Corrections Education funds but are coordinated by SBCTC's Associate Director for Corrections Education.

After being notified by the Associate Director of Fiscal Management of the amount of Leadership funding available, the Associate Director for Corrections Education solicits requests from each of the system's Corrections Education Deans or Directors. Requests are ranked by each applicant, in order of priority, before the group of Corrections Education Deans/Directors are convened to discuss and negotiate their needs. Once eligible projects are identified and agreed upon, formal grant applications are submitted in SBCTC's Online Grants Management Software (OGMS), where they are subject to a multi-pronged review process. First, the Fiscal Grant Administrator provides Fiscal Approval, which ensures that proposed expenditures are allowable and confirms the project meets fiscal requirements. Second, the Associate Director for Corrections Education confirms the application has been vetted, aligns with agency and system needs, and substantiates the amount requested per college. Finally, the Program Administrator for Workforce Education reviews the request to ensure it meets program eligibility and then forwards the applications to the appropriate authority for approval (Policy Associate of Workforce Education, Director of Workforce Education, and the Deputy Executive Director of Education.). Once reviewed and approved, fiscal staff provide Administrative Approval in OGMS to complete the process.

1.b. Describe your major accomplishments as a result of using State leadership funds for required activities in four key areas to improve career and technical education (CTE)

1.b.i Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

Five colleges were directly funded with Non-Traditional Employment and Training grants, including:

- *Bellingham Technical College (BTC) provided resources for the **Students Helping Build an Inclusive Future in the Trades (SHIFT)** initiative, designed to raise employee awareness of non-traditional student experiences and challenges, increase visibility for and access to BTC programming on the part of non-traditional students*

(prospective and current), and increase engagement and retention levels for BTC non-traditional students. SHIFT project outcomes included:

- Collaborated with advocacy and other community partners such as Washington Women in Trades, Apprenticeship & Non-Traditional Employment for Women (ANEW), North Puget Sound Carpenter's Sisters in the Brotherhood, and Construction Center of Excellence to participate in the EmPower Women's Leadership Conference.
- Collaborated with BTC's Data and Research team to more effectively use non-trad data by developing demographic filters into dashboards that disaggregate data by program and gender.
- Worked with Marketing & Communications and Institutional Planning & Assessment to launch a social media campaign, focused communication plans, and to integrate SHIFT objectives into campus activities.
- Provided a faculty training program centered around working with non-traditional students.
- Offered evening information sessions and Try-a-Trade focusing on non-trad students.
- *Edmonds College* hosted **Career Workshops for Non-Trad Gender Populations (CTE Day)**.
 - Construction Management Career Workshops—The workshop focused on construction management careers. It provided information about career opportunities, hands-on activities, including blueprint reading, a campus tour to examine buildings using blueprints, bridge building, and load testing. By the end of the workshop, two students enrolled into the Construction Management program.
 - Electronics Engineering/Robotics Workshop—Female-identifying students that were interested in electronics and robotics attended this workshop where the facilitator taught basic robotic programming skills allowing students to execute basic functions, such as object recognition and pathfinding. The plan was to have a robot battle at the end, but the students did not get that far in programming.
 - Early Childhood Education Information Session—Current male-identifying students at Edmonds presented during this session for high school students.
- *Lake Washington Institute of Technology* used Perkins funding for **Website Upgrades to attract Non-Traditional Students**. Nine videos were created highlighting professional technical programs with non-traditional students' interviews. Captions were added to each video and were translated into five languages: English, Korean, Spanish, Russian, Chinese, and Simplified Chinese, which are the core languages for the college based on the last Census information. These videos were shortened to various time limits and are used for outreach leading to a total of 36 videos. The college hired a photographer to complete a series of campus shoots for the trades program to update each of the CTE programs' webpages.
- *Spokane Community College (SCC)* facilitated **Women in Electronics** events. Four events were held to promote enrollment in non-traditional fields called "Circuit Queens - Empowering Women & Gender-Diverse Individuals in Electronics" and "Solder Nights". A total of 80 people attended and most of them indicated that they were potential students. The events included an overview of Spokane's Electronics

program, a presentation about potential jobs, and some hands-on projects with an Arduino and with soldering. Additionally, current students provided support and talked about their experience in the Electronics program.

- **Whatcom Community College (WCC)** organized workshops for their **Try-a-Trade: Health and Technology Pathways** workshops. Three half-day workshops were held on WCC's campus focused on exposing middle and high school students to non-traditional education and career pathways.
 - Guys & Guts presented career opportunities for males (10 middle school and 7 high school) to learn about nursing and allied health careers. Students participated in three 50-minute workshops in which they enjoyed hands-on activities in medical assisting, nursing, and physical therapist assistant that were led by WCC faculty and program students.
 - Medical Assisting: Students drew "blood" from an artificial arm.
 - Nursing: Students transferred manikin patients from beds to chairs using various types of lifts.
 - Physical Therapist Assistant: Students created and participated in an obstacle course composed of various tools used in the application of physical therapy.
 - Event Outcomes:
 - 94% said they knew "some" or "a lot" about healthcare career choices vs. 53% in a pre-event survey.
 - 59% said they were "likely" or "very likely" to go into a healthcare career vs. 30% prior to the event.
 - 76% said they knew "some" or "a lot" about college options for healthcare careers vs. 35% prior to the event.
 - 94% said they were "more interested" or "much more interested" in a healthcare career.
 - Digital Download presented career opportunities to 23 middle school and five high school females to learn about technology-oriented careers. Students chose two of three labs in cybersecurity, engineering, and/or software development.
 - Cybersecurity: Students participated, as ethical hackers to test a company's security, in a forensic challenge in which they investigated a USB drive for codes to break into a bank.
 - Engineering: Engineering technologies such as laser cutting, 3D printing, microcontrollers, and electronic circuits were taught to students.
 - Software development: Participants sharpened their creative client-to-developer communication skills, working in "client" teams to describe images to the "developer" to replicate.
 - Event Outcomes:
 - 100% said they knew "some" or "a lot" about technology career choices vs. 54% in a pre-event survey.
 - 36% said they were "likely" or "very likely" to go into a technology career vs. 30% prior to the event.
 - 64% said they knew "some" or "a lot" about college options for technology careers vs. 26% prior to the event.

- 92% said they were “more interested” or “much more interested” in a technology career.
- WCC implemented a Comcast/Xfinity ad campaign to promote the software development program to female students, featuring videos created with 2022-23 Perkins Leadership funds.

SBCTC compiled all Non-Traditional Grant-funded projects, since 2016, into a document. The Perkins Non-Trad Project Book was shared out system-wide, with the launch of the FY25 Perkins Non-Trad application, to increase collaboration and sharing of best practices.

The Leadership Block Grant application emphasizes access and equity and developing and improving CTE programs as high priorities for the community and technical college system and improves SBCTC’s ability to track and evaluate efforts to leverage Perkins funding to support members of special populations through intentional practices. The following projects were accomplished with these funds:

- *Bellevue College (BC)* funded two projects for special populations: **Supporting Occupational and Life Skills (OLS) Students Transitioning from Internship to Employment** and **Career Development and Resume Support for OLS Students**. All Occupational and Life Skills (OLS) students are neurodivergent and identify as having learning disabilities. The program involves students in the business fabric of their communities via mock interviews, informational interviews, job shadows, industry tours, job fairs, etc. In their final year, every OLS student completes an internship of over 200 hours. OLS employs job coaches to provide support with time management, communication, sensory overload, self-advocacy, etc. As OLS is a self-support program, funding rules make it challenging to continue job coaching after students graduate. However, the transition from a 15-hour/week internship to a full-time position presents new challenges and nuances for this population, and several graduates have been dismissed or returned to part-time status after being hired. This project thus addressed a known barrier by allowing us to extend the employment of job coaches both before students start their internships and, critically, as they transition from internship to ongoing employment after graduation. Students enjoy working with coaches, so this project has received positive feedback from both students and employers. Over the past several years, 53% of OLS interns converted to ongoing employment at their internship site. This is the “conversion rate,” the “offer rate” is above 60%: some students were offered positions, but they chose to work with other employers after graduation. This year, 6 of 11 graduates (55%) converted their internship to ongoing employment. One other student was offered a position but went to another employer. In short, the offer rate and conversion rates are very similar to those from previous years, which is a good result in a softening job market. This limited data is not enough for us to evaluate the success of the project, so we will continue the project for another year. Post-graduation outcomes will be the ultimate measure of success. The current employment rate of OLS graduates 6 months after completion is 83%. The OLS program would like to achieve a 95% employment rate 6 months after graduation. It does appear that recent graduates are landing ongoing employment more quickly than in previous cohorts, but final data will not be available until Winter 2025.

OLS students currently spend class time developing resumes, and they connect with staff in the Center for Career Connections. However, additional 1:1 support is needed. In the past, some students paid to participate in a resume lab in which they met with a coach to complete their resumes, and they seemed to have better post-graduation outcomes. As such, this project extended the resume lab to all students in 2023-24. Employers provided very positive feedback on the new approach. The quality of the resumes is one key measure of efficacy, and students' updated resumes have received positive feedback from the Center for Career Connections staff and employers. Recent graduates appear to be receiving more interviews than the graduates from previous cohorts. However, we will not have solid data on post-graduation outcomes until Winter 2025. Qualitative reviews have, however, been very positive.

- *Edmonds College* used Leadership Block Grant funds for program adaptation and updates focusing on **Allied Health On-Ramp for English Language Learners**. Two faculty developed *ELA 079: English for Healthcare Careers* during Summer 2023. The course is an eight-credit course focused on analytical language skills to communicate effectively in academic and employment healthcare settings. The course was offered Fall 2023 and Spring 2024. Fourteen students signed up for the class in the Fall 2023 cohort, but two withdrew. As of Summer 2024, three students are still in ELA, one is in AENGL (English prep) classes, and three are in AHE and HLTH classes. During the Spring 2023 cohort, 21 students signed up for class, but five withdrew. As of Summer 2024, 11 students are still in ELA and of the 11 students three are taking *ELA 83: English for Healthcare Careers: Speaking, Listening, & Punctuation*, and one student is in Allied Health and Health classes. This course will continue to be offered in future quarters. Data will be collected to determine the number of students transitioning into the Allied Health programs.
- *Lake Washington Institute of Technology (LWIT)* focused their funds on **Loaner Toolboxes for Autobody and Diesel/Heavy Equipment**: Starting Fall 2024, LWIT will remove the requirement to purchase a basic tool kit for Auto Body program. Students will have one less item to buy and this decreases their financial responsibility. Each student will have a designated toolbox to borrow at the beginning of the quarter and return on the last day of instruction. Each toolbox and the tools are color coded to improve the weekly maintenance and upkeep of the toolboxes. We have laser etched LWTech on each tool and built a shadow box for each tool for easy removal and placement. This task was completed in-house via collaboration between the Innovation lab (Laser cutter for shadow boxes) and Auto Body Program. Since Fall 2023, 1st quarter Diesel and Heavy Equipment (DHET) students do not need to purchase a toolbox to explore DHET program. We have purchased seven kits for a class of 24 students to share as first quarter students. Previously, we had multiple students drop out of the DHET program as the toolbox required is expensive and some are not even sure of DHET as their field of choice. Due to the expensive nature of DHET programs toolboxes, we are unable to support third quarter and beyond students but working with national companies and advisory committees to provide discounts or donations to decrease the items we require in DHET toolbox as well as offer as many tools to be available to borrow for the quarter. Year 2023-2024 funds were used to add a new kit and update the existing six kits with new tools to support

2nd quarter DHET students. We have seen an increase in enrollment and diversity for DHET program from Fall 2022 to Fall 2023:

- Fall Quarter 2022= 26 students (92.3% white, 7.7% non-specified race, 7.7% Female, and 92.3% Male)
- Fall Quarter 2023 = 30 students (86.7% white, 13.3% Hispanic, 13.3% Female, 80% Male and 6.7% unknown gender)
- *Peninsula College* funded **WABO Certification of the Welding Lab**. Peninsula College students are required to drive several hours to the nearest WABO testing site creating inequities for rural welding students. This project improved student equity by enabling students to test for WABO certification in their hometown and as a part of their class. The benchmark for this project was for the College to be a WABO Welder Qualifying Agency. That benchmark was met April 1, 2024. Students are appreciative of the Perkins support for PC to apply for WABO that will allow them to test in the classroom, and not have to drive 3 hours to the nearest WABO testing site.

Summary of Achievements:

- Reduced inequities for rural special populations welding students to achieve Washington Association of Building Officials (WABO) certification on campus.
- Incorporated new standards into existing curriculum.
- Created new methods of assessment and skills check offs to prepare students for certification tests.
- Developed and submitted AWS certification application.
- Successful WABO certification site visit.
- Peninsula College was deemed a WABO Welder Qualifying Agency.

Effectiveness/Success of project:

- Curriculum was updated.
- WABO application was developed and submitted.
- WABO Welding Quality Agency certification as awarded to Peninsula College.
- Indicator of success was receiving the WABO Qualifying Agency certificate. WABO testing will begin in fall 2024. We will monitor the count of students who receive their WABO certification.
- *Whatcom Community College* used leadership funding for their **You Belong Here** project, a year-long social media campaign to promote WCC professional-technical programs to special populations. WCC conducted a social media (supplemented by a television streaming ad campaign) to promote professional-technical programs that lead to non-traditional fields to prospective students. The social media campaign reached a total of 379,368 unique people, of which 10,298 (2.7%) engaged with the ads: reacted, commented, saved, shared, and/or clicked. For context, various online sources define a good social media engagement rate as anywhere between 1% and 5%. Programs featured in the campaign where the non-traditional gender is male were physical therapist assistant, medical assisting, and massage therapist. Programs featured in the campaign where the non-traditional gender is female were criminal justice, cybersecurity/computer information systems, and software development. Of the campaign's total reach, 46% was to the non-traditional gender (compared to 20% non-traditional enrollments in featured programs based on 2021-22 Perkins Dashboard data). That portion of the campaign that featured programs leading to non-traditional careers for males, reached 39% males vs. 18% male enrollments in those programs. That portion of the campaign that featured programs

leading to non-traditional careers for females, reached 51% females (vs. 25% female enrollments in those programs). Data on which ads were most effective in reaching prospects by gender was also tracked and will be used to inform future ad campaigns targeted toward non-traditional populations. The television streaming ad campaign featured females in software development and males in physical therapist assistant (PTA). The software development ad had 42,016 impressions (instances of the ad served to a user), of which 39,302 (93.54%) were viewed completely through to the end of the ad. The PTA ad had 53,428 impressions, of which 50,233 (94.02%) were viewed completely. For context, various online sources define a satisfactory completion rate of 70% to 80%.

1.b.ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

During FY24, SBCTC subcontracted with eight community colleges to operate programs within Washington state prisons to provide education reentry services to justice-involved individuals. These programs were comprised of associate workforce degrees, vocational skills training, pre-college courses, basic education for adults, English as a second language/English language acquisition, and Associate of Arts programs. Second Chance Pell and private funds contributed to the support/completion of Associate of Arts degrees.

In addition to enrollment and completion targets, DOC, SBCTC and colleges worked to achieve seven primary goals during the 2023-24 year:

- 1) Offer workforce programs that are high-wage/high-demand, aligned to a career pathway, connected to apprenticeships where applicable, and achieving completion targets.
- 2) Increase the number of students obtaining their high school credential prior to release, to include collaboration on implementation of forthcoming special education policies, procedures, and accommodations for students where applicable.
- 3) Align adult basic education, vocational, and academic programming across 11 prisons, where applicable, to increase transferability and student completion.
- 4) Develop a process for Federal Pell Grant reinstatement, to be implemented in fiscal year 2024, including assisting incarcerated persons participating in state-funded postsecondary and vocational education to access federal and state financial aid.
- 5) Develop a process for transferability of vocational and academic degree and certificate programs to four-year post-secondary degrees.
- 6) Build IT infrastructure that will allow education programs to deliver flipped classroom and web-enhanced instruction, while exploring secured internet access for education classrooms. A flipped classroom reverses traditional teaching methods by having students learn lecture-oriented content outside the classroom, online. Instructors then use classroom time to further explain difficult concepts, help students work through challenges, and engage students in exercises, projects, discussions or other in-person, interactive activities.
- 7) Create a seamless pathway from prison to postsecondary education with points of contact on community and technical college main campuses, crosswalks for workforce programs, and connections with community-based programs.

Corrections Education programs at (Centralia, Edmonds, Peninsula, Spokane, and Walla Walla) utilized \$148,500 in Perkins Leadership funds. The activities funded through Perkins Leadership include:

- *Centralia College* funded equipment, power tools, and rain gear to enhance hands-on skills training for their Construction Trades Apprenticeship Program (CTAP). Eighty students were able to complete the program and earn a certificate. Additionally, CTAP faculty attended the Corrections Education Association's International conference to collaborate and learn best practices and presented a session about the CTAP program.
- *Edmonds Community College* bought books to replace outdated books for their business program resulting in 20 students graduating in the Entrepreneurship and Small Business Management certificate and 14 graduated with an Associate degree in Applied Science-Transfer Business Management degree. Additionally, the college purchased tools and materials for their CTAP program, which was on hiatus since 2022, resulting in eight students graduating with a Construction Trades Apprenticeship Preparation Program certificate and OSHA-10 card.
- *Peninsula College* reported an 8% increase in program interest after purchasing equipment for their CTAP, Licensed Trades Apprenticeship Preparation, and Pastry & Specialty Baking programs. Access to the Perkins-funded tools and equipment allowed students to meet course outcomes through hands-on learning and complete their capstone project.
- *Spokane Community College* used funds to update computers in their CTE classrooms to run industry standard programs for CNC machines, enabling students to transition easier to industry upon release. These upgrades also benefited the Business programs by increasing capacity to run industry-appropriate software for those classes.
- *Walla Walla Community College* supported professional development for their Automotive Repair and Diesel faculty as well as purchasing HVAC simulators and Comfort Gas Furnace to ensure students are getting relevant and hands-on training.

Perkins funding supported diversity, equity, and inclusion in SBCTC's Corrections Education programs. Corrections Education Deans/Directors stated they were able to serve historically underrepresented or underserved students in the following ways:

- Corrections Education staff participated in sessions about diversity, equity, and inclusion.
- Instructors, at Peninsula College, developed activities that are aligned with learning objectives and have been designed with consideration for diversity, equity, and inclusion for their Construction Trades Apprenticeship Preparation, Licensed Trades Apprenticeship Preparation and Pastry and Specialty Baking programs.
- Edmonds College's Associate in Applied Science-Transfer in Business Management degree and Entrepreneurship and Small Business Management certificate have the foundational outcome "Explore and apply multiple perspectives to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings,"

- The Autobody and Diesel Instructor, from Walla Walla Community College, attended the Coalition on Adult Basic Education conference. Sessions included Digital Equity, evidence-based strategies for effectively teaching students with dyslexia.

1.b.iii. Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.

In 2023-2024, \$116,152 in Perkins Leadership funding was awarded to faculty and staff professional development activities. A standalone component of each college's Leadership Block Grant, Industry-Based Professional Development, accounted for 20% of all Leadership Block Grant funds awarded, and 12 of 19 (63%) applicants earmarked funds for this purpose. As a result, 54 faculty completed over 1,330 hours of professional development. The chart highlights where Perkins Leadership funding was used to support faculty and staff professional development.

Professional Development Summary	
Number of Participants	62
Total Number of Professional Development Hours	1330
Certificates or Licenses Earned	18

Type of Training	Total Number of Trainings
Industry-Based	21
Professional Association Conference/Meeting	32
Return to Industry	10
Incorporation of New Equipment/Technology	2

The following examples provide insights into the activities funded by Perkins Leadership:

- **Industry-Based Trainings and Conferences:** Simulation Exam Prep (Nursing), OSHA #511 Occupational Safety and Health Standards for General Industry (Diesel), Robotics Service Training – Lincoln Electricity (Welding), NAPBIRT Lathe II (Band Instrument Repair), Organization for Safety, Asepsis and Prevention (Dental Assisting), John Deere TECH Instructor Development Week (John Deere), Farm and Food Symposium (Ag Program), Multiple Cisco and AWS trainings (Information Technology), US Department of Justice Training Center (Criminal Justice), Evidence & Crime Scene Collection (Criminal Justice), Research & Evaluation on Jail Administration (Criminal Justice), Community-Based Violence Intervention & Prevention (Criminal Justice), Assessment Teaching and Learning (Early Childhood and Education), International Nursing Association of Clinical and Simulation Learning (Nursing), Evidence based functional testing strategies and Pathological Gait Mechanism and Diagnoses (Physical Therapy Program), Ethical Hacker Training (Computer Science), Game developers Conference (Gaming), Blender Conference (Gaming), WSCPA webcasts: The Complete Guide to Preparing Forms 706 and 709 (Accounting & Finance), WSCPA webcasts: Washington Ethics and New Developments 2023 (Accounting & Finance), WSCPA webcast: Crucial Real Estate Tax Strategies (Accounting & Finance), Mindfulness-Based Pain Relief Practitioner Certification Program (Physical Therapist Assistant).

- **Professional Association Conference or Meeting:** ADI: American Distilling Institute Conference & Expo (Craft Brewing & Distilling), American Association of Medical Assistants Annual Conference 2023 “Connexion” (Medical Assistant), PNW Great Teaching Seminar (Business), International Design Engineering Technical Conferences & Computers and Information in Engineering Conference (Electronics, Robotics, and Automation), Assessment, Teaching & Learning (Business), Lightcast Labor Market Tools User Conference (CTE Career Services), 2023 OADN Annual Convention (Nursing), Vancouver Pastry School-Professional Chocolate Diploma Program (Culinary Arts), IMSH Society for Simulation in Healthcare (Nursing), American Welding Society-Certified Welding Inspector Seminar (Welding), National Nurse Educator Summit by ATI (Nursing), Linux Institute (Information Technology), Kubernetes and Cloud Native (Information Technology), Kubernetes and Cloud Native Security (Information Technology), Tradeswomen Build Nations Conference (Welding) Deans Academy, Washington Faculty and Staff of Color Conference, WA State Assessment, Teaching, and Learning Conference 2024
- **Return-to-Industry:** Department of Health's IT Service Desk (Cybersecurity and Network Administration), UW Integrated Design Lab (Architecture, Engineering, and Construction), Nature Based Outdoor Learning Program (Early Childhood Education), Blink Accountancy (Accounting), Shriners Hospital (Allied Health), PeaceHealth St. Joseph Medical Center (Nursing), Firs & Fiddleheads (Early Childhood Education), Lichen Learning (early childhood Education), Inovalon-Complex Care Solutions (Nursing)'
- **Incorporation of New Equipment/Technology:** American Welding Society Metallurgy Course (Welding), Access OnDemand EV Training (Diesel)

In addition to supporting participation in outside training and return-to-industry experiences, Leadership funds were leveraged to help implement system initiatives related to staff and faculty preparation, opportunity gap data analysis, and Natural Resources Tribal Stewards in the form of Special Projects. The most notable of these are:

- **Professional-Technical Faculty Boot Camps:** Basic Instructor Boot Camps are intensive, three-day, 3-credit courses for professional-technical faculty who have limited or no teaching experience. Qualified instructors/facilitators introduced and modeled essential components of classroom management, adult learning, and facilitating skills. Emphasis was on practical and real-life applications. The courses offered used the “Flipped Classroom” model, which reverses the traditional lecture and homework activities.
Advanced Boot Camps are three-day intensive professional development opportunities for the instructor who has a solid foundation in place and is eager to learn more.
Olympic College offered four Basic Instructor Boot Camps and two Advanced Boot Camps. In FY2024, 349 future CTE educators participated in the Basic Instructor Boot Camp and nine participated in the Advanced Boot Camp.
- **Dean's Academy:** In existence since 2005, Washington's Workforce Deans Academy is a year-long, grow-your-own training for community and technical college employees aspiring to higher level workforce leadership positions.

- Successful Monthly Training Sessions – Green River College (GRC) hosted two in-person overnight training sessions and five one-day virtual training sessions, facilitating ongoing learning and providing flexibility for participants.
- Graduates - 16 participants graduated from Deans Academy from across the CTC system.
- Formal Integration of MasterClass - The implementation of learning through MasterClass added valuable content for the cohort, enhancing their experience with high-quality, on-demand educational resources.
- Data-Driven Improvement - GRC collected both qualitative and quantitative data from participants throughout the year, using it to continuously monitor and improve the program, content, and learning experiences. This feedback ensured the program met the cohort's evolving needs.
- Representation in Facilitation and Content - Facilitators, consultants, and guest speakers were intentionally selected who reflected the diversity of the participants, providing varied perspectives and enhancing the learning experience.
- Refinement of Learning Outcomes – The learning outcomes were refined to better align with participants' needs and expectations, ensuring the program remained relevant and impactful with clear and measurable goals for growth and development.
- **Skills Standards—Phase IV:** Green River College, in collaboration with the Center of Excellence for Careers in Education, was awarded funds to manage the comprehensive update of the statewide 2012 Skill Standards for Professional Technical instructors, in addition to the identification and alignment of implicit bias and diversity, equity, and inclusion (DEI) competencies. Accomplishments included:
 - Faculty Engagement - Successfully recruited a dedicated faculty focus group from Phase II, securing nine participants. These faculty members were highly engaged, contributed significantly, and enjoyed exchanging ideas during live sessions. Their commitment extended to asynchronous work between live sessions.
 - Collaborative CANVAS platform for faculty - Established a highly interactive Canvas platform for the faculty focus group to work through all Skill Standards and integrate DEI language. This platform enabled asynchronous participation from faculty, facilitating updates, questions, input sharing, and peer learning.
 - Expert Consultants – Secured expert consultants, Dominique Foley Wilson and Nicole Franklin, to facilitate the work of the faculty. Their guidance and expertise were instrumental in leading the faculty focus group and completing the integration of DEI competencies into the Skill Standards.
 - Updated Skill Standards with DEI integration – Completed the updated Skill Standards with DEI integration, reflecting the diverse needs and experiences of students in professional technical programs statewide.
 - Faculty Confirmation Survey - Developed and disseminated a new system-wide confirmation survey, which received 291 responses, far exceeding the target of 50. This strong response underscored the statewide commitment of faculty to this important work.

- Formal presentation of updated Skill Standards - The updated standards were presented to the Workforce Education Council in March 2024 with 97% approval and to the Instruction Commission in April 2024 with 100% approval.
- Skill Standards Website - Developed and launched an interactive website, www.skillstandardswa.org, based on faculty input. The site is user-friendly, easy to navigate, and designed to share information effectively. The 2024 Edition of the Professional Technical Skill Standards is fully downloadable from the newly created site and will be available via the SBCTC site.
- Final Report and Recommendations - Prepared a comprehensive final report, presenting the entire project and outcomes, which includes recommendations for continuous, ongoing updates of the Skill Standards. The final report is compliant with foundational accessibility standards. This collaborative effort involved facilitators, project managers, and consultants, culminating in an aesthetically pleasing and comprehensive document completed in spring 2024.
- **Opportunity Gap Analysis:** The goal of this project was to provide professional development activities to support Washington State community and technical colleges in the planning, development, and execution of the Comprehensive Local Needs Assessment (CLNA). This training was essential to our statewide initiative to improve student outcomes through Perkins funding by focusing on Point Gap Analysis of institutional data. The virtual training was held on November 17, 2023. Participants included college teams of administrators and practitioners across instruction, student services, research and planning, grant offices, and others to ensure a strategic, cross-institutional approach to student success. Regional groups of colleges were formed for discussion and point gap analysis activities. The training provided content and activities related to:
 - Percentage-point gap analysis with institutional CTE enrollment data to identify opportunity gaps.
 - Investigation of opportunity gaps and identify root causes.
 - Practical, evidence-based strategies to address root causes and barriers to access.
 - Tools such as a dashboard template, workbook, and discussion questions.
 Major accomplishments of the project included:
 - Institutional data was provided to all college participants.
 - Planning and delivery of a three-hour virtual training session for staff and administrators.
 - Collaboration with consultants on the preparation of workshop resources necessary to facilitate and lead discussions around access to CTE for students and support for CTE leaders to analyze gaps in access to high-quality CTE programs of study and apply mitigating strategies.
 - Post-training consultation and assessment of the training session, tools provided to participants, and survey.

1.b.iv. Providing technical assistance for eligible recipients. (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

The Perkins-supported Program Administrator and Policy Associate for Workforce Education at SBCTC are the main points of contact for colleges with respect to Perkins-related matters; however, the Fiscal Grant Administrator, Program Coordinator, and Associate Director for Fiscal Management also work closely with colleges to provide technical assistance. The Washington State Board for Community and Technical Colleges staff provides scaffolded support to assist colleges through timely and relevant communication, webinars and presentations, virtual office hours, and personalized feedback.

- **Communication:** SBCTC Perkins staff communicate updates on Perkins-related matters through a listserv. Specific topics or concerns are addressed during Workforce Education Council (WEC) meetings where workforce deans and directors from the colleges come together quarterly.
- **Webinars/Presentations/Conferences:** SBCTC facilitated or hosted ten webinars or presentations in 2023-2024 which included the CLNA Conference in August 2023. All colleges were invited to bring teams to participate in the conference representing workforce, outreach, institutional research, guided pathways, student success staff, and CTE Dual Credit. Approximately 200 people attended the conference for training to start developing their college's CLNA. The following are the presentations that were offered to colleges during this past year:
 - CLNA Basics
 - Opportunity Gap Analysis and Root Causes in Special Populations and Subgroups & Programs of Study
 - Non-Trad Recruitment
 - CLNA Informing Perkins Funding & Size, Scope, and Quality
 - Centers of Excellence Supporting CLNA with CHMURA
 - Mindshift: Overcoming 5 Barriers to Create the Future of CTE
 - Opportunity Gap Analysis Part II
 - FY25 Perkins Workforce Grants
 - Perkins Grant Approval Process Overview
 - Perkins Monitoring and Risk Assessment
- **Virtual Office Hours:** In program year, 2023-2024, SBCTC offered 14 opportunities for Perkins focused open office hours. Topic areas consisted of best practices for CLNA, successfully meeting performance indicators, grant information, and application assistance.
- **Feedback:** Each college received specific feedback for all their Perkins applications. The goal is to assist colleges in submitting stronger applications and to remind colleges of their accountability to the performance indicators. Additionally, colleges received grant funding and expenditure information to assist them in effectively monitoring resources.

1.c. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds.

At the foundation of SBCTC is a focus on diversity, equity, and inclusion. The vision statement, "Leading with racial equity by working to dismantle racist policies and practices throughout our community and technical colleges and ensuring our students of color and other minoritized students reap the benefits that come with higher education: higher

incomes, better health, and greater social and economic mobility that passes from generation-to-generation” serves as a framework for how we prioritize funding. One of the goals in the strategic plan is to “increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.” Additionally, the implementation of Guided Pathways, through our community and technical colleges, creates more inclusive campuses by focusing on increasing the diversification of students that access and earn credentials. These efforts are supported by legislative investments in our college system’s equity efforts with the passage of [SB5227](#) requiring DEI training and assessments at institutions of higher education and [SB5194](#) providing for equity and access in the community and technical colleges.

The commitment to fulfill the mission is evident with a section dedicated to improving equity and access in the Perkins Grant application and CLNA. Colleges requesting Perkins funds are required to provide information in relation to recruiting special populations in the application and CLNA including current projects, services, or initiatives, gaps and deficiencies, action plan and priorities, and evaluation of efficacy of strategies in recruiting. Prior to awarding funds, SBCTC reviews each college’s past and current efforts and initiatives, an assessment of their success at recruiting and retaining special populations, as well as their plan to narrow any gaps for special populations by analyzing their performance indicator data. Additionally, SBCTC provides technical assistance, specific to this area, during monitoring visits.

Perkins funding provides necessary support to colleges to engage, recruit, and provide career and academic guidance to prospective students. The chart shows the method of outreach and percentage of colleges that used Perkins funds. Overwhelmingly, high school visits were the most utilized way to recruit potential students.

Perkins-Funded Outreach Method by Percentage of Colleges			
CBO Visits	61%	Re-Entry Program Visits	11%
Corrections Center Visits	4%	Tribal or Cultural Center Visits	36%
CTE Open Houses	64%	Try-a-Trade Events	43%
Faith-Based Organization Visits	4%	TV or Web Video Ads	14%
High School Visits	89%	Veteran Center Visits	18%
Labor Union Visits	7%	WorkSource Co-Location	39%
Program Mailings	14%	Youth Re-Engagement Programs	21%

Decreasing Barriers to Participation

- *Bates Technical College*—Added Disability Support Services information to Bates’ admission acceptance letters.
- *Bellevue College*—Proactive outreach to the community is Bellevue College’s primary means of lowering barriers for diverse prospective students, especially members of special populations. Although many staff and faculty at the college connect with the community, the Perkins-funded outreach efforts are coordinated by the Welcome Center and Workforce Education. Their staff collaborate with other units including the

TRIO program, Disability Resource Center, Basic and Transitional Studies (BATS), and the Benefits Hub. The Benefits Hub maintains a food pantry on campus and provides referrals to all sorts of social and community services, including assistance with housing, transportation, childcare, and mental health. In addition, staff from BC's Welcome Center and Workforce Education are out in the community to build and maintain relationships with partners who serve special populations. The Outreach Specialist in the Welcome Center plays a crucial role in leading and coordinating these efforts. Outreach efforts have included connections with the following organizations and resource fairs:

- WorkSource
 - Department of Social and Health Services
 - City of Redmond Human Services Resource Fair
 - City of Issaquah Human Services Resource Fair
 - Bellevue Community Resource Fair
 - Issaquah Resource Room
 - Mary's Place
 - Atlantic Street Center
 - Eastside Pride
 - Snoqualmie Valley Human Services Coalition
 - Community Courts of Redmond, Renton, and Issaquah
- *Bellingham Technical College*—Bellingham Technical College has hired staff and created multiple work teams to help identify and address issues with professional technical program entry pipelines. For example, in 2023-24, the college created a team to help gather feedback on and provide recommendations for improving the guided self-placement processes it had established the previous year. Based on their experience of listening to and helping students as they navigated BTC entry processes over the past year, Perkins-funded staff members provided invaluable feedback regarding the improvements needed to the model. Based on this and other feedback, the college is planning improvements to its guided self-placement model, including moving the self-placement tool out of Canvas, shifting to having students report confidence levels with math rather than having to do an online test, and improving data tracking of student outcomes after they are placed using the guided self-placement process.
 - *Clark College*—Through the use of the Perkins-funded Transitions navigator, Clark is building awareness of possibilities in career fields related in their CTE programs by providing pre-advising to potential CTE students. They are engaging potential students through high school visitations/events as well as working individually and in small groups with non-traditional students.
 - *Edmonds College*—Funded the development of an English Language Acquisition course that helped students transition into prof/tech programs.
 - *Grays Harbor College*— The Accessibility Coordinator decreases barriers to participation for students with disabilities by creating letters of accommodation and supporting faculty to meet students' needs and help them achieve success in their classes.
 - *Green River College*— Disability Support Services supported ASL accommodations for a deaf student throughout lectures, labs, and clinicals to successfully complete their program of study. This student was selected as the program's Student Award at

commencement due to their success. The student shared their story with the College's General Advisory Council and stated they would not have even considered attempting the nursing program let alone been successful without this vital support. Faculty members also shared that this experience encouraged them to think more inclusively about future healthcare practices.

- *Highline College*—Workforce Education Funding Services, in collaboration with the CTE Program Navigator, hosted multiple quarterly funding workshops to guide new and current students through the funding application. This resulted in the following special populations: economically disadvantaged, out of work, and single parent having access to funding and increasing retention.
- *Lake Washington Institute of Technology*—Toolkits that were purchased removed one of the financial barriers for Autobody students. Starting Fall 2024, all Autobody students do not need to purchase a toolkit instead they will borrow the toolkit for each quarter. LWIT also purchased 10 iPad Pro tablets for Illustration-Art program. These laptops provide students with software programs used in industry.
- *Lower Columbia College (LCC)*—In partnership with the Workforce Southwest workforce development council, and Employment Security Department (ESD) as part of WIOA, WorkSource staff are now co-located in the LCC Career Center to support dislocated workers, low-income students, and other special populations. An Employment Specialist is available to help enroll students in ESD funding programs (such as the Thrive/Economic Security for All program that is focused on supporting low-income individuals transition into education pathways that lead to living wage employment in high demand sectors). Co-location of WorkSource services on campus allows for greater access to services for low-income students, students with disabilities, and others with transportation barriers. Additionally, staff assist students with job search and other employment support and connect students to public benefits and resources. A shared system of referrals helps ensure students are connected to support and resources both on campus and within the community.
- *Olympic College (OC)*—**Tutoring Services:** In response to substantial growth for in-person tutoring services, services were expanded by offering additional tutoring hours in accounting, computer programming, mathematics, and sciences, while maintaining online tutoring. This allowed students more opportunities to seek support. Online tutoring is a great option for students with difficulties attending on-campus activities or those who need after-hours support. In-person tutoring provides support for those students who can attend on-campus activities and/or find online support difficult to use. Tutoring Services continued to staff the Assistive Technology Lab. This computer lab is available to students with disabilities who need technology to fully access computerized materials like screen readers, one-handed keyboards, or voice-recognition software.

Computer Information Systems: For many economically disadvantaged students who live in rural areas of OC's service district, driving to campus (or navigating the imperfect public transportation system) is not possible. When completed, a more Zoom-connected classroom will allow these students to participate more intimately in classroom activities.

Leadership & Business Management: We have chosen to develop a virtual immersion program to minimize barriers to participation for individuals with disabilities,

individuals from economically disadvantaged families and single pregnant women because the course will be held virtually via zoom.

Computer Information Systems (CIS)/Digital Media Arts (DMA): New OER materials DMA 120/Beginning Photoshop and CIS 155/Web Development will aid students from economically disadvantaged families who can't afford the textbooks or can't afford transportation to campus. The new video lecture recordings mean students don't absolutely have to purchase a textbook or come to class, meaning fewer barriers to participation in the coursework.

Disability Services: Throughout the academic year, Disability Services staff worked with faculty and the Center for Learning Innovation (CLI) staff to coordinate the 31 courses requiring remediation for accessibility. Remediation included ensuring live Zoom sessions, audio content, and videos were transcribed and/or captioned for Deaf/Hard of hearing students, and electronic course materials were accessible to students in a variety of alternate formats including for the use of screen readers and text-to-speech software.

Career Center: Career Center Staff educated students on how to prepare resumes, cover letters, practice interviews, and write thank you notes following their interview. Many of the students have experienced homelessness, addiction, and/or incarceration.

- *Peninsula College*—Hired a benefits navigator and established a benefits hub for students. Workforce programs staff are now making weekly visits to DSHS to support dislocated workers.
- *Pierce College District*—The implementation of guided self-placement has significantly reduced the timeline to completion for pro-tech students who delayed taking the required math courses. Now they place into college-level math and get the support they need to be successful. Pierce's data shows that students are completing the course they place themselves in at a much higher rate compared to former pre-college math sequences.
- *Seattle Colleges*—Perkins funded a Career Specialist position who helps support completion rates by preparing students to enter the workforce and assists with job and internship placement while going to school. In spring, the Career Specialist hosted an event called Handshake & Headshots, which included guidance on using the college job portal (Handshake), free professional headshot photos, and a networking event with employers. Over 100 students and employers came to the event, most students being from workforce programs such as aviation, automotive, culinary and YearUp (business technology). Perkins also paid for tutoring for YearUp students at South Seattle College.
- *Skagit Valley College*—Recruitment Specialist coordinated and participated in outreach events that were located at community locations, including Oak Harbor Naval Base, Mount Vernon Jail, Swinomish and Samish Indian Nations, Farmworker Center, Opportunity Council, Head Start, YMCA Oasis Teen Shelter, and United Way, that serves special populations and other marginalized populations.
- *Whatcom Community College*—WCC used Perkins funds in support of library subscriptions for the paralegal studies program that would otherwise require the implementation of student fees, a potential barrier for economically disadvantaged students.

Ensuring Equitable Access to Programs

- *Bates Technical College*—Designed and implemented new Orientation Disability Support Services session with specific messages around addressing student barriers.
- *Bellevue College*—Workforce Education funding can cover the cost of tuition and fees, books, and required supplies for eligible individuals. Workforce Education’s collaborations with other units on campus—especially prof/tech program managers, the TRIO program, Disability Resource Center, Basic and Transitional Studies, and Benefits Hub ensure prospective students and new students are connected to such supports as soon as possible. BC staff have also conducted specific outreach and inclusion strategies for non-native English speakers, women in transition, and individuals experiencing homelessness. Staff worked with BC’s Preparing for Work cohort, providing 1:1 career assistance for immigrants, many of them women, in preparing for work in Washington State. Pacific Northwest College Credit, the CTE Dual Credit program at the college, provides a fee waiver for any high school student that is on free and reduced lunch or requests a fee waiver due to current financial hardship. CTE Dual Credit is an important on-ramp into prof/tech programs, and this policy ensures all students have access to the program.
- *Bellingham Technical College*—The college employs a shared caseload navigation program model that includes mandatory, individualized entry advising and planning for all new degree-seeking students. This model was created to ensure equitable access to advising services for all BTC students. “GET Started” sessions form the nucleus of this navigation program model: these sessions are required for new students to help them assess the “fit” of their educational and career goals, create an educational plan as needed, and identify what resources they may need to help them achieve their goals. The college fully adopted this model beginning in Fall 2019, but until this past year, had not conducted a formal assessment of student experiences or satisfaction with these required sessions. In 2023-24, BTC surveyed students and conducted follow-up focus group sessions in an effort to gather student input. During the 2023-24 academic year, the BTC Onboarding Redesign members began looking at student responses and recommending potential changes to current GET Started practices.
- *Big Bend Community College*—Purchased textbooks for student checkout. The agriculture program added more hybrid options to allow students more flexibility in scheduling. Revised Medical Assistant curriculum to shorten the time required to complete the clinical courses, by offering Saturday classes, to facilitate participation without impacting weekday employment for students. Manufacturing implemented the use of Solid Professor LMS in several courses, so students can use Solid Professor LMS in multiple classes over a two-year period, replacing the need for a textbook, covered by lab fees for day one access, and allowing access to additional learning and certificate achievement beyond their assigned curriculum. Manufacturing faculty utilized free software, online training videos, and online tools to increase access to learning off-campus and outside of class time with Path Pilot Hub. Offered the ECE initial certificate in Spanish as well as an online format option to increase access to program.

- *Columbia Basin College*—Perkins supported faculty for non-instruction time to revise the admission process to be more holistic which allows for more access to non-traditional and special population students.
- *Community Colleges of Spokane (CCS)*—CCS used Perkins funds for outreach to economically disadvantaged, out-of-work, and non-traditional fields special populations.
- *Edmonds College*—Developing Career Launch programs in Allied Health, Cyber Security, and UX/UI.
- *Grays Harbor College*—The Workforce Funding application and Basic Needs applications are now available online through a universal access application, which allows students to apply for all programs at once. Workforce Funding representatives are working directly with the advising department to provide resources and training for helping students upon entry and make referrals. Staff also began visiting classes in all the Career and Technical Education programs at Grays Harbor College this year to share information about the funding and resources available. The Accessibility Coordinator ensures equitable access to programs for students with disabilities by creating letters of accommodation and supporting faculty to meet students' needs and help them achieve success in their classes.
- *Green River College*—Perkins funding provided support to the Early Childhood Education program to develop a Spanish-speaking cohort for students who need to complete their initial ECE Certificate for Washington State's licensing education requirements for childcare providers. Green River's partnership with AJAC (Advanced Manufacturing Apprenticeships) and the Muckleshoot Tribal College has resulted in providing indigenous students with educational pathways and entry to industry with wraparound support services.
- *Lake Washington Institute of Technology*—ASL interpreters supported Lake Washington's students in the classroom.
- *Lower Columbia College*—Leveraging the Perkins funded Outreach Navigator program, efforts to support CTE students transitioning from high school to college have continued to strengthen CTE pathways, particularly for students in special populations. This past year, mentoring and support programs aimed at supporting students of color and other special populations were implemented including the Men of Color Conference, Try-A-Trade, and Somos Latinos. A total of 50 students, from five local high schools, participated in Try-A-Trade which exposed students to career pathways in a variety of CTE programs. A new mentoring program, Summer Scholars, was launched to support the enrollment and persistence of men of color by using a cohort model for combining onboarding support with the College Success course and College and Career Preparation (basic skills) math in the summer quarter. Based on this initial success, a second cohort of students continued in the fall.
- *Peninsula College*—Streamlined new student enrollment, onboarding, and early access to advisors and faculty. Increased events and financial aid support for students and outreach to students receiving food assistance at local food banks.
- *Renton Technical College (RTC)*—Instruction Team launched Program Viability in FY2024. To ensure equitable access to programs, program faculty were encouraged to engage in research, read trade journals, and talk to advisory committees to to inform changes in CTE program offerings at RTC.

- *Shoreline Community College*—The High School Manager for Career Navigation, Student Transition and Success has raised awareness and access to professional technical programs by making connections between the high school and college by providing introductions to program representatives, bringing program representatives to the high schools for classroom visits, and arranging for tours of the college for high school students. In addition, programs were featured and the annual SOAR event where students come to campus for an overview, introduction to college, and campus tours.
- *Skagit Valley College*—The Recruitment Specialist and Communication Specialist staff coordinated accessible events and outreach efforts to recruit diverse students into professional/technical programs, in which six information sessions were offered entirely in Spanish. Perkins funding supported marketing efforts to promote professional-technical programs awareness of high-demand and high-wage career pathways.
- *Wenatchee Valley College*—Workforce Navigator is bilingual and supports students with financial aid applications, workforce grants, and scholarships. Student Access Manager provided support for students with disabilities.
- *Yakima Valley College*—Created print documents about Workforce Education programs to provide at the Rapid Response events.

Increasing Enrollment

- *Bates Technical College*—Designed and implemented session at Professional Development Day to provide trainings on DSS services.
- *Bellevue College*—The Outreach Specialist coordinates high school visits and outreach events at 26 different high schools and/or middle schools and coordinated visits for other staff in the Welcome Center.
- *Bellingham Technical College*—Admissions & Advising area staff assisted prospective students in navigating BTC's entry processes and participated in or hosted multiple events both on and off-campus to raise awareness about BTC programs. For example, in 2023-24, staff members worked with BTC employees to organize and lead a series of middle and high school tours and events. These included campus-wide events such as Tour Day; tours targeting special population students (such as a tour specifically for AVID program participants); and events focusing on specific programs, such as the Spring Program Highlight night, which featured select Advanced Manufacturing and Engineering Technology programs and provided opportunities for attendees to visit the programs and participate in hands-on activities. Staff members also assisted with the development of direct admit programming in collaboration with three local high schools. BTC plans to continue expanding this model to help decrease enrollment barriers and increase enrollment.
- *Clark College*—Clark's automotive programs recruitment and retention specialist works with potential students to raise awareness and provide support, including special populations, of career possibilities and supports within the automotive program.
- *Clover Park Technical College*—Hosted a High School Career Conference.
- *Columbia Basin College*—Retention Specialist focused on the development of I-BEST programs from Transitional Studies into CTE programs with an emphasis on non-

traditional student enrollment. This position provides support services for much of CBC's migrant and undocumented student populations.

- *Edmonds College*—Hosted a Multicultural Job/Resource Fair.
- *Grays Harbor College*—The CTE and K-12 Support Specialist and Associate Director of Student Diversity, Outreach and Retention visited local high schools and attended college and career fairs and community events to support outreach to prospective students. Program and resource information was shared in both English and Spanish.
- *Highline College*—ESOL Night event was hosted for ESOL students to explore current prof-tech offerings as they transition to college-level programs/courses resulting an increase in enrollment in Medical Assisting.
- *Lake Washington Institute of Technology*—Lake Washington Tech held its annual Open House in April. This was the first Open House held during the Spring quarter to motivate students to register for LWTech programs in the summer and fall quarters. Most of the CTE programs have fall quarter starts. One hundred forty unique prospective students attended, and three students applied onsite and left the event with acceptance letters. Employees who speak languages other than English provided support to prospective students and guests needing translation services. CTE faculty provided tours of classrooms and in relevant areas gave visitors samples of finished student products (such as cookies in the baking program, soup in culinary, and small metal space needles in machining). Admission forms were processed on site during the event as well. The Open House webpage has mapping software that provides additional directions for new members of the community to find various resources and services. The software was purchased using Perkins funding.
- *Lower Columbia College*—This past year LCC entered a Memorandum of Understanding (MOU) with Youth and Family Link to provide community outreach and support to increase access to financial aid and improve FAFSA/WASFA filing rates in our service district. This agreement was supported by Perkins funding to align outreach efforts and provide targeted support for special populations and historically underrepresented student groups. Through this partnership, Youth and Family Link has provided a dedicated community outreach navigator to provide direct support and referral services for new and potential students.
- *Peninsula College*—Expanded Tribal outreach and used non-Perkins funding to update the computer lab at the Makah education center.
- *Renton Technical College*—In collaboration with the Outreach and Recruitment Department, RTC provides Perkins dashboard data to ensure that RTC is reaching out to special populations. RTC hosted luncheon meetings with United Indians of all Tribes Foundations for partnership and collaboration with Tribal community.
- *Seattle Colleges*—Discover Seattle Colleges hosted Discover Seattle Colleges where 419 participants participated. This year's addition of "field trip days" allowed students to participate in a field trip during school hours. We invited an Open Doors GED program to visit the college's Seattle Maritime Academy as part of Discover Seattle Colleges and were glad to have the group of 10 students tour the facilities, do some hands-on activities, and learn about careers in Maritime. One of the key planners for field trip days was a staff member paid with Perkins funds, the High School Initiatives Manager for the district. The High School Initiatives Manager also

supports recruitment of special population and manages the CTE dual credit program for the district. A Perkins-supported CTE Advisor at South Seattle College works with outreach, faculty, and deans to convert outreach efforts into enrollment, conduct class visits to assist with batch enrollments for retention, and helps students create educational plans. The Real Estate program at North Seattle College used Perkins funding for a significant program revamp and to do outreach to both students and potential employer partners to consult and take on student interns. This is the beginning of a long-term plan to grow the program and integrate the students more effectively in the local real estate community.

- *Shoreline Community College*—In the spring, Perkins funding supported a retreat of college student services staff and Shoreline School District leadership to strategize and plan for continued improvement to increase enrollment and completion of college credentials.
- *Skagit Valley College (SVC)*—SVC’s Recruitment and Outreach department held multiple events on campus and in the community to recruit special populations into professional/technical programs including Try a Trade and Learning with Leaders. Approximately 100 students participated in Try a Trade and 150 students participated in Learning with Leaders, both including interactive hands-on experiences that expose them to professional-technical programs and career pathways. Participants included English Language Learners, individuals with disabilities, youth who are in the foster care system.
- *Wenatchee Valley College*—Provided outreach in rural communities, in Spanish and English, with updated marketing and hands-on tabling where prospective students can talk directly with faculty and program coordinators. Hosted occupation exploration events offering bilingual outreach with Work Source, Skill Source (unemployed), and Opportunities of Industrialization Center (low income and rural communities).
- *Whatcom Community College*—Whatcom used Perkins funds to provide faculty and students with stipends to participate in several outreach events targeted toward economically disadvantaged and/or underrepresented student populations, most notably, Learning with Leaders in partnership with FuturesNW.

Promoting and Maintaining a Discrimination-free Environment

- *Bellevue College*—Perkins-funded staff in the Center for Career Connections (CCC) attended a neurodiversity in the workplace training through Landmark College’s Institute for Research and Training. This training provided an overview of key issues and considerations for hiring and retaining neurodiversity employees and for preparing neurodiverse students for success in the workplace. CCC materials and approaches were subsequently reviewed to ensure inclusive and effective strategies for neurodiverse students at Bellevue College.
- *Bellingham Technical College*—BTC’s Student Access and Success participatory governance committee, whose members include Perkins-funded employees, were established to address issues of student connection, entry, progress and completion. These groups use BTC’s equity-focused dashboards to identify student achievement gaps; thus, equity is a foundational consideration for any issue identification and improvement efforts related to student achievement. In 2023-24, Perkins-funded

staff members also supported DEI activities both on and off-campus including Youth Pride events.

- *Clover Park Technical College*—Increased support for disability support office.
- *Community Colleges of Spokane*—Provided professional development for faculty and staff at CCS's Teaching and Learning Centers (TLC) to promote and maintain a discrimination-free environment throughout the academic year. The TLC Directors, and primary professional development instructors, are partially funded by Perkins. We also have a mandatory EDI training program for all employees that needs to be completed every two years.
- *Grays Harbor College*—The Accessibility Coordinator updated the appeals process for students this year to make it easier for students to obtain assistance if they have a concern regarding their accommodations. Forty-eight percent of the students served with accessibility support this year are pursuing CTE degrees. The Diversity and Equity Center provides snacks for students, printing and computer access, workshops on self-care, grief, and anxiety, and gives out fidget spinners. These resources and the monthly educational programs, student leadership development, and community events supporting diversity, equity, and inclusion, create a campus culture that is discrimination-free and supports equitable access and completion for all students.
- *Lower Columbia College*—Disability Support Services updated its name to Disability and Access Services (DAS) in July 2023 to reflect the various populations served, specifically students who access accommodations related to a disability, pregnancy related condition(s) or language barriers. In the past year, DAS served a total of 336 students which is a 12% increase over the previous year, conducted 252 new student intakes, provided Title IX (pregnancy-related) accommodations to 16 students, which is a slight increase over the previous year, and provided accommodations for 13 English Language Learners (ELL) students, which nearly doubled from the previous year. ELL accommodations are a new service added during this past academic year.
- *Seattle Colleges*—Perkins funds were utilized to send 20 staff and faculty to the National Conference on Race & Equity (NCORE). Seattle Colleges' Office of Equity, Diversity, Inclusion and Community (EDIC) highly encourages attendance and has organized some action items for attendees to help put learnings into practice at Seattle Colleges. All attendees were invited to participate in a pre-conference planning meeting and were required to sign up for an affinity group, equity task force, or present about conference findings at an upcoming professional development day at the colleges.
- *Shoreline Community College*—Perkins funds were used to translate outreach materials into additional languages.
- *Skagit Valley College*—Perkins partially funded two staff in disability support services to ensure professional-technical students with disabilities received equitable opportunities to be successful and complete their CTE program. Annually, the Associate Dean of Workforce Education Programs (partially funded by Perkins) uses data disaggregated by gender and ethnicity to analyze enrollment, retention, and completion rates across demographics. The Associate Dean works with professional-technical program faculty as they complete their program review analysis to respond to discrepancies and ensure strategies are focused on diversity, equity, and inclusion

efforts. The Associate Dean works with BEdA staff to coordinate I-BEST and identify barriers to transition to professional-technical programs for English Language Learners and INVEST students, which is a program that supports students with intellectual disabilities.

- *Whatcom Community College*—Print and digital outreach materials, created with Perkins funds, feature representation of diverse student populations and include WCC's notice of non-discrimination.

1.d. Report on the effectiveness of the use of State leadership funds in

1.d.i. Achieving the goals described in section 122(d)(2) of Perkins V and the State determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.

Perkins Leadership Block and Special Projects grants fund important initiatives for student enrollment, retention, and completion. These efforts align with postsecondary performance targets of postsecondary placement (1P1), earned recognized postsecondary credential (2P1), and non-traditional program enrollment (3P1). The following are examples of projects being implemented across SBCTC's system to achieve Perkins V performance targets:

- Curriculum creation or revisions to respond to industry advancements in the following programs: advanced manufacturing, surgical technician, dental auxiliary, allied health, business, cybersecurity, HVAC, fisheries and aquaculture sciences, data analysis and management, physical therapy, orthotics and prosthetics, computer technology, and facilities maintenance (1P1 and 2P1)
- Revision of seven of the common Early Childhood Education courses to include principles of equity, diversity and inclusion and trauma informed care (1P1)
- Support in Handshake career platform subscription and investment in staff to connect workforce students with internship or job opportunities (1P1, 2P1)
- Lending libraries and toolboxes kits for trades (2P1, 3P1)
- Funding tutoring services and supplemental instruction for CTE students to improve completion outcomes (2P1)
- Tribal Stewards: A Statewide Equity-Centered Green Workforce Development Program goal of increasing tribal student enrollment and partnering with tribal leaders to provide program relevance and cultural sensitivity (2P1, 3P1)
- Professional development opportunities focusing on women in trades (1P1, 2P1, 3P1)
- Employing Completion Coaches to improve retention and completion (2P1)
- Creation of outreach and recruitment materials, events, social media ads, website updates, and videos to promote non-trad enrollment into CTE programs (3P1)

1.d.ii Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V. (Section 124(a)(2) of Perkins V) (Section 124(a)(2) of Perkins V)

Specific projects, focused on a regional or system-wide improvement, funded in 2022-2023 included:

- *Bellevue College, Bellingham Technical College, Spokane Community College and Spokane Falls Community College—CLNA Partnership Development.* Four colleges used funding to hire a consultant to engage with regional stakeholders, conduct a qualitative study, develop new data tools, and strengthen collaborations with several key stakeholders. (2P1)
- *Edmonds College—Edmonds College Legal Aid Clinic and Snohomish County Allied Health Partnership.* Edmonds developed a partnership with Snohomish County Legal Services to provide free civil legal services and housing justice services for Edmonds College students. Twelve paralegal students participated in the clinic during the academic year. This allowed them to gain knowledge of the court system in real-life situations. Faculty participated in various events to increase awareness of allied health programs. Participated in Snohomish STEM ECHO (Exploring Careers & Healthcare Opportunities) Tour, a three-day event connecting faculty with students and school districts to discuss opportunities as pharmacy technicians. Established placement opportunities for Medical Assisting and Dental Assisting students at regional medical centers (1P1, 2P1)
- *Pierce College—Washington Career Pathways Project (WACAPA).* Leadership funding supported the Washington Career Pathways project that provides multiple career roadmap templates. With a focus on CTE pathways, this project has an impact on Guided Pathways communication and connections with potential partners, community members, and students. (1P1 and 2P1)

Fiscal Responsibility

2.b. For each institution or entity that is eligible to receive a subaward under section 132 (postsecondary education programs), please provide the information indicated in the Postsecondary Subawards (Section 132) Form. In completing the form, each State must follow the instructions provided below. Data contained in each row in the form should correspond to a single eligible institution or entity, such as a community college.

2023-2024 Data

Column A: Name of Institution	Column B: IPEDS #	Column C: Eligible Allocation	Column D: Actual Allocation	Column E: Member Type	Column F: Consortium Member	Column G: Consortium Fiscal
Bates Technical College	235671	\$587,451	\$587,451	0	NA	NA
Bellevue College	234669	\$303,198	\$303,198	0	NA	NA
Bellingham Technical College	234696	\$409,565	\$409,565	0	NA	NA
Big Bend Community College	234711	\$284,889	\$284,889	0	NA	NA
Centralia College	234845	\$238,861	\$238,861	0	NA	NA
Clark College	234933	\$468,365	\$468,365	0	NA	NA
Clover Park Technical College	234951	\$667,087	\$667,087	0	NA	NA
Columbia Basin College	234979	\$598,665	\$598,665	0	NA	NA
Edmonds College	235103	\$433,551	\$433,551	0	NA	NA
Everett Community College	235149	\$481,213	\$481,213	0	NA	NA
Grays Harbor College	235334	\$239,365	\$239,365	0	NA	NA
Green River College	235343	\$559,309	\$559,309	0	NA	NA
Highline College	235431	\$399,671	\$399,671	0	NA	NA
Lake Washington Inst. of Technology	235699	\$407,499	\$407,499	0	NA	NA
Lower Columbia College	235750	\$277,477	\$277,477	0	NA	NA
Olympic College	236188	\$387,174	\$387,174	0	NA	NA
Peninsula College	236258	\$233,116	\$233,116	0	NA	NA
Pierce District	235237	\$405,413	\$405,413	0	NA	NA
Renton Technical College	236382	\$524,502	\$524,502	0	NA	NA
Seattle Central	236513	\$424,363	\$424,363	0	NA	NA
Seattle North	236072	\$279,655	\$279,655	0	NA	NA
Seattle South	236504	\$174,063	\$174,063	0	NA	NA
Shoreline Community College	236610	\$360,622	\$360,622	0	NA	NA
Skagit Valley College	236638	\$540,076	\$540,076	0	NA	NA
South Puget Sound Comm. College	236656	\$334,782	\$334,782	0	NA	NA
Spokane District	236692	\$1,499,815	\$1,499,815	0	NA	NA
Tacoma Community College	236753	\$578,259	\$578,259	0	NA	NA
Walla Walla Community College	236887	\$636,570	\$636,570	0	NA	NA
Wenatchee Valley College	236975	\$242,173	\$242,173	0	NA	NA
Whatcom Community College	237039	\$235,438	\$235,438	0	NA	NA
Yakima Valley College	237109	\$549,258	\$549,258	0	NA	NA

2.c Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

Ten percent of the postsecondary Perkins Plan grant is distributed by formula to rural colleges and those that have a high percentage of CTE participants. Defined as colleges that include counties with population densities of less than 100 persons per square mile within their service district boundaries, rural colleges receive 9% of the reserve funds. These colleges include Big Bend Community College, Centralia College, Clark College, Columbia Basin College, Grays Harbor College, Lower Columbia College, Olympic College, Peninsula College, Skagit Valley College, Spokane District, Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College. Population density determinations are based on data from the Washington State Office of Financial Management and three colleges are in counties which are prorated to reflect the portions of the counties that meet the rural definition – Clark College, Olympic College, and Spokane Community College District.

Colleges with a high percentage of CTE participants receive 1% of the reserve funds and are those that have 50% or more of their student population enrolled in CTE programs. The percentage is calculated from the number of students with a workforce education intent code, divided by the college's annual student headcount. Bates Technical College, Bellingham Technical College, Clover Park Technical College, Lake Washington Institute of Technology, Renton Technical College, and South Seattle College all receive a portion of the one percent of reserve funds set aside for colleges that serve a majority of CTE students.

As evidenced by this process, SBCTC prioritizes colleges serving rural communities and those with a high number of CTE concentrators in allocating reserve funding. Due to the low population density of their respective regions, the state's rural colleges are often under-resourced and disproportionately impacted by changing economic conditions. They often have lower enrollment overall and fewer full-time students, but comparatively greater demand for high-cost CTE programs based upon the economies of their service areas. As reserve funds are allocated by formula in combination with Perkins Plan awards, there is no means of accounting for exactly how reserve funds are utilized; however, many of the rural and smaller colleges invest significantly in CTE programs to serve their communities and rely on the allocation of reserve funding to maintain these programs.

Accomplishments from Perkins funding for rural areas or colleges with a high percentage of CTE concentrators:

- *Bates Technical College*—increased enrollment in high demand programs including HVAC, Electrical Construction, Advanced Machining, and Welding.
- *Bellingham Technical College*—Funds were used to help support Perkins-funded personnel participating in several BTC work teams designed to assess BTC student success initiatives and develop improvement plans. These strategic planning activities have set the foundation to move these initiatives forward and improve student outcomes over the next few years. In 2023-24, for example, these employees served on the Onboarding Redesign team and are planning multiple improvement activities to improve student experiences and transition (particularly for first-generation and other special population students) through BTC's entry pipeline,

including revising the new student welcome letter, creating onboarding checklists, and planning creation of a digital welcome/one-stop center. Other Perkins-funded personnel serve on the Student Access & Success Retention subcommittee, and are planning improvement activities such as creating a Student Services Canvas site that will be able to integrate into online and hybrid program instruction spaces for students, planning a Resource Re-Boot event series, which will be located in high-traffic student areas and designed to connect students to resources they may not have been aware they needed or were eligible for upon entry to the college, and develop and connect students to student affinity groups on campus.

- *Centralia College*—Updated equipment in Centralia’s diesel, industrial trades, electronics, robotics, and automation, and medical assistant programs. The equipment is crucial to student training, so they may be knowledgeable of industry standards and potentially offer higher skills compared to other applicants in their fields. These industries are in high demand in Centralia’s region and have led to high-wage jobs, as well as building skills to advance in a career.
- *Columbia Basin College (CBC)*—Franklin County is comprised of many rural communities having a large population of undocumented agriculture workers. Because of this CBC added the new position of Undocumented Student Advocacy Specialist. Perkins funds were used to purchase supplies for interactive presentations aimed at helping undocumented, English learners, and Hispanic students achieve success in school and in the workplace. Funds were also used to pay for legal professionals to present information specific to undocumented students such as DACA renewal, ITIN applications, and Entrepreneurial pursuits. The large population of Hispanic students at CBC impact many of the categories in 1P1, due to the intersectionality of identities. The rationale for focusing on English Learners is that they make up a large component of both the student body and wider community. One of the most significant achievements in the past year, supported by Perkins funding, has been the expansion of the CBC School of Health Sciences through the development of new programs such as Expanded Function Dental Auxiliary and Respiratory Therapy. Adding varying levels of health care education programs increases accessibility and opportunities for students, particularly those from special populations, to obtain high-demand healthcare related jobs. Machining is an important industry in Benton and Franklin counties. By revising the program and replacing outdated and broken equipment, more students will have the opportunity to gain high wage jobs.
- *Grays Harbor College (GHC)* Rural funding partially supported the CTE and K-12 Support Specialist to work with school district counselors, CTE directors, and teachers, re-establish relationships, and collaborate with GHC Instruction Office to establish new procedures for program alignment and streamline the CTE Dual Credit review process. The CTE and K-12 Support Specialist visited all 9th grade classes in GHC’s service area to enroll students in a scholarship opportunity (World Class Scholars) and share information about GHC and CTE Dual Credit opportunities. GHC has placed special emphasis this year on re-establishing relationships with GHC’s rural K-12 partners and those with high populations of Native students (Oakville, Lake Quinault, North Beach, Taholah, Ilwaco, and Naselle).
- *Lake Washington Institute of Technology*—High percentage vocational funds supported ongoing efforts to upgrade equipment in Dental Assisting and Diesel and

Heavy Equipment programs. The purchase of updated equipment will help students to be workforce-ready with minimal training required.

- *Lower Columbia College*—As a result of the additional allocation for rural colleges, LCC has utilized Perkins funding to further support the development and revision of new CTE programs to align with economic demand. With Perkins funding, staff have been trained on Developing a Curriculum (DACUM) methods which are used in the development of new programs, assessment of current programs, and work related to CTE program specific accreditation standards. Perkins funding continues to provide resources to gather employer feedback and expertise through professional-technical advisory committees, community forums/listening sessions, and employer surveys.
- *Olympic College*—As a result of receiving rural funding, Olympic College developed and implemented, programs of study and career pathways aligned with identified high-skill, high-wage, and in-demand occupations and industries. This funding enables the college to fund a part-time Prof-Tech Program Specialist that focuses on program development and review and a full-time Program Specialist 2 focuses on research and data analytics related to professional-technical programs. Additionally, this funding supported the Director of Workforce Grants, a new position that enabled the college to apply for funding specific to supporting programs, practices, and strategies that prepare individuals for non-traditional fields.
- *Peninsula College*—Funds were used to develop and launch several new industry-aligned professional technical programs including automotive electrical vehicle, facilities maintenance, natural resources, and virtual office assistant.
- *Renton Technical College*—Perkins Grant funding at RTC prioritizes CTE Program Development and Faculty and Staff Professional Development. In FY 23-24, RTC Perkins Grant continued to support the Automotive Technology Evening Program, this program has grown from its inception. It started with two students and has grown to 13 students. The Automotive Technology program faculty is an active member of Non-Traditional Students Committee and participates in virtual and in-person workshop to promote women in trades. The program provides student support including counselor connections and classroom visits to assist students in registration or any other student concerns/needs.
- *Skagit Valley College*—Perkins rural funds supported efforts to foster innovation and advancement of curriculum in career and technical education programs such as advanced manufacturing and design. The Associate Dean of Workforce Education Programs, who is partially Perkins funded, supported faculty in modernizing curriculum to incorporate mechatronics and emerging robotic technologies. The Associate Dean worked with faculty and industry advisory partners to pursue grant funding that incorporated industry aligned equipment such as new CNC Router, Tormach CNC Mill, and Universal Robots Cobot Arm with education curriculum kit. Perkins funding directly funded the procurement of PENTA Pocket NC machine, which is a 5-axis CNC machine that allows students to mill materials with the hardness of titanium. Perkins funding supported the faculty in participating in the 2024 Automation conference to receive training on robotics and automation in manufacturing technology, to foster innovation in associate level curriculum that will lead to high-skill and high wage manufacturing positions in the region. This modernization of lab equipment and curricular updates has resulted in student

learning experiences that has integrated mechatronics to ensure readiness for work-placed learning and employment.

3.a. Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act. Include a quantifiable description of the progress each disaggregated category of students has made in meeting the State determined levels of performance. (Section 113(b)(2)(2)(C)(ii)(II) of Perkins V)

1P1: Postsecondary Placement

The Perkins V State Determined Performance Level (SDPL) is 40.0%, the actual performance was 41.4% in 2021-2022, exceeding the SDPL. Performance on this target was up by .5% from 2021-2022 data based on 8,297 out of 20,024 students succeeding at Postsecondary Placement. While the state did meet the target, we still have populations that require additional support and dedicated focus.

Practices within the system to improve 1P1 performance include:

- CTE career advising and career coaches.
- Staff positions that focus on employer relations/partnerships.
- Staff focusing on work-based learning opportunities.
- Hosting job fairs and resume workshops.
- Dedicated Pathway Navigators for Career and Technical Education programs.

1P1: Post-College Performance Disparities

State Performance Targets 39.5% (21-22) and 40.0% (22-23)

Populations	2021-2022		2022-2023	
	State Average %	Outcome/Status	State Average %	Outcome/Status
SPECIAL POPULATIONS				
Economically Disadvantaged	41.0	At or Above State Target	44.8	At or Above State Target
English Learner*	32.4	Below 90% of Target	16.7	Below 90% of Target
Foster Care Youth*	34.5	Below 90% of Target	33.3	Below 90% of Target
Individuals in Non-Trad Fields*	7.9	Below 90% of Target	8.0	Below 90% of Target
Individuals w/Disabilities	38.1	90% to 99% of Target	41.0	At or Above State Target
Out of Work*	30.8	Below 90% of Target	29.0	Below 90% of Target
Single Parent	39.5	At or Above State Target	42.6	At or Above State Target
GENDER				
Female	43.0	At or Above State Target	44.2	At or Above State Target
Male	35.5	Below 90% of Target	37.2	90% to 99% of Target
RACE				
American Indian*	32.5	Below 90% of Target	33.7	Below 90% of Target
Asian	41.1	At or Above State Target	43.4	At or Above State Target
Black/African American*	33.7	Below 90% of Target	34.7	Below 90% of Target
Hispanic	38.6	90% to 99% of Target	41.2	At or Above State Target
Multi-Racial	39.0	90% to 99% of Target	41.8	At or Above State Target
Other Race*	33.8	Below 90% of Target	29.0	Below 90% of Target
Pacific Islander	36.0	90% to 99% of Target	30.0	Below 90% of Target
White	42.0	At or Above State Target	44.1	At or Above State Target
ACTUAL STATE AVERAGE				
Overall	39.9%	At or Above State Target	41.4%	At or Above State Target

*Indicates measure did not achieve at least 90% for two consecutive years

2P1: Earned Recognized Postsecondary Credential

The Perkins V State Determined Performance Level (SDPL) is 50.5%, whereas the actual performance was 51.8% in 2022-2023, meeting 102.6% of the SDPL. Performance on this target increased 2.3% from 2021-2022 data. SBCTC's actual performance is based on 10,379 out of 20,024 concentrators meeting the desired outcome. In 2021-2022 we reported performance of 49.5% based on 10,677 out of 21,550 concentrators meeting the desired outcome.

- [SBCTC's Credentials Awarded Dashboard](#) shows a decline of 11.3% from 2021-2022 to 2022-2023 for all credentials awarded. Between 22-23 and 23-24 there was an increase of 6.8% in credentials awarded statewide. Specific to associate degrees, there was a 1.1% increase in academic degrees awarded comparing 22-23 to 23-24 compared to a 1.5% decrease in workforce degrees. Across all credentials awarded, Workforce programs were reported with a 11.4% growth from 22-23.
- As stated often in college's annual reports and local applications, a barrier to credential completion rates is the students who are hired by industry before degree completion due to labor market demand and the high wages. This is supported by the Washington State Employment Security Department's [2023 Labor Market and](#)

[Economic Report](#), which noted that “In 2023, Washington’s labor market continued its recovery from the COVID-19 recession.

Practices being implemented within the system to improve 2P1 performance include:

- Revising the curriculum to require corequisites and embed supplemental instruction, which reduces the need for separate remedial courses.
- Providing more holistic student support services.
- Purchasing industry standard equipment and software.
- Supporting early alert technology and staff to proactively address barriers for students.

2P1: Degree Completion Performance Disparities

State Performance Targets 53.5% (21-22) and 50.5% (22-23)

Populations	2021-2022		2022-2023	
	State Average %	Outcome/Status	State Average %	Outcome/Status
SPECIAL POPULATIONS				
Economically Disadvantaged	49.9	90% to 99% of Target	54.5	At or Above State Target
English Learner	41.2	Below 90% of Target	46.7	90% to 99% of Target
Foster Care Youth*	43.2	Below 90% of Target	41.7	Below 90% of Target
Individuals in Non-Trad Fields*	9.7	Below 90% of Target	10.5	Below 90% of Target
Individuals w/Disabilities	50.1	90% to 99% of Target	51.9	At or Above State Target
Out of Work*	44.2	Below 90% of Target	43.1	Below 90% of Target
Single Parent	46.9	Below 90% of Target	49.7	90% to 99% of Target
GENDER				
Female	52.5	90% to 99% of Target	55.5	At or Above State Target
Male	45.2	Below 90% of Target	47.0	90% to 99% of Target
RACE				
American Indian*	41.1	Below 90% of Target	44.6	Below 90% of Target
Asian	55.3	At or Above State Target	57.4	At or Above State Target
Black/African American*	42.9	Below 90% of Target	45.4	Below 90% of Target
Hispanic	48.3	90% to 99% of Target	51.7	At or Above State Target
Multi-Racial	46.4	Below 90% of Target	49.5	90% to 99% of Target
Other Race	46.6	Below 90% of Target	47.8	90% to 99% of Target
Pacific Islander*	42.4	Below 90% of Target	35.7	Below 90% of Target
White	50.8	90% to 99% of Target	53.0	At or Above State Target
ACTUAL STATE AVERAGE				
Overall	49.5%	90% to 99% of Target	51.8%	At or Above State Target

*Indicates measure did not achieve at least 90% for two consecutive years

3P1: Non-Traditional Program Concentration

The Perkins V state performance target is 21.0%, whereas the actual performance was 21.0% in 2022-2023. Performance on this target increased by 0.9% from 2021-2022 data based on 3,316 out of 15,777 students enrolling in non-traditional programs.

Practices being implemented across the system to improve 3P1 performance include:

- Developing relevant and updated outreach materials, videos, and social media highlighting non-traditional populations.
- Focus on hiring faculty that are reflective of non-traditional populations.
- Recruiting advisory committee members that match the underrepresented gender of non-traditional fields.
- Curriculum review, including DEI inventories, to improve teaching and learning practices.
- Funding hands-on events to highlight non-traditional fields.
- Intentional focus on non-trad outreach and recruitment.
- Professional development for faculty to bring awareness of the experiences of underrepresented students in non-traditional pathways.

3P1: Non-Traditional Enrollment Performance Disparities

State Performance Targets 19.0% (21-22) and 21.0% (22-23)

Population	2021-2022		2022-2023	
	State Average %	Outcome/Status	State Average %	Outcome/Status
SPECIAL POPULATIONS				
Economically Disadvantaged	21.4	At or Above State Target	20.2	90% to 99% of Target
English Learner	17.7	90% to 99% of Target	20.0	90% to 99% of Target
Foster Care Youth	20.7	At or Above State Target	20.2	90% to 99% of Target
Individuals w/Disabilities	20.2	At or Above State Target	20.7	90% to 99% of Target
Out of Work	21.4	At or Above State Target	27.2	At or Above State Target
Single Parent	20.4	At or Above State Target	20.3	90% to 99% of Target
GENDER				
Female	22.9	At or Above State Target	23.9	At or Above State Target
Male	16.2	Below 90% of Target	16.7	90% to 99% of Target
RACE				
American Indian	20.6	At or Above State Target	23.7	At or Above State Target
Asian	20.2	At or Above State Target	18.5	Below 90% of Target
Black/African American	19.1	90% to 99% of Target	20.0	90% to 99% of Target
Hispanic	19.2	90% to 99% of Target	19.0	90% to 99% of Target
Multi-Racial	21.6	At or Above State Target	19.0	90% to 99% of Target
Other Race	21.2	At or Above State Target	34.5	At or Above State Target
Pacific Islander	20.3	At or Above State Target	21.2	At or Above State Target
White	20.2	At or Above State Target	20.7	90% to 99% of Target
ACTUAL STATE AVERAGE				
Overall	20.1%	At or Above State Target	21.0%	At or Above State Target

4.a Review your State's performance data in section IV.B.3 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:

- i) The core indicator(s) that your State failed to meet at the 90 percent threshold.

- ii) The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.
- iii) The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.
- iv) The staff member(s) in the State who are responsible for each action step.
- v) The timeline for completing each action step. (Section 123(a)(1) of Perkins V)

Washington State achieved or exceeded 100% for all three postsecondary performance indicators.

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