

WASHINGTON'S PERKINS V PLAN

**Strengthening Career and
Technical Education for the 21st
Century Act**

MARCH 2020



WASHINGTON

Workforce

Training & Education Coordinating

Board

**Washington State
Perkins Plan**

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: WASHINGTON STATE
- B. Eligible Agency (State Board)⁴ submitting plan on behalf of the State:
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
- C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan (*if applicable*):
- WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
- D. Individual serving as the State Director for Career and Technical Education:
1. Name: ELENI PAPADAKIS
 2. Official Position Title: EXECUTIVE DIRECTOR
 3. Agency: WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
 4. Telephone: (360) 709-4600 5. Email: Eleni.Papadakis@wtb.wa.gov
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G and J*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will then complete Items G, I, and J*
- F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:⁵
- X State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J***
- State Plan Revisions (Please indicate year of submission: *if an eligible agency selects this option, it will then complete Items H and J*

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- G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):
X Yes
 No
- H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:⁶
X Yes (If yes, please indicate year of submission:2020)
 No
- I. Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):⁷
- J. Date that the State Plan was sent to the Governor for signature:

The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
 The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

- K. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
 2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

⁵ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
⁶ Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
⁷ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

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Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

On November 6, 2019 the Workforce Board, in partnership with the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges, held a “Listen and Learn” session, inviting stakeholders to provide input into the Perkins V plan development. This gathering was held in Grand Mound, in western Washington. There were three additional sessions calendared in February: February 10 at the Junior Achievement office in Auburn, WA; February 12 at WorkSource Spokane Event Center in Spokane, WA; and February 21 at Clark College in Vancouver, WA. These sessions were conducted to ensure we received perspectives from both urban and rural communities. Utilizing a roundtable discussion approach, we sought specific input on the following questions:

Business, Industry, Labor

- *How do employers want to be engaged with our high school and college CTE programs? Are advisory committees, for instance, adequate?*
- *What’s the best way to evaluate industry needs? Does it exist or do we need to create something?*
- *What do employers see as the greatest strengths and weaknesses of our CTE programs?*
- *What existing or emerging fields/occupations do we need to be more responsive to?*
- *What labor market information/resources are available that we may not be tapping into?*
- *What do employers want to see included or emphasized in the State Plan?*
- *How can we most effectively leverage Perkins funds to incentivize collaboration with employers?*

Special Populations

- *What are the unique needs of your students? How can they be better supported in CTE programs?*
- *Which CTE programs attract your students? Where are they underrepresented?*
- *What are the greatest needs in your communities?*
- *How can CTE programs provide more effective outreach/recruitment to your communities/students? What’s working?*
- *What does “equity” look like to your students? How can it be operationalized in the State Plan?*
- *To what needs/services/strategies should we drive funding to better serve your students?*

CTE in Rural Communities

- *What challenges do rural school districts and colleges face when offering CTE programs of study? What unique solutions to these challenges might be made, using Perkins?*
- *How can districts and colleges most effectively connect with local business communities and utilize their input in the planning process and in program delivery?*

As discussed below, input was also solicited through focus groups/committees by both OSPI and SBCTC in system quarterly meetings and direct technical assistance visits.

Comprised of representatives of business, labor, and government partners who serve on a rotating basis, the Workforce Board provided input on specific portions of the plan, including

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performance metrics, concentrators, and definitions of size, scope and quality. Specific components of the plan were considered at the following meetings:

- January 30, 2019 (Lacey/Olympia, WA): planning timeline and decision points
- March 13, 2019 (Olympia, WA): overview of secondary and postsecondary CTE
- April 24, 2019 (Lacey, WA): alignment of plan priorities; transition plan funding
- July 10, 2019 (Tumwater, WA): performance target-setting; comprehensive local needs assessment
- September 11, 2019 (Colville, WA): mission, vision, and values; regionalization
- November 20, 2019 (Auburn, WA): funding priorities
- January 29, 2020 (Olympia, WA): plan public comment process; funding work group

SECONDARY

Office of Superintendent for Public Instruction (OSPI) staff held multiple program and data agency meetings to inform key components of the state plan. Program meetings included staff from the Office of Student Support, Student Information and Data, Office of System and School Improvement, Learning and Teaching Division, Migrant Education Department, Special Education Department, and the Center for Improvement of Student Learning. The Data meetings included staff from the Assessment and Data Division, Student Information Department, and Information Technology.

OSPI staff attended the Washington Native American Education Advisory Committee meeting, by invitation of the Office of Native Education (ONE) to provide updates regarding the passing of Perkins V, and potential new opportunities. Subsequent written updates were provided to this group, and the committee will continue to be key stakeholders in increasing the access to high quality CTE programs for tribal youth, and informing the state's implementation of Perkins V.

OSPI staff developed and facilitated multiple training opportunities that included presentation at state-wide conferences serving the Career and Technical Education field which included district and school administrators, CTE directors, CTE educators, career and guidance counselors and business and industry representatives.

- 2018 Washington Association of Career and Technical Education (WA-ACTE) Summer conference - 594 registered attendees were hosted in Spokane.
- 2018 Fall Conference of the Washington Association of Career and Technical Administrators (WACTA) - 167 registered attendees were hosted in Spokane.
- 2019 Spring Conference of the Washington Association of Career and Technical Administrators (WACTA) - 167 registered attendees were hosted in Olympia. 2019 Washington Association of Career and Technical Education (WA-ACTE) Summer conference - The Perkins V preconference sessions were delivered jointly in collaboration with WFB and SBCTC. 762 registered attendees were hosted in Spokane.
- 2019 Fall Conference of the Washington Association of Career and Technical Administrators (WACTA) - The conference hosted 251 registered attendees in Wenatchee. With a modified Ed Camp model, all attendees were scheduled to attend the OSPI sessions.

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- To date, 109 participants are registered for the 2020 Spring Conference of the Washington Association of Career and Technical Administrators (WACTA) in Vancouver. OSPI will be providing an updated overview of Perkins V. With a modified Ed Camp model, all attendees are scheduled to attend the OSPI session.

In an effort to reach a broader audience of stakeholders OSPI staff provided regional half-day and full-day engagement and technical assistance events at eight locations across Washington, involving 215 attendees. Additionally, OSPI provided information to the CTE Director Internship program, which involved 25 members. During these engagement opportunities staff collected feedback to key decision points within the state plan. Once these activities concluded, the collective responses and impact to the state plan were shared across the state. One example of a feedback point, was determining the permissible grade level to use Perkins funding for secondary education. The majority of respondents felt that the federal funding should align with Washington's state funding; permitting Perkins to be used to fund 7th through 12th grade qualifying CTE programs.

OSPI staff provided three webinars in December of 2019 reviewing the feedback points, as well as the proposed secondary indicators and targets. OSPI staff shared key decision points and definitions through the WA-ACTE list serve and WACTA list serve. Examples include the secondary indicators, and the state's proposed definitions of size, scope, and quality. Regional WACTA area groups and the state's Skill Center Director group were provided with updated Perkins information throughout the year. Feedback was also solicited through the Perkins subcommittee work group, which provided opportunity for three members from each of the WACTA regions to be involved with providing representation and influence to the state plan. WACTA areas were asked to prioritize subcommittee membership representation to include small/rural school district, large/medium school district, and skill center. This subcommittee met in-person and via Zoom, and will continue to meet to inform key decisions to inform implementation.

During these engagement opportunities staff collected feedback to key decision points within the state plan. Once these activities concluded, the collective responses and impact to the state plan were shared across the state. OSPI staff provided two webinars reviewing the feedback points, as well as the proposed secondary indicators and targets. OSPI staff shared key decision points and definitions through the WA-ACTE list serve and WACTA list serve; examples include the secondary indicators, and the state's proposed definitions of size, scope, and quality.

OSPI staff provided regional WACTA area groups and the state's Skill Center Director group with updated Perkins information throughout the year. Feedback was also solicited through the Perkins subcommittee work group, which provided opportunity for three members from each of the WACTA regions to be involved with providing representation and influence to the state plan. WACTA areas were asked to prioritize subcommittee membership representation to include small/rural school district, large/medium school district, and skill center.

POSTSECONDARY

The State Board for Community and Technical Colleges (SBCTC) in consultation with the community and technical colleges convened a college-system subcommittee comprised of ten

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representatives from across the state. The subcommittee met more than ten times during the transition year to provide input and advice on different aspects of the State Plan. SBCTC, in collaboration with the college subcommittee, planned and facilitated a daylong Perkins V Implementation Training in October 2019. Attendees were provided with:

- Presentations on significant areas of emphasis within the Strengthening Career and Technical Education for the 21st Century Act (Perkins V);
- Opportunities to review and workshop the new performance indicators and three years of disaggregated, college-specific baseline data, including: student subgroups, special populations, and individual program performance;
- Training on root cause analysis;
- In-depth training on the new comprehensive local needs assessment (CLNA); and
- Resource packets and thumb drives with CLNA guides and templates, presentation slides, data sets, indicator and cohort definition guides, and Perkins V briefs.

SBCTC provided quarterly updates on Perkins V implementation at the colleges' Workforce Education Council meetings that includes workforce administrators from each of the state's two-year colleges. The draft State Plan was discussed with the subcommittee members and was a focus at the 2020 winter quarter Workforce Education Council meeting. College input regarding the plan was shared with the Workforce Board and OSPI. SBCTC facilitated a new monthly conference call with college workforce administrators to discuss Perkins V implementation and other issues relevant to the colleges.

SBCTC staff also produced surveys to solicit college input on key decision points to be included in the State Plan. Staff also provided group and individual technical assistance on the comprehensive local needs assessment and local application through in-person and virtual meetings, written issue briefs and guidance documents, conference calls, and webinars.

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

PLAN CONTENT

Section 122 (d)(1)

Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State board.

State-supported workforce development activities include:

Registered Apprenticeship and Pre-Apprenticeship

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- Locally, LWDBs and their Title I youth, adult and dislocated worker programs partner and coordinate with labor, business, public community and technical colleges, apprenticeship training centers to develop pre-apprenticeship and registered apprenticeship opportunities for Title I participants.
- Mutual goals of fostering the apprenticeship training system in the state by developing and monitoring registered apprenticeship programs, promoting apprenticeships as a skills development system for employers as well as a postsecondary training choice for individuals with the goal of expanding apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs.
- The Governor and Legislature seek yearly General-Fund state appropriations to support the Registered Apprenticeship Program.
- At the state level, the State Workforce Development Board (WTECB), State Workforce Agency (ESD), and State Board for Community and Technical Colleges are ex-officio members of the Washington State Apprenticeship & Training Council (WSATC), which also includes ties to the state Department of Labor and Industries' Office of Apprenticeships.

Career and Technical Education (Office of Superintendent for Public Instruction)

- Leadership provided by OSPI/K-12 (Perkins Act Programs), through the CTE Department, provides oversight and accountability of all approved CTE programs offered through the 7th-12th grade.
- All approved courses/programs must align with in-demand sectors, and review of labor market data is a requirement of approval.
- All approved courses/programs must provide a course framework which details the industry competencies required of the student to be successful in the aligned industry.
- OSPI is represented on the Career Connect Washington Cross Agency Work Group, to expand Career Connected Learning (CCL) opportunities. OSPI staff oversee the Consolidated Service Agreement (CSA) for the CCL Regional Coordinators housed in the state's Educational Service Districts (ESDs). These coordinators work to expand access to CTE programs through the development of high quality CTE graduation pathways and expanded Career Connected Learning opportunities with special emphasis on Career Launch programs.
- OSPI is represented on the WTECB Board, and ensures alignment of developing initiatives with the state's secondary CTE system.

Workforce Education (State Board for Community and Technical Colleges)

- Coordination between the Title I Dislocated Worker program and the state's [Worker Retraining Program](#).
- Coordination between Title I local workforce boards and various [Centers of Excellence](#), depending on the connection to key industry sectors and/or industry skill panels.
- Coordination between Title I and the state's [Job Skills Program](#) and [Customized Training Program](#).

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- Coordination and administration of industry-specific programs and work groups such as the [Aerospace and Advanced Manufacturing Advisory Committee](#) and [Hospital Employee Education and Training Grant](#).
- Coordination and administration of student support programs such as [WorkFirst](#) and the [Basic Food, Employment, and Training](#) program.
- Coordination with OSPI in the development and administration of CTE [dual-credit](#) pathways and programs of study.
- At the state level, WTECB and ESD are ex-officio members of the SBCTC Workforce Training Customer Advisory Committee (CAC).
- SBCTC is represented on a cross-agency work group for Career Connect Washington. It oversees the Career Launch endorsement review process and supports colleges in the implementation of Career Launch programs, a strategy for expanding and supporting work-based learning opportunities statewide.
- SBCTC is represented on the WTECB Board, and ensures alignment of developing initiatives with the state's postsecondary workforce education (CTE) system.

Local non-profit workforce development activities

- Local workforce boards and their Title I programs have coordinated with a myriad of local non-profit organizations to leverage resources and funding to help at-risk youth, low-income adults (especially veterans) and dislocated workers acquire the skills and training needed to obtain and keep unsubsidized employment.

PLAN CONTENT

Section 122 (d)(2)

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals.

One of the state's TAP plan goals states: *The system's goal is to ensure that every customer has the education, employability skills, work experience, and credentials needed to move into sustained employment and economic self-sufficiency, and received the wraparound services needed to pursue his or her career pathway...Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry recognized credentials, and/or earned college credits.*

This goal is in alignment with the state's Perkins Mission, Vision, Values statements below:

Washington's Perkins Mission – Vision – Values

MISSION:

The Washington state Perkins plan uses an industry-informed, equity-focused approach to support the design, development, implementation and improvement of career and technical education.

VISION:

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Support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

VALUES:

The Washington state agencies entrusted with administering the Perkins plan are committed to the following values, which prioritize equity and access for individuals served by Perkins:

- Using quantitative and qualitative data to inform decisions
- Engaging a diverse range of stakeholders, reflective of the communities they serve, to inform policies and practices
- Leveraging and aligning federal and state policies and funding to improve student outcomes
- Responding to labor-market gaps and emerging industries and occupations in the design of programs of study
- Promoting life-long learning that develops the knowledge and skills that allow individuals to remain competitive in chosen occupations/careers

Under the Talent and Prosperity for All Plan (TAP), Washington's strategic plan for workforce development, our vision is more Washingtonians finding and keeping jobs that lead to economic self-sufficiency; closing skill gaps for employers; and working together as a single, seamless system of partners to make this a reality for our state. This work will be accomplished with a focus on disadvantaged populations and in-demand industry sectors and occupations including apprenticeships.

The State's secondary and postsecondary career and technical education programs will help to meet the State's workforce development goals by continuing to:

- Engage with business and industry employers and labor representatives to design relevant and high-quality education programs that provide strong preparation for high-demand, high-skills occupations.
- Develop programs of study that offer students opportunities to participate in work-based learning activities and education programs that lead to industry-recognized or postsecondary credentials of value in the labor market.
- Align programs of study and minimize barriers so that secondary students have the ability to earn dual credit to meet both high school graduation requirements and earn college-level credit within a professional/technical pathway.
- Provide instructional support for registered apprenticeships across the state.
- Review quantitative and qualitative data and engage in quality improvement processes to strengthen outcomes for all students and improve career and technical programs to meet current and emerging employer needs.
- At the postsecondary level, provide incumbent worker training customized to meet the needs of the state's large, medium and small employers.

One example of the state's commitment to meeting the needs of existing and emerging in-demand industry sectors, is the model secondary program, Core Plus. Core Plus was developed

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in partnership with The Boeing Company, specifically to expose high school students to the competencies needed for in-demand jobs in the manufacturing and advanced manufacturing industry. This industry-based curriculum includes an industry certificate which provides students preferred interview status at many aerospace suppliers and manufacturers within Washington. The “Core” of this curriculum builds basic manufacturing skills, while the “Plus” focuses on the advanced manufacturing in the aerospace field. This industry-partnered, workforce-driven curriculum model is being replicated for the maritime and construction sectors. This model demonstrates the partnership between secondary CTE programs and the workforce.

PLAN CONTENT

Section 122 (d)(3)

Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.

The state’s strategies were developed in close partnership with education and training providers statewide, in particular SBCTC’s Workforce Education and Basic Education for Adults (BEA) departments – the state’s administrator of Title II programs – and OSPI’s Career and Technical Education Department.

SBCTC is an active, collaborative member of workgroups established through the Workforce Innovation and Opportunity Act (WIOA). The focus of these groups is on students, workers, and employers with a priority around education that leads to job entry, job and wage progression, and retention.

Throughout the planning process, OSPI has relied heavily on decision points reflected in the state’s ESSA plan to seek alignment for secondary schools. The Executive Director of CTE sits on the OSPI review committee for the state ESSA plan, and has provided updates to OSPI staff on alignment with the Perkins plan. To the degree possible, data methodology and policy decisions within the ESSA plan have been reinforced in the state’s Perkins plan. One example, is the state’s decision to include the dual credit program quality measure as a secondary indicator. Additionally, the Perkins plan will include the optional measure of extended graduation rate. While this was not included in the state’s ESSA plan, the collection of this data will provide a baseline to make future decisions. It should also be noted that the state’s inclusion of the science assessment (secondary indicator 2S3) will also provide additional baseline/sub-group data, as the science assessment is not currently a component of the state’s ESSA plan. OSPI remains committed to aligning the ESSA and Perkins plan in future iterations of either submission.

PLAN CONTENT

Section 122 (d)(4)(A)

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Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients.

SECONDARY

The Career and Technical Education (CTE) Program standards are authorized by state law RCW 28A.700.010, and are established by the Office of Superintendent of Public Instruction, the agency that administers all secondary career and technical education programs in the state. The CTE standards are designed to ensure high-quality, consistent and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI with approval guidelines for CTE courses and guide the development and continuous improvement of Career and Technical Education programs in local school districts. Washington defines Career and Technical Education as, “a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education (RCW 28A.700.010). Only school districts with state-approved career and technical education courses will be eligible recipients of Perkins V funding.

Currently OSPI administers secondary CTE programs through 6 educational program areas; agriculture, business and marketing, family and consumer sciences, health sciences, skilled and technical sciences, and STEM. Within these 6 program areas, the 16 national career clusters are administered, and local districts have the choice of selecting the Classification of Instruction Programs (CIP) codes to build a coherent sequence of courses and program of study in a career cluster that leads to postsecondary opportunity.

The below table reflects the current opportunities for course offerings in Washington state, by the 16 adopted national career cluster areas, and the associated number of career pathways as designated and aligned with the national career cluster areas.

Career Cluster	Current CIP codes	Current Career Pathways
Agriculture, Food, and Natural Resources	62	8
Architecture and Construction	12	2
Arts, Audio/Video Technology and Communications	24	6
Business Management and Administration	14	4
Education and Training	6	2
Finance	6	3
Government and Public Administration	2	1
Health Science	26	5
Hospitality and Tourism	10	4
Human Services	17	4
Information Technology	15	3
Law, Public Safety, Corrections and Security	11	3

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Manufacturing	13	2
Marketing	12	7
Science, Technology, Engineering and Mathematics	26	2
Transportation Distribution and Logistics	15	2

OSPI is committed to reviewing existing programs of study to refine and further develop defined program of study resources for use at the local level. OSPI has been reviewing the existing CIP code offerings to establish a state high-demand list, in cooperation with partners at the State Board of Community and Technical College (SBCTC), Workforce Board, and Employment Security Department (ESD). As this work evolves, we will look to eliminate duplicative and unused course options, as well as any courses that no longer align with in-demand occupations or clear postsecondary articulated pathways.

Through stakeholder engagement, the determination was made to permit subrecipients to utilize Perkins funds to support any programs of study that meet the definition of programs program of study within the Perkins V legislation. The programs of study will align with the career clusters, and will clearly articulate the opportunities for registered apprenticeship, direct employment, military service, certificates and credentials of value and 2-year, and 4-year continuing education and training opportunities. The development of programs of study will be prioritized in high demand areas in Washington which include, but are not limited to: agriculture, manufacturing, construction, health care, and information technology.

Once developed and approved, the established programs of study will be posted and re-evaluated every 2 years. The list of approved CIP code courses will be reviewed, approved, and posted on an annual basis, and will be reviewed based upon labor market data and the presence of clearly articulated postsecondary pathways. Transition plans for eliminated CIP codes will be developed and provided to local school districts. The Perkins V implementation process will provide the opportunity to continue to engage stakeholders and partners to ensure continued develop of high-quality programs of study, with updated resources and implementation guides.

Although qualifying programs may be supported with funds, the results of the Comprehensive Local Needs Assessment and district performance across all indicators may further impact how a district may spend Perkins funds. In cooperation with SBCTC, OSPI will continue to work towards the development of resource materials that support decision-making at the district and college level when considering adopting new programs of study, modifying existing programs of study, or eliminating programs of study. In cooperation with SBCTC, OSPI will focus on providing resources to districts and colleges to support initiatives that support quality programs of study, such as regional and statewide articulation agreements, and high-quality dual credit aligned with professional technical programs that provide meaningful and transferrable program specific (not elective) credit for secondary students.

POSTSECONDARY

Washington State's community and technical colleges offer over 1,100 associate's degrees in CTE fields and over 110 applied baccalaureate degrees in addition to providing non-degree-seeking students with opportunities to upskill by earning credentials of workplace value,

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obtaining credits for prior learning, accumulating stackable certificates, and designing individualized education programs to meet the career goals of individual students.

SBCTC, OSPI, and the Workforce Education and Training Coordinating Board will continue to investigate the feasibility of developing statewide alignment, articulation, and approval practices, especially in high-skill, high-wage, and in-demand industries and occupations. However, Washington State's CTC system is highly autonomous with independently appointed Boards of Trustees and, therefore, there is no statewide approval process for local programs of study or career pathways. Locally, all colleges receiving Perkins Plan funding are required to feature at least one program of study and provide with their application a spreadsheet listing all courses articulated for dual-credit on an annual basis. Most colleges administer their dual-credit programs through one of the system's 17 dual-credit consortia, through which memorandums of understanding, articulation agreements, and curriculum alignment rubrics are developed. In addition, the Perkins Plan application requires all colleges to explain their articulation and program of study development, recruitment, and review processes in detail.

The state's community and technical colleges offer more than 100 programs of study with over 1,000 secondary schools and skills centers throughout the system. A sampling includes Business Law, Marketing, Criminal Justice, Welding and Fabricating Technology, Engineering Technology, Fisheries and Aquaculture Sciences, Information Technology, Agricultural Business, Unmanned Aerial Systems, and Mechatronics. Although most colleges feature at least 9 articulated courses, some have between 20 and 30. Based upon data collected from the 26 colleges utilizing Washington's Statewide Enrollment and Reporting System (SERS), upwards of 12,000 students can earn over 70,000 articulated credits in professional/technical programs in any given year.

Dual-credit opportunities are provided to high school students through Running Start, CTE Dual-Credit (formerly Tech Prep), Advanced Placement, and College in the High School; however, the vast majority of professional/technical credits are earned through CTE Dual Credit and College in the High School. Guided by the National Alliance of Concurrent Enrollment Partnership's (NACEP) accreditation standards, these programs are subject to the rigorous academic standards established by the college, must be taught by qualified instructors who meet the college's faculty appointment criteria, establish pathways to two-year degrees or certificates, and are reviewed and approved by SBCTC.

PLAN CONTENT

Section 122 (d)(4)(B)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

SECONDARY

School districts will apply for Perkins funds on an annual basis, and will identify their programs of study as a component of the application. CTE courses will be approved through the course approval application within the CTE application, which will require course details including

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hours of instruction, course title, course description, identified career cluster and career pathway. The system will additionally require proof of a course framework demonstrating the academic, industry, and leadership and employability standards and assessments taught and assessed by unit, including the estimated hours of instruction. The extended leadership associated with the course must also be identified with a clear plan to meet the requirement. The sequence of courses will also be a required component, as well as the skill gap, showing that the course is in alignment with employment projection data and has achieved the needed minutes that show approval from the advisory committee. Program approval application will include all courses within a specific program, and requires proof of extended leadership and advisory committee approval of all courses. Every school district is aligned within one of five groups, and based on the group, the required program approval, due on an annual basis is identified. The program review schedule can be found [here](#).

The approval processes required for state CTE funds ensure alignment of CTE courses and programs to workforce development needs in the state. The annual application for Perkins funds will require school districts to identify programs of study being offered, and the programs must align with courses and programs approved within the CTE application.

POSTSECONDARY

All CTE programs offered at the state's 34 community and technical colleges are approved through the State Board of Community and Technical Colleges. SBCTC's professional/technical program approval process, available [here](#), requires any program of 20 credits or more to submit a Program Approval Request (PAR) form demonstrating the need for the certificate or degree. This includes descriptions of the field's employment forecast, wage data, industry reports, work-based learning opportunities, potential conflicts with other colleges, and planning and/or advisory committee activities. Once a PAR is endorsed by SBCTC and after colleges have had the opportunity to oppose the program request, the college has six months to submit all documentation related to the demand, viability, curriculum, learning objectives, delivery, and administration of the program. Upon approval, the program will be entered on the college's inventory of approved vocational programs and courses must be offered within one year.

Like its associate's degree and certificate programs, SBCTC's applied baccalaureate degree approval process is comprehensive, requiring a statement of need, supply/demand gap rubric, two-person independent external review, program proposal form, and presentation to the State Board. Proposals must include labor market data demonstrating the need for a particular program as well as documentation supporting the program's viability and rigor. Additional information on this yearlong process is available [here](#).

PLAN CONTENT

Section 122 (d)(4)(B)(i)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—promote continuous improvement in academic achievement and technical skill attainment;

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SECONDARY

The Washington CTE Foundation standards include that all students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach. Courses are approved through the Education Data System (EDS) Career and Technical Education (CTE) Application. Within the CTE Application, school districts submit course applications in the Course Approval system, and program applications in the Program Re-Approval system. All courses must be approved, before programs can be approved. Components of the course approval system include a course framework, which outlines the number of instructional hours, units of instruction, academic standards, industry standards, leadership and employability standards, and the formative and summative assessments to be aligned with standards.

OSPI will continue to refine data elements collected through student information systems, to be accessible through the state data system to inform the use of Perkins Leadership and Perkins Reserve funds. Data points such as academic growth and proficiency, as well as technical skill attainment, earned industry certificates, and number of dual credit opportunities will help direct funds and decision making to continue to promote continuous improvement. The OSPI CTE office will work in cooperation with the OSPI Student Information and Assessment team, as well as the greater OSPI Learning and Teaching team, to ensure consistent communication and resource support to CTE educators and administrators for best practices for academic achievement and growth, and the use of assessment to inform improvement.

The role of the state approved CTE equivalency course list will also promote continuous improvement in academic achievement, as the state has published model frameworks that provide equivalency credit in the academic areas of science, mathematics, and English Language Arts. State legislation, passed during the 2019 legislative session, has also dictated that school districts must provide students with access to at least one state equivalency course until September 1, 2021. This legislation also directed that on and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit. There are currently 41 state approved equivalency course frameworks available for local implementation.

During the 2019 legislative session, Washington passed legislation to remove achieving proficiency on the Smarter Balance Assessment for mathematics and ELA state as one of the graduation requirements. Instead, the state now requires students to demonstrate readiness through completion of one or more graduation pathways. Of the graduation pathways, completing a CTE sequence of courses that meet minimum statutory requirements was established. A student may show competency to exit the secondary system by earning two credits through CTE coursework, with courses that include either the opportunity to earn dual credit or, the opportunity to earn industry certification or coursework that leads to industry certification. We believe this newly established pathway will reinforce the review of high-quality programs that support both academic and technical skill attainment.

POSTSECONDARY

Programs approved through SBCTC's Program Approval Request (PAR) process require the establishment of program Advisory Committees consistent with [RCW 28B.50.252](#). Comprised of

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college, employer, and labor representatives, Advisory Committees contribute to program evaluation and technical skill assessment by ensuring alignment between the needs of business/industry and program curricula. Per SBCTC's Policy Manual, "A minimum of two Advisory Committee meetings must be held during each calendar year" to perform, in part, assessment-related duties, including:

- *"Advise the college as to the industry standard or certification required by the occupational area, and/or assist in the development of skill standards where appropriate."*
- *"Advise the college as to the industry standard or certification required by the occupational area, and/or assist in the development of skill standards where appropriate."*
- *"Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications."*
- *"Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications."*
- *"Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications."*
- *"Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications."*

With the expertise of faculty and input from employers and labor representatives on Advisory Committees, colleges rely on industry standards whenever possible and over 90% incorporate standardized tests and certification exams into their curricula.

Colleges' adherence to expectations regarding continuous improvement is evaluated through application review, performance improvement plans, annual Reports of Accomplishment, and monitoring visits. Colleges that miss Perkins indicator targets in consecutive years are required to provide improvement plans with their applications, and all submit Reports of Accomplishment each year to identify program achievements, changes, deficiencies, and performance gaps. Informed by the aforementioned materials, the Program Administrator and/or Policy Associate for Workforce Education perform on-site monitoring of each college every three years on a rotating basis. Monitoring visits serve to verify the accuracy and veracity of college reports, ensure compliance with Perkins requirements, confirm that funding is utilized in concert with annual plans, and provide technical assistance to Workforce Education staff and faculty. Through college monitoring, SBCTC evaluates the composition and health of program Advisory Committees, compliance with faculty certification requirements, effectiveness of programs and initiatives, efficiency of recordkeeping practices, and overall progress towards meeting Perkins V requirements and performance targets. Summaries including commendations, recommendations, and follow-up items are sent after each visit. When significant deficiencies are noted or a college repeatedly fails to reach a performance target, improvement plans are required.

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PLAN CONTENT

Section 122 (d)(4)(B)(ii)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—expand access to career and technical education for special populations;

SECONDARY

OSPI's mission is to *“transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.”* With agency values that include ensuring equity and achieving excellence through continuous improvement, OSPI has an agency focus on serving all students; which will include focused efforts to expand access to CTE for special populations. OSPI's equity statement is, *“Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.”*

The agency goes further to state, *“Ensuring educational equity:*

- *Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.*
- *Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.”*

The OSPI CTE department will rely on the expertise of multiple internal departments and divisions to ensure that Perkins is leveraged to close opportunity gaps, and expand access for students. Examples of these critical partnerships include:

- **Special Programs & Federal Accountability:** Working with the Migrant and Bilingual department, Consolidated Program Review Team, and Office of Native Education (ONE)
- **Office of Student Engagement and Support:** Working with student support programs such as Institutional Education, Homeless Education, Homeless Stability, and Foster Care.
- **Learning and Teaching:** Work with content leads to ensure equitable academic supports and access to high quality education for all students.
- **Special Education:** Work in partnership to build consistent resource and communication tools for Local Education Agencies (LEA). OSPI is implementing an inclusionary practices professional development project this year, which emphasizes coaching and mentoring. In partnership with the Center for Strengthening the Teaching Profession (CSTP), OSPI anticipates the statewide focus on professional development and support of inclusionary practices to support expanded access and services to all students.

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- Office of System and School Improvement (OSSI): work with the division that supports school improvement efforts and the implementation of the Washington School Improvement Framework (WSIF), a product of the state’s Every Student Succeeds Act (ESSA) plan. Work with K12 System Supports department to provide consistent technical assistance to school counselors. Aligned disaggregated data reports will ensure equitable access, as well as support expanded access and intentional intervention for populations that are currently underserved in LEA’s CTE programs.
- Equity and Civil Rights Department: Expertise for alignment to civil rights policy, inform accessibility issues.
- Center for the Improvement of Student Learning (CISL): Thought partnership for high impact investments to support students, and partnership in data governance decisions.
- Federal Fiscal Policy Department: Ensure alignment of Perkins administration and fiscal allocations with all federal policies.
- Data Assessment and Student Information: Align state collected achievement data, student information, and publicly reported indicators to position state and local institutions in making data driven investments.

Collaborative professional development and development of communication and resource tools will be imperative to support CTE directors, educators, school counselors, district level administrators, and support staff that directly impact students that represent special populations as described in Perkins V. Additionally, the CTE office continues to support monitoring of equitable access to CTE programs for all students through the Consolidated Program Review (CPR) process, as well as the Methods of Administration (MOA) review process by CTE staff. These monitoring visits are another step in ensuring equitable access, and encouraging local districts to prioritize policy and funding to result in expanded access to underserved students. Professional development will be provided on best practices for recruitment of special populations into CTE programs.

School districts will utilize the results of their Comprehensive Local Needs Assessment (CLNA) and the available disaggregated data to determine how to invest their Perkins V allocations to intentionally close opportunity, access, and performance gaps across members of special populations.

POSTSECONDARY

SBCTC’s vision statement reads, “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.” Accordingly, the agency dedicates a full section to equity and access in both its comprehensive local needs assessment (CLNA) and Perkins Plan application. With respect to the former, all colleges must articulate an equity-based approach to maximizing student potential in CTE programs, describe methods of providing outreach to special and/or historically underserved populations, list financial and support resources available to members of underserved populations, and explain how their implementation of programs of study ensures equal access to high-quality career and technical education. In addition, the following section of the CLNA requires an analysis of disaggregated performance data, and where deficiencies, discrepancies, or gaps in performance exist in either

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section, the college must develop an action plan to address them.

These priorities and strategies must be incorporated into the colleges' local application and annual Reports of Accomplishment, which have their own sections on improving equity and access. In them, the colleges summarize programs, services, and initiatives designed to recruit and support students from special populations and report on the findings and actions plans associated with their CLNA. Insufficient responses are returned for revisions and/or addressed through technical assistance or monitoring visits.

Common strategies outlined in college applications include the development of outreach and recruitment materials featuring underrepresented students; staff and faculty training on inclusive pedagogy, implicit bias, universal design for learning (UDL), and other diversity, equity, and inclusion (DEI) topics; visits to community-based organizations and cultural centers; partnerships with student groups; collaboration with DEI/Multicultural Student Services offices; and coordination with financial aid, admissions, and advising offices and personnel to braid available funding sources and leverage various resources and services to ensure that students are adequately supported. Discussed elsewhere, I-BEST, Guided Pathways, and High School+ are also noteworthy approaches to expanding access to CTE for special populations – some combination of which is featured at every community and technical college.

PLAN CONTENT

Section 122 (d)(4)(B)(iii)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—support the inclusion of employability skills in programs of study and career pathways.

SECONDARY

The Washington CTE Foundation standards include that, “employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program.” These standards also assert that, CTE programs of study assist students with career planning, career development, and/or transition to employment and postsecondary options.” As leadership and employability skills are a required and integral component of all CTE courses, school districts are required to demonstrate alignment to the leadership and employability standards within the CTE course framework to reflect in-class instruction-based opportunities. Course applications include the additional requirement of demonstrating the leadership and employability skills accessible through extended leadership opportunities, which are defined as learning experiences that occur outside of the scheduled school day or school year.

Washington CTE 21st Century Leadership Skills, as influenced by the p21.org standards, are required in every course offered (See Appendix 4). Additionally, course frameworks require that every unit of instruction identify taught and assessed industry standards, based upon the career pathway or career cluster the course aligns with. Without these key requirements being met, the course would not achieve approval. Course approval is also contingent upon the course demonstrating the ability to meet the skills gap. Applicants show the occupation growth and

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projection data that supports establishing the course. The identified occupation and industry alignment help guide the necessary industry skills to be included in the courses. The leadership skills as adopted by Washington are available here as an appendix.

Professional development key topics will continue to include leadership and employability skill development as a component of in-class instruction, as evidenced in the course framework; as well as through extended learning opportunities through career and technical student organizations and equivalent leadership groups.

POSTSECONDARY

As of October 2018, 11 colleges were formally committed to the state's Guided Pathways initiative, securing over \$5 million in College Spark grant funding to implement their programs. In addition, five Guided Pathways colleges joined the American Association of Community Colleges' (AACC) Pathways Project with support of the Bill & Melinda Gates Foundation. With many more colleges transitioning to a Guided Pathways framework, SBCTC invested an additional \$1.5 million to support their efforts. The 2019 State Legislature invested \$32.1 million to support development of the Guided Pathways framework across Washington's two-year college system. Currently, all 34 colleges are designing and executing Guided Pathways implementation plans.

In pathways such as Business, Healthcare, Education, Social Behavior Science & Public Service, STEM, and Computer & Information Technology, colleges provide student success classes, intensive advising, support services, and early intervention to keep students on-track. Data, apps, and electronic tools help students, faculty, and advisors monitor progress, while technology integration, on-line course offerings, and modularized curricula provide increased access for career advancement and learning opportunities through short-term specialized training. Counseling and advising services for special populations are supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental instruction as well as applied math and writing courses support student success and completion. Funding is also expended for tutoring and interpretative services for student with disabilities.

Guided Pathways is an approach that reduces and simplifies the number of choices about course selection a student must make and directs students into an intentional, comprehensive program of study within one or two terms. The process from college entrance to program selection to degree completion is streamlined, providing students with a clearer, more efficient path to completion. To support their efforts, SBCTC will provide colleges with technical assistance and coaches, convene teams twice a year, and facilitate opportunities for the colleges to learn from other Guided Pathways colleges in the nation and experts in the field of institutional change management. All of Washington's community and technical colleges will be encouraged to attend a subset of these events.

SBCTC also supports many I-BEST (Integrated Basic Education Skills and Training) CTE programs throughout the state. A nationally recognized model for engaging and supporting adult

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and out-of-school learners, I-BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job- and college-readiness skills simultaneously. As a result, students learn by doing and progress more quickly from basic skills to college-level content and, ultimately, certificates, degrees, and job placement. According to a Columbia University study, I-BEST students are three times more likely to earn college credit and nine times more likely to earn an award or certificate.

Reaching almost 5,000 students across the state (43% of whom are students of color) through 146 programs, I-BEST is particularly well-suited to ESL, ABE, and GED students, teen parents, and returning adults and provide a dedicated “on-ramp” to the Professional-Technical I-BEST pathway. Examples of I-BEST programs include: Heating, Ventilation, Air Conditioning and Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Composite Structures, Medical Reception, Facilities Maintenance Engineer, and Nurse Assistant.

PLAN CONTENT

Section 122 (d)(4)(C)(i)

Describe how the eligible agency will—make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

SECONDARY

OSPI will continue to develop resources to be shared through multiple mediums. The CTE webpage, accessed at <https://www.k12.wa.us/student-success/career-technical-education-cte>, will be maintained with information accessible to subrecipients and interested members of the public. All posted information on the OSPI website will be in alignment with ADA requirements. Google Translate will be standard across the entire OSPI website. The CTE website will continue to be the main source of CTE resources and information related to programs of study, and career pathways. The CTE department is currently updating the state’s Worksite Learning Manual, which was originally published in 2012. This manual defines work-based learning, and the benefit of the student experience, as well as provides reference and direction for districts implementing high-quality This manual will describe the types of work-based learning which include worksite learning, guest speakers, structured field trips, school-based enterprises, job shadows, apprenticeship preparation, and internships. The Washington Foundational CTE standards require that work-based learning is an integrated element of all CTE coursework.

OSPI will continue to provide resource and outreach to school counselors and guidance counselors, school administrators, school board members, and community members including parents, students, and business and industry partners to determine knowledge and information gaps. OSPI will create resources to help support a broadened understanding of opportunities for programs of study, which may be delivered through published documents, web-posted documents, webinar, community forums, or existing professional development opportunities.

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POSTSECONDARY

The State Board of Community and Technical College's website (www.sbctc.edu) features multiple pages dedicated to CTE programs, Guided Pathways, registered apprenticeships, and dual-credit programs (Running Start, CTE Dual-Credit, College in the High School, and High School+). Links to the 2019 Field Guide ("Better Jobs, Brighter Futures, a Stronger Washington") and CTE dual-credit consortia are also available, which provide more specific information on each of the system's 34 colleges and the dual-credit opportunities they provide.

In addition to the SBCTC website, a Perkins Special Projects grant supports the state's Career Pathways Project (WACAPA). The Career Pathways web tool (available at www.wacareerpaths.com) serves as a clearinghouse for information on college courses and programs, student achievement, wages, competencies/skills, articulations, and available degrees, certifications, and credentials. Interactive, multi-layered road maps allow current and prospective students to explore their options and potential outcomes in order to make informed decisions about their academic and career trajectories.

Likewise, Start Next Quarter provides current and prospective students with guidance related to pathway and career options. Aimed at prospective students, the Start Next Quarter (www.startnextquarter.org) web portal is designed to quickly assess individuals' interests and goals in order to connect them to relevant programs offered in the region. Based on their replies to simple survey questions, it can connect them to information about worker retraining and programs for low-income students, as well as allowing them to schedule advising appointments and apply for college. Thirty of the state's colleges use this tool.

At the local level, all colleges feature some combination of pathway-focused academic and career counseling, CTE open houses, try-a-trade events, internship fairs, marketing brochures and/or videos, high school visits, and online resources such as the Seattle Colleges' College-to-Career website. These are often targeted towards members of special populations or non-traditional fields with the support of Perkins Leadership Block Grant and/or Non-Traditional Grant funding. At many colleges, these and other activities are carried out by High School Outreach Coordinators, Embedded Career Specialists, 13th Year Navigators, Entry Specialists, and the like. All colleges report on their outreach, advising, and equity initiatives annually through a Report of Accomplishment and are monitored on-site by SBCTC staff every three years.

PLAN CONTENT

Section 122 (d)(4)(C)(ii)

How the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

The Workforce Board will explore ways to bring together secondary and postsecondary system CTE and adult basic education administrators, along with stakeholders, to identify programs of study that provide greater dual credit opportunities, reduce or eliminate course replication, that offer multiple entry and exit points, and lead to living wage employment opportunities for all

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students.

OSPI and SBCTC provide direct leadership and oversight for Perkins V implementation and guidance of career and technical education and professional technical programs through the secondary and postsecondary education systems in the state. These partners have committed to aligning programs of study with the SBCTC Guided Pathways efforts, and prioritizing providing students in Washington with a comprehensive understanding of the multiple pathways to credential and certificate obtainment in training programs that lead to livable wage occupations. Both agencies oversee the responsibility of ensuring programs of study meet the federal definition.

PLAN CONTENT

Section 122 (d)(4)(C)(iii)

How the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Both secondary and postsecondary state agencies have adopted standards for existing and new programs. The standards include an analysis of local labor market information to demonstrate how the program meets local economic need for development of a trained workforce.

SECONDARY

Secondary districts develop curriculum/programs, which must meet standards established by the Office of Superintendent of Public Instruction, as directed by legislation. The standards are designed to ensure high quality, consistent, and relevant career and technical education programs as essential components of educational and career pathways. Some of the foundational standards that support the importance of aligning CTE programs with economic demand, and ensure Washington's secondary programs continuously review this alignment include:

- Career and technical education programs are coordinated with other workforce development programs.
- Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
- An advisory committee actively guides the relevance and continuous improvement of the program.
- CTE programs are reviewed annually and the results are used for continuous program improvement.

These standards and existing state law influence the course and program approval processes currently used to maintain CTE courses and programs in compliance. As described in 2(a) and (b) these systems require local applicants to review local, regional, and statewide labor market data to identify a skill gap and demand for the course, and substantiate offering the program. Additionally, general advisory and program specific advisory committees review local, regional, and statewide data when determining if courses and programs will be approved during the program evaluation and district wide plan process.

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POSTSECONDARY

Community and technical colleges that wish to offer a new or substantively revise an existing program must submit a program approval request to SBCTC. The request must include well-documented local/regional demand data for the targeted occupation job title(s) for which the proposed program will prepare individuals. Supporting data may come from traditional labor market data, industry data, trade association data, or other transactional data. The college must also provide data on the number of similar programs and the number of annual program graduates for all community and technical colleges and private career schools in the college's region. The college must make the case that the number of current annual graduates is insufficient to meet current and projected demand.

If the program prepares individuals for employment in an emerging field where labor market data is not readily available, the college may provide employer survey results. The survey must ask employers for a description of typical job duties, how many job openings are anticipated in the next three years, and the required educational level of qualified candidates. Colleges are expected to include no fewer than 25 individual employer responses to their survey. If there are fewer than 25 employers in the college's service district, the college must include a minimum of 75% of the identified employer base.

SBCTC supports ten Centers of Excellence that act as liaisons between the State's largest industries and the community and technical colleges. The Centers of Excellence link business, labor, and the State's educational systems to create a highly skilled and readily available workforce that is critical to the State's economy. The Centers of Excellence often conduct labor market studies for their industry sector that help guide the colleges developing new programs or revising existing programs. They convene industry panels to help inform colleges about emerging technology trends, advances in manufacturing materials and federal and state policy changes that affect client services. They also assist with program reviews to ensure curriculum and instruction are meeting current labor market needs.

PLAN CONTENT

Section 122 (d)(4)(C)(iv)

How the eligible agency will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Before Perkins funding is granted, colleges must agree in writing to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1991, section 504 of the Vocational Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, as it applied to this annual plan. Likewise, secondary requires an Agency Application Assurances for school districts, which includes alignment to all applicable state and federal laws. Secondary CTE programs are also reviewed as part of OSPI's Consolidated Review Process (CPR). Equal access is monitored through both desk and onsite reviews by CTE program staff.

MOA coordinators at the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges develop annual targeting plans. These plans are used to determine those high schools and colleges that will receive an on-site monitoring and technical

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assistance visit to ensure compliance with state and federal Civil Rights guidelines. Districts targeted each year receive a letter of finding following the on-site visit and must respond appropriately with a voluntary compliance plan that outlines how and when compliance will be met. The state agencies are required to follow up to ensure that the districts' corrective action addresses those areas identified as noncompliant. A biennial report is submitted to the U.S. Department of Education, Office of Civil Rights.

Personnel who administer the MOA activities for the Workforce Board, the Office of Superintendent of Public Instruction, and the State Board for Community and Technical College often attend the annual training to receive guidance to ensure the on-site visits conducted each year are effective and meaningful.

All institutions within the public secondary and postsecondary education systems maintain clear and consistent policies of non-discrimination and equal opportunities. Counselors advising underserved and special populations, disability support services coordinators, and multicultural student services staff provide guidance, support, and resources to career and technical education instructors and students to prevent discrimination.

SECONDARY

OSPI reviews multiple data points to review and recommend targeting plans and program reviews to ensure school districts are providing equal access to CTE programs. This work is accomplished through the Methods of Administration (MOA) process, as well as the Consolidated Program Review (CPR) process. Additionally, as sub-recipients apply for Perkins funds, they are assuring the district's adherence to the state and federal guidelines, including non-discrimination requirements.

The MOA targeting plan and process is developed in consultation with the OSPI Civil Rights department. The CPR process includes districts providing class and course level CTE enrollment reports that identify gender, race, and special population status to ensure proportional enrollment reflective of the school district population. Additionally, the district must provide evidence of support offered to CTE students, which may include examples of tutorial services, language assistance, 504 plans, or achievement evaluations for students. The school district must also provide evidence as to how they are addressing barriers to enrollment in CTE courses for special populations.

Local districts must develop their Perkins plan with a focus on improving access and opportunity for special population students. Within local planning documents, applicants must describe the efforts that they will make to ensure members of special populations will not be discriminated against on the basis of their status as members of the special populations.

POSTSECONDARY

SBCTC complies with the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B), which requires each state agency responsible for administration of CTE programs to conduct compliance reviews of subrecipients. The purpose of the on-site review is to determine the college's compliance with the guidelines, federal laws, and

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regulations. SBCTC selects colleges for review based on the State of Washington's Targeting Plan, which requires review of subrecipients with the highest disparities between their total enrollment and their CTE enrollment on the basis of race, sex, and disability. The targeting plan also uses other optional rating criteria for selection of colleges to be reviewed. These additional criteria include the length of time since a college was last reviewed and disparities between total completion rates and CTE completion rates on the basis of race, sex, and disabilities.

Following the completion of each review, the college receives a letter of finding (LOF) summarizing the results of the review and a voluntary compliance plan (VCP) to allow the college to begin corrections on the reviews findings. In the VCP, the college must provide a planned corrective action for each deficiency, the name of person responsible for ensuring the correction is completed, and a date by which the finding will be resolved. The SBCTC coordinator for the compliance review continues to monitor the college and verifies each correction has been made. Once all noted findings have been resolved, the college is notified the review is complete.

In addition to administering the MOA process, SBCTC requires colleges to address their practices for ensuring equitable access and student support services in their CLNA, local application, and annual Report of Accomplishment – each of which has dedicated sections pertaining to diversity, equity, and inclusion. Representatives of special populations and the offices and agencies that support them must be consulted in the development of the CLNA, and when deficiencies are noted through the process, the colleges are expected to address these in their application and drive funding towards remedying them. Feedback is provided to colleges that do not adequately address equity-related findings and/or cannot articulate a deliberate strategy for ensuring access and supporting underrepresented students. Applications will not be approved until colleges have improved their responses, and technical assistance is provided to those who have challenges accomplishing this.

Each college is monitored at least once every three years, and access and equity are critical components of the site visits. In addition to remarking on disaggregated student performance and application and report responses, SBCTC staff often review recruitment materials, websites, non-discrimination statements, program policies and practices, professional development initiatives, staff/faculty demographics, Advisory Committee composition, and other elements to generate a comprehensive picture of the college's efforts to recruit and support students from special populations. When deficiencies are noted, they are included in monitoring summaries, often requiring the college to take immediate corrective action or provide an improvement plan. These monitoring summaries typically include referrals to other colleges or college personnel that have received commendations or developed/adopted best practices.

Along the same lines, SBCTC actively promotes, presents on, and encourages participation in events featuring emerging, promising, and best practices related to diversity, equity, and inclusion through its listserv, system meetings, new faculty boot camps, the Dean's Academy, the Staff and Faculty of Color Conference, and the like. Workforce Education Staff are represented on the agency's DEI Committee, and the department maintains a catalog of successful replication projects that the colleges may consult in developing initiatives supported

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through Leadership funding. Likewise, SBCTC began the practice of developing application templates featuring the system's best responses as a means of offering broad technical assistance as well as disseminating a summary of colleges that are exceeding expectations with specific student subgroups and special populations.

PLAN CONTENT

Section 122 (d)(4)(C)(v)

How the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

A career pathway approach connects levels of education, training, counseling, support services, and credentials for specific occupations in a way that optimizes continuous progress toward the education, employment, and career goals of individuals of all ages, abilities, and needs. Career pathways fully engage businesses to help meet their workforce needs.

Through a career pathway approach, students are able to choose among a full range of education and work-based learning opportunities that allows them to earn marketable credentials. Career pathway plans are development with guidance and key workforce information, such as labor market trends, wages, and connected training and education. The plans are 'living documents' that are subject to change as students learn more about career and education options and discover new areas of interest and opportunity.

The CLNA process also represents a key opportunity to increase alignment between the state's CTE system and local workforce development councils (LWDCs). These LWDCs have been identified as a critical local resource for labor market information for schools and colleges completing the CLNA.

PLAN CONTENT

Section 122 (d)(4)(C)(vi)

How the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

CTE programs at the secondary and postsecondary level require the establishment and oversight of industry-specific CTE program advisory committees. Comprised of representatives from school/college administration, instruction, business/industry, labor, and other sectors, advisory committees ensure that CTE courses are taught to industry standards and ensure that there are meaningful opportunities for students to participate in the full continuum of work-based learning experiences. Business and industry advisory committee members often volunteer their time, expertise, and workplaces to provide site tours, demonstrations, simulated work experiences, job shadows, and internship or clinical placements. They also ensure that classrooms are modeled on a typical workplace to the greatest extent possible so students gain experience both in the use of

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industry-standard equipment and materials and in meeting workplace expectations. This contextualization extends to related instruction components (human relations, computation, and communication) so such concepts support and complement workplace skill development.

In 2018, the Washington State Legislature passed the Work-Integrated Learning Initiative [Engrossed Second Substitute House Bill (E2SHB) 1600], which created the Work-Integrated Learning Advisory Committee. The purpose of the committee is to advise the Legislature and the education and workforce sectors on creating opportunities for students to: “Explore and understand a wide range of career-related opportunities through applied learning; engage with industry mentors; and plan for career and college success” [E2SHB 1600, Sec. 3 (1)]. Membership on this committee includes representation from the Workforce Board, OSPI, and educator/faculty representation from secondary and postsecondary CTE.

The Career Connect Washington (CCW) initiative passed the state legislature in 2019. This bill established a cross agency work group, of which OSPI, SBCTC, and the Workforce Board are members. The establishment of CCW provided new supports to expand traditional work-based learning opportunities by defining Career Exploration, Career Preparation, and Career Launch activities deemed as career connected learning activities. This public-private partnership engages the government and education entities in the state, along with business, labor, and industry sector leadership to provide a systemic approach to supporting credential obtainment.

The purpose of CCW is to create a permanent career connected learning system to expand youth registered apprenticeship, comprehensive internship, and career connected learning experiences in STEM and other high demand fields. The goal is to reach 100,000 youth by 2023 and all students over the longer term with a focus on low-income, rural, and youth of color. Each local Career Connect Team must include a Workforce Development Council and STEM Network as co-leads, a business champion, youth apprenticeship-sponsoring organization, school district or educational services district, dropout reengagement program, career and technical education program, postsecondary institutions, and may also include skills centers, homeless youth programs, foster youth providers, private career schools, Jobs for Washington Graduates, Gear-Up, MESA, and other youth programs. The local Career Connect Teams work together to increase their collective impact, set specific quarterly targets, and actively evaluate actuals versus goal each quarter. The state-level agencies and private sector organizations provide unified leadership to support local teams, track quarterly statewide results, and provide peer-to-peer learning so local teams learn from one another statewide.

PLAN CONTENT

Section 122 (d)(4)(C)(vii)

How the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations.

The state will analyze performance data for all disaggregated subpopulations to identify any gaps in performance outcomes. The state will work with the secondary and postsecondary administrators to determine how local districts and colleges can be assisted to improve outcomes for student sub-groups and special populations where there are gaps in performance outcomes. Subrecipients will utilize the results of their CLNA, which will include performance gap review

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to determine strategic investment of Perkins allocations.

Accordingly, OSPI and SBCTC commit to the following strategies:

- On an annual basis, OSPI and SBCTC will monitor school district/college performance data related to special populations to identify performance gaps, verify that the schools are acknowledging and responding to them, and provide technical assistance to recipients when applicable.
- Where performance gaps persist without noticeable improvement over a period of three years, school districts and colleges may be required to allocate a percentage of their Perkins award to programs, services, and/or initiatives designed to address discrepancies in participation or performance.
- Each subrecipient will utilize available data to identify school districts/colleges whose special populations are exceeding performance targets to evaluate and communicate to other schools what strategies and practices are effectively in narrowing or eliminating performance gaps.
- The state will strategically invest Perkins funds to develop and implement programs to address performance gaps among special populations.

In addition, both agencies will support and/or provide professional development opportunities to explore options for serving special populations that will improve outcomes.

PLAN CONTENT

Section 122 (d)(4)(D)

Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.

The Washington School Improvement Framework, a product of the state's Every Student Succeeds Act (ESSA) implementation process includes dual credit participation as a reported element of school quality or student success indicator. Dual credit access through CTE is a critical component to overall access, and a critical opportunity for students in a CTE program of study. OSPI and SBCTC look to continue to broaden access to the state's dual credit menu for all students. These opportunities will include course and exam-based opportunities such as Advanced Placement, Cambridge International, and International Baccalaureate Programs. Running Start provides 11th and 12th graders the opportunity to take college courses on college campuses, as well as College in the High School, which provides 10th, 11th, and 12th graders the opportunity to take college level courses at high school campuses.

While OSPI and SBCTC will continue to provide additional opportunities to access many types of dual credit programs where appropriate, the most common dual credit program aligned with CTE courses continues to be CTE Dual Credit (formerly Tech-Prep). RCW 28B.50.531 describes the legislature's intent to recognize and support the work of community and technical colleges, high schools, and skill centers in creating articulations and dual credit agreements for CTE programs of study that include dual-credit opportunities.

SBCTC and OSPI have agreed to prioritize State Leadership and secondary Perkins Reserve

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funds to facilitate regional and statewide articulation agreements and to expand access to CTE dual credit courses. This state priority will include eliminating articulation agreements that only provide elective college credit for successful completion of CTE courses. It will be critical for CTE dual credit articulation agreements to be aligned with required credits for the professional/technical programs offered through the state's community and technical colleges. Including dual credit as a program quality indicator for secondary programs will encourage increased access for students as well.

Additional policy structures are in place to support opportunities for dual credit, such as RCW 28a.700.070, which states that OSPI shall provide professional development, technical assistance, and guidance for school districts to develop CTE course equivalencies that also qualify as advanced placement courses.

The State Board of Education (SBE) provides guidance to school districts related to competency-based education and competency-based credit. OSPI will continue to partner with the SBE to investigate policy, guidance, and resources related to competency-based education, newly referred to as mastery-based education in state legislation. Students are able to earn competency-based credit by demonstrating proficiency of knowledge acquired outside of the classroom setting. School districts are allowed to assess students in CTE program areas, and confer the appropriate school credit based upon a student's demonstrated abilities. The SBE mastery-based learning work group may deliver recommendations that will further increase access to mastery-based experiences for secondary students.

OSPI will continue to ensure communications and technical assistance provided to local education agencies include opportunities to increase student participation in dual credit and competency-based education, when appropriate. While policy around opportunities for dual credit, concurrent enrollment, early college high school, and competency-based education largely remains a local decision, OSPI will partner with SBCTC to create best practices guidance where appropriate.

PLAN CONTENT **Section 122 (d)(5)(A)**

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote academic achievement;

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. For the 2019-2020 Perkins V application, districts will be working on their Comprehensive Local Needs Assessment (CLNA) to establish a baseline year. For the 2020-2021 application, the upload of the completed CLNA is required and districts will negotiate local performance targets. Once student performance data is available, districts will provide evidence of meeting these Perkins criteria. Each secondary applicant will review student performance on 1S1 (on-time graduation), 1S2 (extended graduation rate), and 2S1 (ELA), 2S2 (mathematics) and 2S3 (science) to determine student performance related to academic achievement. Districts will provide

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improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2021-22 application, the district will update the CLNA and describe specific plans to promote academic achievement.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as described in the postsecondary waiver request section. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges. The reports will include the three most recent years of college-specific and statewide performance indicator data disaggregated by student subgroups, special populations, and professional/technical programs offered at the colleges. The colleges will analyze the data and discuss findings with their stakeholder groups as part of their Comprehensive Local Needs Assessment. Performance will be addressed within a section of the local application. Colleges will be asked to identify strategies and develop a plan to lessen academic achievement gaps experienced by special populations, student subgroups, or students enrolled in specific programs that are performing poorly on 1P1 and 2P1 indicators.

Colleges offering state-approved CTE programs apply for Perkins funding through SBCTC's Online Grants Management System (OGMS). Revised to reflect the priorities and requirements of Perkins V, the Perkins Plan application features six narrative sections focused on the CLNA process; equity and access; program size, scope, and quality; program implementation and partnerships; staff/faculty recruitment, retention, and professional development; and program improvement. Each section includes four to ten questions intended to fulfill the requirements of Section 134(b) of the Strengthening Career and Technical Education for the 21st Century Act. The application also includes a Budget Narrative section wherein colleges provide precise descriptions of how they will utilize Perkins funding in 22 categories. There are 16 questions in the Grant and Fiscal Accountability section and a required Perkins Plan Assurances document that must be signed by the college president.

SBCTC hosts, records, and posts to its website an annual training webinar to explain the application process and provide technical assistance to applicants. As applications are received, the Program Administrator and Contract Specialist provide substantial feedback to colleges to ensure that applications meet the requirements of Perkins V and expectations of SBCTC. Agency feedback is recorded in OGMS and revisions are required prior to approval.

Discussed above, the *Program Size, Scope, and Quality* section of the Perkins Plan application requires colleges to outline in detail their program review processes and cite the industry standards, student learning outcomes, accrediting agencies, examinations, and other practices they use to assess their programs and students' technical skill attainment. As of 2019, 24% of colleges perform in-depth individual program reviews annually, 47% every two to three years, and 29% every four to five years. Program review typically takes into account enrollment, retention, and completion data; job placement rates; salary/wage analyses; industry certification pass rates; student evaluations; and disaggregated demographic data to identify and analyze performance gaps. Program reviews often include an evaluation of program-specific and institution-wide student learning outcomes and are reviewed and approved by Workforce Deans, Vice Presidents of Instruction, and/or equivalent personnel.

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PLAN CONTENT

Section 122 (d)(5)(B)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. For the 2019-2020 Perkins V application, districts will be working on their Comprehensive Local Needs Assessment (CLNA) to establish a baseline year. For the 2020-2021 application, the upload of the completed CLNA is required and districts will negotiate local performance targets. Once student performance data is available, districts will provide evidence of meeting these Perkins criteria. Each secondary applicant will review the program quality indicator for Attained Recognized Post-Secondary Credential (5S1) and Attained Postsecondary Credit (5S2) as dual credit and early access to college provides advancement towards degree completion, and the industry recognized credential measure will contribute to the state's credential obtainment. Districts will provide improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2021-22 application, the district will update the CLNA and describe specific plans to promote academic achievement. The Perkins application will include support on how the eligible recipient plans to promote technical skill attainment. This is further reinforced by the state's CTE graduation pathway option which requires students that utilize this pathway to complete two credits of CTE through courses with access to dual credit or include or lead to an industry recognized credential of value.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges. The reports will include the three most recent years of college-specific and statewide performance indicator data on employment placement after program completion. The colleges will analyze the data and discuss the findings with professional/technical advisory committees and other stakeholder groups as part of their Comprehensive Local Needs Assessment. The college will also complete comprehensive reviews of their professional/technical programs on a periodic basis to ensure content is relevant to preparation for employment. Colleges will also analyze completion data to identify and mitigate barriers students may experience that negatively affect completions. Colleges will submit their strategic plan to promote skill attainment, including skill attainment that leads to a recognized postsecondary credential as part of their Local Application.

All Perkins applications include a discussion of employability skills and pathways-focused guidance and counseling services in the *Size, Scope, and Quality* section, and SBCTC has developed a monitoring rubric to enumerate the best practices being utilized at the local level. These include career exploration workshops, mock and on-campus interviews, resume workshops, credit-bearing career-readiness courses, online/interactive pathways tools, flipped

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classroom models, and contextualized instruction. A substantial number of these are features of two of the systems most comprehensive approaches to career and technical education – Guided Pathways and I-BEST.

PLAN CONTENT

Section 122 (d)(5)(C)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

SECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All eligible recipients must engage with their local employers through the advisory committee process and analyze labor market data as a component of course and program approval, and in consideration of program evaluation. Multiple data tools are available for local use, and economic data is provided quarterly by the Employment Security Department (ESD).

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All colleges must engage with their local employers and analyze labor market data prior to submitting a professional/technical program request for approval by the State Board for Community and Technical Colleges. As part of the approval process, the colleges are required to evaluate whether or not other public and private institutions in their geographic area offer similar programs. The colleges must assess work-based learning placement opportunities for the proposed program.

PLAN CONTENT

Section 122 (d)(6)

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

SECONDARY

The Office of Superintendent of Public Instruction (OSPI) supports the recruitment and preparation of educators, administrators, and support personnel through a variety of methods. OSPI partners with the Washington Association of Career and Technical Educators (WA-ACTE) organization to provide statewide professional development opportunities. The WA-ACTE is an umbrella professional organization that includes; Washington Association of Career and Technical Administrators (WACTA), Washington Association of Agricultural Educators (WAAE), Washington State Business Education Association (WSBEA), Washington Career Counseling & Employment Readiness (WA-CCER), Washington Family and Consumer Sciences Educators (WA-FCSE), Washington Association of Marketing Educators (WAME),

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Washington Industrial Technology Education Association (WITEA), Washington Association of Skilled and Technical Sciences (WASTS), and Health Science Career and Technical Educators (HSCTE).

OSPI supports early career teachers, including CTE teachers both certificated and on conditional certificates, through a competitive grant program which serves 75 percent of Washington state's first-year teachers. The Beginning Educator Support Team (BEST) grant supports districts in training mentor teachers and in the implementation of induction standards. The program is also collaborating with preparation programs to train mentors for pre-service teachers. Additionally, OSPI supports professional learning for all educators through Title II, Part A federal Title funds. These funds support CTE teachers, and all educators with both district level and state level professional learning opportunities.

As required by the Elementary and Secondary Education Act (ESEA) amended by Every Student Succeeds Act (ESSA), and our state equity plan under the Ensuring Equitable Access to Excellent Educators Initiative, OSPI's Title II, Part A program office (TIIA) monitors certification requirements and teaching assignments for all educators including CTE. OSPI monitors CTE courses based on Classification of Instructional Programs (CIP) Code reported with state course code and V-Code matches (CTE specific teaching certificate endorsement(s)) and student grade level. Based on the teaching assignment, TIIA can provide information and data on CTE's teacher shortage area and quantify the FTE needed to place fully qualified teachers for CTE courses in shortage area(s) by state, educational service district, local education agency, and school district level. Furthermore, this information could be used to communicate with post-secondary institutions to target and supply educator workforce candidates to fill specific shortage areas and geographical shortage areas in CTE. The collaboration with post-secondary institutions to fulfill teacher shortage area(s) is one of strategies identified to improve teacher shortage issues in Washington and is included in Washington's State Equity Plan.

OSPI is a sponsor of both the fall and summer WA-ACTE conferences, and provides funds for school district employees to attend these and other professional learning opportunities. OSPI has invested leadership dollars to sponsor the CTE Director Internship program, which provides training for individuals currently assigned director duties, or those that want to complete the training to earn the state's CTE Director Certificate. Funds have also been used to sponsor two annual CTE Boot-Camp trainings, a professional development opportunity provided by the Southern Regional Educational Board (SREB). The investment of funds will be contingent on the providers meeting the definition of professional development found in Perkins V. OSPI will seek to provide funding to sponsor, or support the attendance of individuals at high quality development opportunities.

OSPI will continue to partner with preservice and continuing education preparation programs across the state to provide technical assistance and outreach. OSPI provides workshops, presentations, and webinars as requested at conferences of the professional organizations that serve educators in our state including the Association of Washington School Principals (AWSP), Washington State School Directors Association (WSSDA), Washington Association of School Administrators (WASA), and Washington State Counselors Association (WSCA). In addition, OSPI provides clock hours to many professional learning events, which supports certificate

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renewal requirements for CTE Directors and CTE Educators.

The Professional Educator Standards Board (PESB) is improving ability to collect and use data to identify preparation and educator shortage needs to better target and support educator preparation in those areas. Educator preparation programs are evaluated based on the percentage of educators prepared in educator workforce shortages, particularly special education. It is required that 20 percent or more of the certifications each year are in endorsements in shortage areas. PESB provides feedback to the providers that they should expand the number of endorsements offered in those identified shortage areas. This feedback loop has led to a statewide increase in the number of providers offering endorsements in shortage areas; and this process may be applied to help positively impact the shortage for CTE educators.

POSTSECONDARY

The State Board for Community and Technical Colleges will continue to support the recruitment and preparation of CTE faculty, administrators, and staff. Perkins Leadership funds will be allocated to each of the colleges to support industry-based professional development. Funding will be available to professional/technical faculty, administrators, staff, and professional/technical/adult basic education faculty teams to support new skill development directly related to the business and industry field(s) to which they are assigned. Funding is available to adult basic education faculty or administrators to jointly participate in professional development activities with professional/technical faculty or administrators to strengthen content knowledge and develop new skills in the field when an integrated instructional model is in place. The State Board for Community and Technical Colleges has championed the I-BEST model that uses a team-teaching approach to provide students with basic education instruction while they also receive instruction in career preparation in the field of their choice.

All professional/technical faculty and administrators must complete an initial three-year or on-going five-year professional development plan (PDP) to maintain their certification. Individual professional development activities must directly align with each instructor or administrator's plan and increase their knowledge of current practices in the field. Professional development activities may also support participation in recognized industry sponsored training programs that result in industry certification or offer comprehensive skills training resulting in a better match between employer expectations and the program content. Washington State Skills Standards for Professional/Technical Instructors and Industry Trainers incorporated in the PDP process include:

- Manage Learning Environments
- Develop Outcomes, Assessment and Curricula
- Provide Student Instruction
- Develop and Review Programs
- Provide Student Instruction
- Create and Maintain a Professional Environment

The State Board for Community and Technical Colleges will continue to facilitate statewide training and professional development to enhance the recruitment and retention of CTE faculty, administrators, and staff. For example, in 2019, Perkins Leadership funds provided an in-depth

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presentation on Diversity and Equity in Hiring at the college system's Workforce Education Council meeting.

Leadership funding was also used to provide an Implicit Bias Institute for workforce faculty, administration, deans, and leadership from the community and technical colleges and registered apprenticeship programs across the state. The Institute was designed to develop working tools and processes to identify and reduce unconscious biases that hinder student and faculty success and to enrich the overall campus climate. The project builds and sustains diversity and inclusion initiatives by building a cohort of campus experts to identify and strategically reduce bias at all critical decision points through the examination and implementation of policies and practices within each respective campus and apprenticeship program.

The Workforce Deans' Academy is also supported with Leadership funding. It is an in-depth, hands-on opportunity for new and aspiring workforce deans to experience situations and challenges they will face as administrators and practice the skills they will need before facing them on the job.

Boot Camps are intensive, hands-on courses for professional/technical faculty who have limited or no teaching experience. Qualified instructors/facilitators will introduce and model essential components of classroom management, adult learning, and facilitating skills. Emphasis is on practical and real-life applications.

Finally, SBCTC has established a work group with the goal of investigating options for consolidating several system convenings to more efficiently and cost-effectively deliver Workforce Education training, technical assistance, and professional development. Slated for May 2020, the Workforce Funding Collaboration Forum will bring together system partners from all colleges to participate in training workshops, panels, affinity groups, and presentations related to most, if not all, of the funding programs administered by SBCTC. Ultimately, SBCTC's goal is to sponsor an annual or biennial statewide CTE conference akin to BEdA's *Rendezvous*.

PLAN CONTENT

Section 122 (d)(7)

Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V.

Leadership funds will support the state's subrecipient agencies, the State Board for Community and Technical Colleges (SBCTC), and the Office of Superintendent of Public Instruction (OSPI) to systemically invest leadership dollars. Leadership funding decisions include:

1. The state shall reserve not more than 10 percent of leadership funds to carry out the following activities:
 - a. **1% of the allocation to serve individuals in state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities.**

The allocation will be split 50% to SBCTC and 50% to OSPI.

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b. The state will set aside \$60,000 for services that prepare individuals for non-traditional fields.

The allocation will be split 50% to SBCTC and 50% to OSPI. While the \$60,000 represents the minimum allocation set-aside, additional leadership dollars will be prioritized for all members of special populations, so investment can be made towards increasing all underrepresented populations within non-traditional employment and not be restricted to gender data only.

c. The state will set aside an amount equal to 0.1 percent to support the recruitment of special populations to enroll in CTE programs.

This allocation will be directed to the Workforce Board. The SBCTC and OSPI have prioritized spending to support special populations, which may include additional recruitment efforts, or other initiatives and activities based upon collected data.

d. The remainder of the leadership funds will be administered by the Workforce Board, SBCTC, and OSPI in alignment with the General Authority and Permissible Uses of Funds articulated in the Perkins V Act. In alignment with the Washington Perkins Mission, Vision, and Values, SBCTC and OSPI will commit to assessing and evaluating local and statewide performance data to identify performance and opportunity gaps and establish priorities for local and/or state funding. Highly informed by the local Comprehensive Local Needs Assessments (CLNAs), and state level data, and with a commitment to diversity, equity, and inclusion the SBCTC and OSPI will invest leadership funding in the following areas:

- i. Developing High Quality CTE Programs:** Examples include investing in the partnership to establish regional and statewide articulation agreements aligned with programs of study; supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study; and increasing access to high quality work-based learning. This would include, but not be limited to: expanding access to Career Connected Learning activities including career preparation and career launch programs, work-integrated learning activities, and other work-based learning programs as defined in the Perkins Act. These activities include sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required to a given career field, that are aligned to curriculum and instruction.
- ii. Adapting Existing Programs:** Examples include prioritizing program investment aimed at closing an opportunity or access gap; adapting programs to increase access to remote students including adopting hybridized learning models; increasing access to industry-recognized credentials; and adapting program

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offerings to meet employment trends in light of advancement in technology, automation, and artificial intelligence. Additionally, supporting investment in improved labor market tools that will support predicting new and existing employment opportunities and future trends.

- iii. **Improving Access and Outcomes for Special Populations:** Examples include investing in programs and activities that increase student access, engagement, and success in programs that serve members of special populations. These may include but are not limited to: partnerships with tribes and tribal organizations and business, industry, and labor leaders; supporting participation for non-traditional employment; lowering barriers identified by school districts and colleges in rural communities; and activities that eliminate inequities in access to high-quality programs.
- iv. **Supporting Professional Development and Leadership:** Examples include investing in professional learning opportunities for CTE educators, faculty, administrators, guidance counselors, and paraprofessionals. As required by the Perkins Act, activities must be high-quality, comprehensive, and support the most effective training options to individuals, and to the degree possible be coordinated with other professional learning opportunities. Additionally, investing in programs that serve students in alignment with the definition of CTSO; organizations for individuals enrolled in CTE programs, that engage in CTE activities as part of the instructional program. These investments will prioritize activities that support positive impacts to the performance indicators, and specifically serve students representing special populations.
- v. **Supporting Statewide and Regional Partnerships:** Examples include: incentivizing a regional and/or statewide approach to planning and activities related to expanding CTE dual credit access; review and development of CLNAs; developing statewide programs of study aligned with high-skill, high-wage, in demand, and emerging occupations; increasing community work-based learning opportunities for both secondary and postsecondary students; and facilitating career pathway development.

PLAN CONTENT

Section 122 (d)(8)(A)

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed— Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

Approximately \$19.5 million of Perkins Basic Grant funds for Washington are distributed to the local level for required and permissive uses of funds. The Workforce Training and Education Coordinating Board, the eligible agency in Washington, determines the relative portion of funds provided to the secondary and postsecondary partner agencies, respectively the Office of

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Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

In determining the secondary and postsecondary split, the Board examined enrollment and full-time equivalent counts for both systems' career and technical education students, as well as compared the distribution splits in other states. Based on this analysis, the Board has determined that the split between secondary and postsecondary systems is set at 44/56 percent of Basic Grant funds, respectively. The Board retains the authority to reexamine the data should additional information become relevant to the issue.

OSPI, SBCTC, and the Workforce Board will jointly establish a workgroup to examine the existing funding split between secondary and postsecondary, with the delegated authority to amend the state plan. This group will develop proposals for formulaically maintaining and/or adjusting the funding split in future years, and come to a consensus determination to report to the Workforce Board. At a minimum, the workgroup will be comprised of representatives from OSPI, SBCTC, and the Workforce Board. The Workforce Board may elect to include other stakeholders as mandatory participants, and will encourage broad stakeholder engagement in this process.

Formulaic proposals will be based on a data analysis that at a minimum examines the quantitative effects of adjusting the split, the number of students served by each sector as defined by both headcount enrollments and across sector normalized full time equivalents, and the existing level and availability of state and local funding support to CTE students in each sector. The analysis must further include an examination of the impact of changes on sub-recipients, especially rural serving institutions and school districts. Finally, formula proposals must include strategies such as ramped implementation to mitigate the effects of sudden formulaic changes to the funding split, achieved through a cap of the maximum percentage change in any given year. Workgroup partners will develop a rationale and "business rules" that specify the rationale for maintaining or modifying the split level and criteria for adjusting it in the future inclusive of the minimums enumerated above into a written report submitted to the Workforce Board.

The workgroup plans to conclude its planning by October 31, 2020 and will report to the state Workforce Board recommendations for funds that become available July 1, 2021, along with their rationale and criteria for future split discussions, at a fall meeting of the Workforce Board.

PLAN CONTENT

Section 122 (d)(8)(B)

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed— among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.

The secondary system has approximately 100 eligible recipients that do meet the minimum \$15,000 Perkins grant. Of those, the majority request and are granted waivers. Presently, no consortia operate at the secondary level in Washington. OSPI has utilized Perkins Reserve funds in the past to incentivize small, rural districts to investigate possible consortia development, however there have been none established at this time. If a consortium is developed, the initial

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allocations based on the Perkins formula for all members will be combined and any incentive reserve dollars will be added to the consortium's allocation. School districts that apply for the waiver to the minimum allocation must demonstrate ability to meet the requirements for size, scope, and quality to be eligible recipients. Additionally, tribal compact schools will be added as eligible recipients of the Perkins Basic funds.

The postsecondary system has only one institution that does not qualify (based on size of enrollment) for a \$50,000 minimum grant, so there are no postsecondary consortia in Washington.

PLAN CONTENT

Section 122 (d)(9)(A)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with equal access to activities assisted under this Act;

Equity, access, and inclusion are at the heart of Washington's Perkins V Mission, Vision, and Values. These will be the foundation upon which we further develop strategies and identify promising practices that ensure all students have equal access and program opportunities that will help them succeed in CTE and beyond.

Our state's Comprehensive Local Needs Assessment includes disaggregated data reviews of enrollment and outcomes as well as a full section on equity and access. This tool will help identify gaps in performance and outcomes, and will incent school districts and colleges to develop strategies and implement solutions that address the gaps and improve outcomes for all students.

Individuals who are members of special populations are guaranteed equal access to activities under Perkins V through compliance and oversight visits conducted by staff whose role and responsibilities include oversight of Methods of Administration (MOA) for civil rights compliance in career and technical education. MOA administrators are engaged in onsite visits, desk audits, and providing technical assistance on civil rights compliance to community and technical colleges and school districts.

In addition, OSPI and BEdA have partnered to create a seamless pathway for out-of-school youth and adults lacking a high school diploma or its equivalent. The Open Doors re-engagement program administered through OSPI and the competency-based High School+ programs implemented across the community and technical college system provide students with a seamless pathway to high school completion. As students age out of Open Doors all credits and competencies earned count towards a high school diploma in the HS+ competency-based diploma program in Washington's community and technical colleges.

The new set aside for recruitment of non-traditional will be used to develop a poster and marketing campaign designed to incent more non-traditional participation in programs.

SECONDARY

OSPI ensures equal access to Perkins funded activities for all students, including members of

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special populations, through multiple monitoring activities. Compliance to federal and state laws is monitored through the Consolidated Program Review (CPR) and Methods of Administration (MOA) processes. School districts and skill centers provide evidence of access and support for all students, including members of special populations. MOA and CPR administrators are engaged in desk audits, onsite visits, and providing technical assistance on civil rights and program requirement compliance to school districts. Equal access is additionally monitored and supported by the OSPI Civil Rights Department. Secondary Perkins applicants must complete an Agency Application Assurances for school districts, which includes alignment to all applicable state and federal laws. Perkins Reserve Fund Projects have prioritized service expansion to members of special populations to support closing opportunity and performance gaps.

POSTSECONDARY

As articulated in Washington’s Perkins V Mission, Vision, and Values Statement, SBCTC “prioritize[s] equity and access for individuals served by Perkins [by]...Leveraging and aligning federal and state policies and funding to improve student outcomes.” To that end, the postsecondary Perkins Plan funding formula incentivizes enrollment of students from special populations and benefits recipients that prioritize student support through the braiding of multiple funding sources. These include Pell/BIA, Opportunity Grant, Worker Retraining, Washington College Grant, WorkFirst, and BFET. Colleges demonstrating the greatest level of student need by effectively administering these programs receive greater proportions of Perkins Plan funding.

With respect to supporting equal access, the Opportunity Grant administered by SBCTC is noteworthy. Offered to low-income students (those with incomes at or below 200% of the federal poverty level), the state’s Opportunity Grant specifically supports individuals in high-wage, high-demand programs. Of students receiving Opportunity Grants, over 90% are typically enrolled in CTE programs and approximately 50% are students of color. Grant proposals require that colleges address skill gap shortages in a targeted industry, identify educational pathways linked to viable careers, demonstrate that completers will have job opportunities, and provide evidence of community partnerships. SBCTC approves only Opportunity Grant pathways that lead to minimum starting wages of \$15/hour in King County and \$13/hour elsewhere in the state. In addition to providing funding for tuition, fees, and books, Opportunity Grant recipients are eligible for individualized tutoring, career advising, college success classes, emergency childcare, transportation, and an industry mentor through the Workforce Training and Education Coordinating Board’s Opportunity Partnership Program.

Washington’s commitment to Guided Pathways is also intrinsically tied to inclusion and equitable access to education. According to SBCTC’s Guided Pathways [webpage](#), “In Washington state, our Guided Pathways efforts are focused on helping more of our students — especially low-income, first-generation students and students of color — earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market.” A research-based approach to advising and instruction, Guided Pathways simplifies choices for students by grouping courses together to form clear pathways through college and into careers.

Likewise, I-BEST is a nationally recognized model for engaging and supporting underserved and special populations, such as adult and out-of-school learners and English language learners. I-

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BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job- and college-readiness skills simultaneously. Reaching almost 5,000 students across the state (43% of whom are students of color) through 146 programs, I-BEST is particularly well suited to ESL, ABE, and GED students, teen parents, and returning adults and provides a dedicated “on-ramp” to the Professional-Technical I-BEST pathway. Examples of I-BEST programs include: Heating, Ventilation, Air Conditioning and Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Composite Structures, Medical Reception, Professional Truck Driving Training, Office Management, Facilities Maintenance Engineer, and Nurse Assistant.

PLAN CONTENT

Section 122 (d)(9)(B)

Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—will not be discriminated against on the basis of status as a member of a special population;

By vigorously implementing Methods of Administration (MOA), all Washington students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs. The state agencies’ responsibilities under the MOA program are included in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation). These responsibilities include: conducting targeted compliance reviews of selected secondary and postsecondary schools that provide career and technical education; securing corrective action when civil rights violations are found; and reporting civil rights activities and findings to OCR.

SECONDARY

Under Washington Administrative Code (WAC) 392-190-060, all school districts must designate at least one employee to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws (chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC). Federal nondiscrimination laws require each school district to designate an employee to coordinate compliance with Section 504 (34 C.F.R. §104.7), Title IX (34 C.F.R. §106.8), and Title II of the ADA (28 C.F.R. §35.107). The coordinator for state nondiscrimination laws may also serve as the Title IX and/or Section 504/ADA coordinator. Front office staff at all school buildings and the district office must be aware of the name and contact information of the compliance coordinator(s) so that they may inform students, parents, and others as needed. The compliance coordinators’ contact information must also be published with the school district’s nondiscrimination statement.

Each school district must submit an Equity Assurance Report on an annual basis. In this report, each school district evaluates its compliance with specific requirements under chapter 392-190 WAC. OSPI also regularly monitors and enforces school districts’ compliance with state and federal nondiscrimination requirements through program monitoring, discrimination complaint investigations, and agency-initiated compliance reviews.

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POSTSECONDARY

In an effort to move beyond standard non-discrimination statements and more deeply investigate individual biases and the inequitable systems they perpetuate, SBCTC leverages Perkins funding to support two-day, statewide Implicit Bias Institutes. Each institute features eight focus areas, including an introduction to the concept of implicit bias, demonstration of the Harvard Implicit Bias Test, Dr. Bahl's "17 Steps in the Hiring Process," work groups on cognitive errors, and the development of strategies to reduce biases. While the content, structure, and frequency are subject to change on an annual basis, there is a commitment to sponsor at least two "Cycle I" institutes and one "Cycle II" institute, increasing capacity to 80 participants statewide.

As noted above, SBCTC has also adopted and disseminated Dr. Bahl's strategies and research on equitable hiring practices through the agency's Diversity, Equity, and Inclusion (DEI) Committee and Workforce Education Council (WEC) in an effort to curtail discrimination by diversifying college faculty and staff. The tool was developed by the Diversity and Equity in Hiring and Professional Development (DEHPD) work group, which was formed in 2014 in order to address the low numbers of faculty, administrators, and staff of color and other underrepresented, marginalized groups throughout the CTC system. It is available [here](#).

PLAN CONTENT

Section 122 (d)(9)(C)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

SECONDARY:

LEAs will work to eliminate barriers by:

- Reducing the amount of course fees to ensure that all students have equal access to CTE Programs;
- Offering the Graduation, Reality and Dual Roles (GRADS) Program, which helps teen parents continue their education by providing child care and support;
- Ensuring Career Guidance Centers are open to all populations and offer events that underserved populations may have a difficult time attending otherwise;
- Offering course equivalencies, which allow students to earn graduation credit for a course that may better align with their individual needs and pathways;
- Offering CTE Dual Credit, which allows students to earn high school credit while earning college credit at the same time. CTE Dual Credit helps those students who may not have any other route to earn college credits;
- Annually reviewing enrollment data for courses and programs, including CTE, disaggregated by race, sex, English-learner status, and disability, to identify and address any substantial enrollment disproportionalities and ensure they are not the result of discrimination.

POSTSECONDARY

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As part of their Guided Pathways efforts in fields such as Business, Healthcare, Education, Social Behavior Science & Public Service, STEM, and Computer & Information Technology, colleges provide student success classes, intensive advising, support services, and early intervention to keep students on-track. Data, apps, and electronic tools help students, faculty, and advisors monitor progress, while technology integration, on-line course offerings, and modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Counseling and advising services for special populations are supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental instruction as well as applied math and writing courses support student success and completion. Funding is also expended for tutoring and interpretative services for student with disabilities.

Like Guided Pathways, I-BEST provides an accelerated and supportive college experience for special populations, and when coupled with High School Plus (HS+), has the potential to significantly impact the state's goal of having 70% of 25- to 44-year-olds attain a postsecondary credential by 2023. Challenging the traditional notion that students must move through a set sequence of basic education courses before they can start working on certificates and degrees, I-BEST places adult education students directly into college credit-bearing career pathways that lead to high demand, living wage jobs. The combined teaching method at the heart of I-BEST allows students to work on college-level studies much more quickly than in traditional models, and the required navigational services connects students to resources and guides them to completion. Co-enrollment in our High School Plus (HS+) and I-BEST programs enables students to work on a secondary and postsecondary credential at the same time. HS+ is a competency-based high school completion program that results in a Washington state high school diploma. It awards credit for prior learning, military, training, and work experience. Because it is competency-based, students can complete coursework through I-BEST and have that same coursework count toward the completion of a high school diploma through HS+, saving the student both time and money and accelerating Washington state toward its completion goals.

Other statewide programs related to special populations' preparation for high-skill, high-wage, and/or in-demand industry sectors include:

- **VIE-25:** VIE-25 is a joint project under direction of the governor's office between the State Board of Community and Technical colleges and the Garrison Command to support pathways to employment for transitioning service members. The schools within 25 miles of a military installation are asked to identify their already existing programs in which the first employable certificate can be completed within 6 months. Service members can then get permission from their commander and apply for an MOA to complete classes during the duty day in the 6 months prior to their ETS or retirement date.
- **Worker Retraining:** The Worker Retraining program can help pay for training expenses at Washington state's community and technical colleges and selected licensed private schools for those who have lost their jobs due to economic changes and for those receiving Unemployment Insurance (UI) benefits. Community and technical colleges also receive Worker Retraining funding to improve programs that prepare people for work.

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Based on input from local employers, government, and community, these funds are used to update equipment, revise curriculum, develop work experience opportunities and hire staff to advise Worker Retraining students and coordinate Worker Retraining program.

- **WorkFirst:** WorkFirst is Washington state's welfare reform program that helps people in low-income families find jobs, keep their jobs, find better jobs and become self-sufficient. WorkFirst helps participants gain skills necessary for better jobs, higher wages and further advancement. As this goal is achieved, savings from reduced caseloads have been reinvested in targeted supports to help participants be more employable and move up the wage ladder.
- **BFET:** The Basic Food, Employment and Training program (BFET), Washington's SNAP E&T, provides access and services to food stamp recipients in Washington state. Services include job search and job search training, education and skills training, and support services to Basic Food recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program.
- **Achieving the Dream:** Adopted by 19 colleges, Achieving the Dream is a national initiative to help more community college students — particularly low-income students and students of color — succeed. The initiative works on multiple fronts — including efforts on campuses and in research, public engagement and public policy — and emphasizes the use of data to drive change. Strategies identified to help more students continue their studies and earn certificates and degrees include: Helping students better prepare for college-level work by focusing on precollege (remedial/developmental) education; engaging students in the classroom through new instructional techniques that include team learning and combined subjects to make learning more relevant to students' lives; and using student success courses to teach skills such as time management and effective study skills

PLAN CONTENT

Section 122 (d)(9)(D)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with appropriate accommodations;

SECONDARY

A school district cannot categorically deny admission to a student because the student needs English Language (EL) services or special education or related aids or services. A school district must provide all students an equal opportunity to meet any appropriate minimum eligibility criteria for admission. During the Consolidated Program Review (CPR) process, school districts must provide evidence of services provided to school districts, including CTE educator involvement in the Individualized Education Program (IEP) and 504 processes as well as demonstrate how they are providing language access for EL qualified students. In addition, districts may demonstrate the professional development teachers have received regarding differentiating instruction specific to language acquisition and development for EL students and other students who may need such supports.

Washington state tracks the involvement of students with an IEP in CTE courses and pathways,

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and has prioritized Professional Development (PD) and Technical Assistance (TA) in meaningful inclusion. This PD/TA is supported by the Center for Change in Transition Services (CCTS) at Seattle University, who is providing support to school IEP teams around consideration of services, accommodations, and transition plans to increase access to CTE pathways for students who have expressed an interest.

POSTSECONDARY

In addition to critical state-wide initiatives, colleges leverage Perkins funding along with other state and federal sources to provide a variety of services and programs to members of special populations. Means by which colleges utilize Perkins funding to support special populations include disability support personnel and adaptive technologies, early alert teams, policy and content translation, bi-lingual course content delivery, multicultural student services, veteran transition and re-entry specialists/navigators, affinity groups and student clubs, outreach to community-based organizations, etc. In addition, many colleges have adopted and provide training on principles associated with Universal Design for Learning (UDL), Transparency in Learning and Teaching (TILT), Open Educational Resources (OER), directed self-placement, Achieving the Dream, and Safe Zone. Among the many community-based and social services organizations with which the colleges partner to provide additional support and resources are the Urban League, Treehouse, YMCA, Blue Mountain Action Council, Year-Up, Gear-Up, RISE, the Hispanic and Native American Chambers of Commerce, Latinos Unidos Northwest Association (LUNA), All Within My Hands Foundation, the NAACP, and the Achieving the Dream Network.

SBCTC also provides support for accommodations, adaptive technologies, OER, UDL, distance learning, and the like through the Educational Technology and Open Education department, which is committed to building a system of shared resources and practices using system-wide tools, shared courses and programs, and open courses. Guided by the Strategic Technology Plan, its mandate is to "mobilize technology to increase student success...and create a culture of resource sharing with the goal of making cost-effective, innovative lifelong education available to every student in the state, anytime, anywhere."

Finally, SBCTC's policy manual reads:

Community and technical colleges shall provide students with disabilities the appropriate core service(s) to ensure equal access to higher education. Reasonable accommodation for students with disabilities shall be provided for all aspects of college life, including nonacademic programs and services (see RCW 28B.10.910 through RCW 28B.10.918). The State Board supports the colleges to provide services and reasonable accommodations to students with disabilities through an earmarked allocation.

Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for students, employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The

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policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

PLAN CONTENT

Section 122 (d)(9)(E)

Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.

Both OSPI and SBCTC are represented on the legislatively-directed, cross-agency state work group supporting the Governor’s Career Connect Washington initiative. A movement that combines the efforts of all state agencies and external partners (including employer, community, labor, regional networks, and intermediaries), Career Connect Washington seeks to expand career-connected learning opportunities across all sectors. Including registered apprenticeships and other career-connected learning opportunities, this initiative provides opportunities for all Washingtonians to gain invaluable work experience and skills with an emphasis on providing equitable access to historically underserved individuals and members of special populations.

SECONDARY

Washington State Career and Technical Education (CTE) Program Standards define and require Work-Based Learning as a component of all CTE programs. It is an essential element of the total educational system and provides technical skills, knowledge, and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies in any career.

Strategies for Worksite Learning may apply to a wide range of students with special needs. Some students may have multiple disabilities and benefit from a variety of strategies. These need to be determined on an individual basis. Many of the strategies that are used in a school-based setting can be applied to the Worksite Learning situation as well.

It is important to provide opportunities that will enhance student success in the workplace. Some challenges can be addressed prior to initial placement while others will need to be addressed as the individuals are working/training at the worksite. Some of these considerations:

- Allow for additional time and effort to match training requirements with student abilities.
- Provide for more onsite supervision and assistance when initially placing a student on a job site.
- Provide reasonable accommodation and strategy information to each business—this will enhance student success.
- Provide information to the employer about student health conditions, behavioral issues, and physical concerns.
- Provide transportation to and from the worksite or facilitate a community transportation plan that will allow for independence.

POSTSECONDARY

All colleges partner with business and industry leaders, agencies, companies, and labor

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organizations to provide work-based learning opportunities for students. Many colleges have specific personnel dedicated to identifying and promoting these and offer registered apprenticeships and formal arrangements with employers to provide credit-bearing internships, practicum, job shadowing, mentoring, and clinical experiences.

To identify and market internship and work-based learning experiences, many colleges offer internship fairs and a significant number employ Perkins-funded personnel dedicated to coordinating internships (e.g. North Seattle's three discipline-specific Internship Coordinators, Shoreline's Career Navigators, South Seattle's Embedded Career Specialists, Bellevue's Assistant Director of Internship/Outreach, Clark's Career Center Support Specialists, etc.). Receiving a grant to expand its work-based learning programs and make them more relevant, accessible, and integrated, Whatcom Community College established an Internship/Cooperative Education Taskforce to highlight the school's commitment to the initiative and support its Guided Pathways work in the upcoming year.

Finally, apprenticeship programs have grown 86% since 2013, and there are almost 200 active apprenticeship programs at more than half of the system's 34 colleges. Combining classroom studies with supervised on-the-job training, apprenticeships expose students to all aspects of industry while supporting them developmentally, academically, and financially and providing completers with journey-level certificates from the Department of Labor and Industries Apprenticeship and Training Council – one of the oldest and most portable industry credentials available.

PLAN CONTENT

Section 122 (d)(10)

Description of the procedure the eligible agency will adopt for determining State determined levels of performance described in section 113, which, at a minimum shall include (a) a description of the process for public comment under section 113(b)(3)(B) as part of the development of the State determined levels of performance under section 113(b); (B) an explanation of the State determined levels of performance; and (C) a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws.

The state's 60-day public comment period for the performance indicators will be open on-line in early 2020, prior to the plan's submission. This method was successfully employed during the WIOA planning period, enabling the state to respond to comments and to make changes to the plan, as adopted from the comments.

The Workforce Board will post notification of the open comment period on its website: www.wtb.wa.gov and through its newsletter. The state Workforce Development plan (*Talent and Prosperity for All*) will be taken across the state for public comment, and the Perkins plan, as a part of this combined plan will be included.

For both 3S1 and 1P1, the state is not able to gather placement data of CTE concentrators who, in the second quarter after exiting from secondary or postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and

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one that comes under the direction of the Department of Defense (DOD). Because Washington's plan has a focus on equity and access, it should be noted that the state recommends an expanded definition of "non-traditional" beyond gender, as defined by Perkins law. With the emphasis Perkins V places on closing performance gaps for sub-populations and special populations, it seems contrary to have a measure that is limited to only gender. Washington state has recently adopted a new gender option in data collection, allowing individuals to identify as gender X. This is not an option when pulling or reporting data for federal programs. This will cause a disparity in our data collection.

SECONDARY

As the secondary system began the process of identifying and defining its performance indicators school districts across the state were included in the conversations. The indicators align with Washington's measures under ESEA, wherever possible. As prescribed in Perkins, the definition of a CTE concentrator will be, "a student who completes at least two courses in a single program or program of study." To guide implementation of data collection, the state must define "course." Washington will define course as a learning experience that results in earning one high school credit. CTE concentrators will earn at least two high school credits in a program area to qualify. This definition, and all methodology and business rules developed to collect, evaluate, and report the secondary indicators were completed in cooperation with the Perkins Internal Sub-committee with a membership of; the Achievement Data Director, Student Information Director, Assistant Superintendent of Assessment and Information, Student Information Coordinator, Data Analysts for Student Information, Research Analysts for Student Information, Director of Application Development, Entry Business Analyst, EDEN/PD Development Data Manager, and Customer Support Analyst.

During the first two years of this Perkins V plan, the secondary system has proposed using all three program quality indicators to provide a data baseline and inform future decision making, though it should be noted the work-based learning indicator will be phased in. The secondary system's performance indicators and proposed targets for the next four years, including the corresponding methodology and reasoning for baseline and increases, may be found in appendix 1.

See Appendix #1 for secondary performance indicators and proposed targets for the next four years, and corresponding methodology and reasoning.

POSTSECONDARY

SBCTC began working with its system's data services and research staff in March 2019 to define terms found in the postsecondary performance measures definitions and how student data that is already being collected can be used to report performance results. The terms and data sources were vetted with the community and technical college system through the college Perkins subcommittee during the summer and with the entire college workforce education administrators in October 2019.

See Appendix #1 for postsecondary performance indicators and proposed targets for the next four years, and corresponding methodology and reasoning.

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PLAN CONTENT

Section 122(d)(11)

A description of how the eligible agency will address disparities or gaps in performance, as described in section 113(b)(3)(C)(ii)(II), in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps.

SECONDARY

Through processing district Perkins application, reviewing local and statewide data, reviewing the CLNA, and the Perkins end-of-year reports, OSPI will closely monitor disparities or gaps in performance, as well as identified plans to make meaningful progress.

If a local district fails to meet a negotiated target, the district will complete a Perkins Performance Improvement Plan (PIIP), to address action plans related to the indicator. In the second year a district fails to meet a local target, they will review CLNA and student performance results to inform amendments to their application and plan, and will prioritize funding to address gaps. These districts will be prioritized for technical assistance outreach by OSPI. In the third year of a failed indicator, the state will require technical assistance interaction between OSPI and the district to support the area they have failed. This may be an in-person visit, webinar, professional development conference, or regular check-ins. In year 4 of a failed indicator, funding may be modified, withheld, or required to be used in a manner directed by OSPI. This will also be the basis to deny the approval or reapproval of one or more of the district's CTE programs, as permitted by Revised Code of Washington (RCW) 28a.700.040.

OSPI is also committed to consistently reviewing data methodology and variances to make improvements to collection methods, data guidance, and follow up reporting to ensure accurate and valid data is used to inform local and statewide decision making. Improvements in methods or guidance, or a developed understanding from baseline data and concurrent year data may result in amendments to state targets for future plans.

POSTSECONDARY

SBCTC will review college-level data, the colleges' Local Comprehensive Needs Assessments, local applications, and annual Reports of Accomplishments to monitor progress on performance indicators. If a college fails to meet its negotiated target on one or more performance indicators, the college will be required to develop a performance plan related to that indicator(s) to address access/achievement disparities or gaps in the coming year. SBCTC will provide technical assistance as necessary. If a college fails to meet one or more performance indicators for three years in a row, the college will be required to continue to refine its performance plan and budget a minimum of 1.5% of its total Perkins award for action plan activities to improve performance.

SBCTC will develop a data dashboard displaying each college's performance on each indicator that will be accessible to the colleges and the public. Another database/dashboard will display data disaggregated by student subgroup, special population, and CTE program. Because student numbers may be so small as to potentially identify individual students, this database will be accessible to the colleges only. The dashboards will be updated annually as enrollment and completion data from the previous year becomes available.

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PLAN CONTENT

Section 122 (d)(12)

Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs.

SECONDARY

School districts have identified new partnerships in light of the requirements of the local Comprehensive Local Needs Assessment (CLNA). Prior state law required that advisory committees be made up of representatives of business, industry, and the local community. Additionally, representatives of labor and agriculture were specifically called out in state statute. While many school districts included CTE educators in the work of the advisory committee, many school districts have partnered to complete CLNA requirements. To eliminate duplication in requirements, many districts are expanding their advisory committees to include required stakeholders as described above. OSPI is establishing a secondary CTE advisory committee to make recommendations to the state office. Representation will mimic the requirements of CLNA stakeholders.

POSTSECONDARY

Implementation of Perkins V has focused the colleges on their partnerships with a diverse range of stakeholders that are reflective of the communities they serve. The new Comprehensive Local Needs Assessment requires the colleges to seek meaningful input from stakeholders to help inform the colleges' workforce education policies, practices, and program development. SBCTC has developed guidance to help the college ensure their stakeholders are well informed and prepared to provide thoughtful, reliable, and constructive feedback as part of a continuous improvement process.

Each college's workforce education program is required to have an advisory committee made up of members representing employers, employees, labor and, as appropriate, apprenticeship programs within the field for which the program prepares individuals. A more detailed description of professional/technical advisory committees can be found in section 122(d)(4)(B)(i). Colleges are also soliciting input from their Worker Retraining and Worker Retraining Financial Aid advisory committees. Representatives on these committees not only include business and labor representatives, but members representing workforce development councils, economic development councils, and agencies working with dislocated workers. The colleges are reaching out to members of special populations, advocates for individuals facing barriers to employment, tribal leaders in their communities, and students enrolled in CTE programs through in-person meetings, community forums, virtual meetings, and survey instruments.

PLAN CONTENT

Section 122(d)(13)

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PLAN CONTENT

Section 122(d)(14)

Describe opportunities for the public to comment in person and in writing on the State plan.

SBCTC and OSPI CTE staff worked with respective individuals from the postsecondary and K-12 systems. These individuals provided feedback as the plan was developed. They shared their colleagues' input, which was brought before the plan-writing team for discussion and modifications.

The plan was posted on the Workforce Board website to request public comment. Notification of this posting was announced in the Board's newsletter. The public comment period for this plan will also be held in conjunction with the public hearings conducted under WIOA, as Perkins V will be included in Washington's comprehensive state plan, Talent and Prosperity for All (TAP).

<https://www.wtb.wa.gov/about-us/carl-perkins-cte/>

Perkins Comment Period Open

We want your feedback on the performance targets for the new Perkins V state plan. Please view the performance targets for secondary and postsecondary programs and email your feedback to workforce@wtb.wa.gov by Friday, February 7, 2020.

Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

See **Appendix #3** for secondary and postsecondary local applications. Note that the included applications are under review/revision and are subject to change.

Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.

See **Appendix #2** for the following documents:

- Perkins Comprehensive Local Needs Assessment (CLNA) Template
- CLNA Guide and Resources
- Resource Spreadsheet

Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

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Washington state defines size, scope, and quality in the following way:

Size: Eligible recipients must demonstrate that enrollment in their programs sufficiently supports and justifies the operating costs associated with them. In addition, colleges, school districts, and skill centers applying for funds must demonstrate that:

1. An adequate number of qualified/certified instructors and support staff are associated with the programs to provide relevant instruction, quality student support, and appropriate course sequencing; and
2. The funding and resources available to the programs sufficiently supports their technology, equipment, facilities, and personnel needs and resources associated with outreach, recruitment, and program quality.

For secondary applicants only:

3. School districts that meet the criteria for size must only use federal Perkins funds to support CTE programs that offer a progressive sequence of courses, with at least two course options within the same program area.

Scope:

For postsecondary applicants:

Eligible recipients must offer a combination of SBCTC-approved, credit-bearing credentials, certificates, and degrees. Components of the approval process includes a demonstration of industry need and program sustainability, course and curriculum review, development of learning objectives, and an explanation of methods of delivery and administration, the details of which are available [here](#).

For secondary applicants:

Eligible applicants must offer courses and programs that align with the CTE program standards, and are approved by OSPI. Requirements of the course and program approval system are available [here](#). These components include approved course frameworks with integration of academic, industry, and leadership standards, extended learning, and work-based learning within all CTE courses. To maintain approval, state CTE programs must annually conduct program evaluations, to update the district wide plan each year. Evaluations must be completed by the advisory committee (as described in RCW.28A.150.500), and district wide plans must be approved by the local school board.

For all applicants:

It is expected that most – if not all – programs:

1. Identify and communicate pathways to future education or employment;
2. Provide CTE-specific career and educational guidance and counseling;
3. Include multiple entry and exit points;
4. Incorporate rigorous, relevant, and contextualized academic content;
5. Work in partnership to establish and communicate programs of study and dual-credit articulations to engage, recruit, and expand access to secondary students; providing them

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with increasingly specialized instruction leading to the attainment of postsecondary credentials of workplace value; and

6. Provide exposure to all aspects of industry and employers through work-based learning and/or training in environments that replicate the workplace by featuring industry-standard equipment or simulated exercises.

Quality: Eligible recipients must:

1. Meet or make meaningful progress towards achieving the performance targets set for the postsecondary or secondary indicators required of Perkins V;
2. Evaluate the degree to which underrepresented students – including special populations and those in non-traditional fields – are provided with equitable access and opportunities and develop strategies for decreasing barriers and addressing achievement gaps in order to enroll and graduate a diverse cross-section of students representative of the communities in which they live;
3. Implement a comprehensive and reliable method of reviewing their programs and assessing their efficacy in preparing students for employment and alignment with the needs of industry;
4. Engage a diverse range of stakeholders in developing, evaluating, and improving their programs with an emphasis on labor market data and state or regional workforce priorities;
5. Ensure that all programs have active, well-functioning, and representative advisory committees consistent with the requirements of Perkins V and state law;
6. Demonstrate all CTE educators possess appropriate credentials and provide adequate support for faculty and staff professional development and return-to-industry opportunities to ensure that instruction and student services are current, relevant, equitable, and comprehensive;
7. Maintain in up-to-date and industry-standard equipment, technology, learning materials, and methods of delivery;
8. Programs offered consider labor market data and must align with in-demand occupations, as defined in the Perkins V plan; and

For secondary applicants:

1. Programs must be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous and lead to credentials of value for employment, state or nationally approved apprenticeship programs or postsecondary education/ advanced training in a related field;
2. Programs must offer access to high quality extended learning opportunities associated with each CTE course offered, under the direction of a certified CTE instructor. Extended learning is demonstrated at the highest level through state-approved Career and Technical Student Organizations; and
3. Secondary CTE educators should possess an initial or continuing CTE certificate, including the V-code alignment with CIP code, and should be supported in pursuing professional development that allows for renewal of certificates. Educators placed on conditional certificates should be supported to transition to initial or continuing certification.

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PLAN CONTENT

Section 131 (a)(3)

Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

OSPI administers basic Perkins allocations to school districts that qualify, with a primary decision point being that approved state CTE programs are offered. At this time, there are no secondary charter schools that offer state approved CTE programs. If additional eligible sub-recipients are established, we would include the relevant data to determine new for all qualifying entities at the beginning of next allocation year. We would apply ratios using the Free and Reduced Price Lunch (FRLP) data to arrive at their federal census counts. This adjustment has not been needed in recent years, but would be an annual consideration based upon any new entities becoming eligible to receive federal Perkins funds.

As tribal compact schools will be added as eligible sub-recipients of the basic grant, the formula as described is difficult to follow, as there is no available federal census data. We will utilize the school district census information that is located closest to the tribal compact school. Adjustments to the state's allocations will be made to drive an initial allocation to the eligible tribal compact schools.

Additional adjustments are necessary to provide funding to the state's Skill Centers who act as regional career and technical schools. We will use FRLP percentages and enrollment data that are submitted by school districts which are sending students to the Skill Centers.

PLAN CONTENT

Section 131 (g)

(The Secretary shall collect information from eligible agencies regarding the specific dollar allocations made available by the eligible agency for CTE programs and programs of study under subsections a,b,c,d, and e and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies, within the state in accordance with this section.)

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State.

The allocation model uses the Small Area Income and Poverty Estimates (SAIPE) on the Census website. The secondary distribution will be based on:

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- 70 percent – the number of 5- to 17-year-olds who reside in the school district from families with incomes below the poverty line (as defined by the Office of Management and Budget); and
- 30 percent – the number of 5- to 17-year-olds who reside in the school district.

Adjustments to this formula only occur in order to drive the initial allocations of tribal compact schools that offer skill centers programs. After initial allocations are determined, school districts that do not serve high school students are not eligible for funding. Skill Center allocations are determined by considering the FTE as reported from each sending district. The initial allocations are redistributed to the school districts that serve 9th grade students. Allocations based upon census data are not available for tribal compact schools, extra steps were taken to proportionally distribute population data between the tribal compact schools and the district that their physically located at.

Initial Secondary Allocations

School District	Allocation	School District	Allocation	School District	Allocation
Aberdeen	\$40,873	Inchelium	\$2,433	Queets-Clearwater	\$708
Adna	\$4,078	Index	\$122	Quilcene	\$1,721
Almira	\$529	Issaquah	\$78,877	Quillayute Valley	\$14,876
Anacortes	\$14,185	Kahlotus	\$483	Quinault	\$2,161
Arlington	\$25,183	Kalama	\$6,718	Quincy	\$29,082
Asotin-Anatone	\$3,741	Keller	\$1,014	Rainier	\$4,815
Auburn	\$126,786	Kelso	\$44,734	Raymond	\$5,564
Bainbridge	\$14,613	Kennewick	\$152,929	Reardan	\$5,785
Battle Ground	\$69,606	Kent	\$251,129	Renton	\$146,239
Bellevue	\$96,378	Kettle Falls	\$6,794	Republic	\$3,594
Bellingham	\$86,700	Kiona Benton	\$12,448	Richland	\$75,329
Benge	\$91	Kittitas	\$4,561	Ridgefield	\$11,349
Bethel	\$121,875	Klickitat	\$506	Ritzville	\$2,587
Bickleton	\$435	La Conner	\$3,512	Riverside	\$14,325
Blaine	\$20,865	La Center	\$6,602	Riverview	\$13,021
Boistfort	\$1,235	Lacrosse	\$846	Rochester	\$19,976
Bremerton	\$49,533	Lake Chelan	\$5,998	Roosevelt	\$282
Brewster	\$9,345	Lake Stevens	\$41,937	Rosalia	\$1,652
Bridgeport	\$8,303	Lake Washington	\$116,964	Royal	\$18,883
Brinnon	\$1,227	Lakewood	\$14,202	San Juan	\$4,870
Burlington Edison	\$26,903	Lamont	\$415	Satsop	\$761
Camas	\$23,023	Liberty	\$4,578	Seattle	\$384,214

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Cape Flattery	\$3,350	Lind	\$1,969	Sedro Woolley	\$25,513
Carbonado	\$802	Longview	\$67,280	Selah	\$28,117
Cascade	\$11,656	Loon Lake	\$2,124	Selkirk	\$2,384
Cashmere	\$12,417	Lopez	\$2,590	Sequim	\$27,967
Castle Rock	\$9,311	Lyle	\$4,949	Shaw Island	\$147
Centerville	\$740	Lynden	\$19,224	Shelton	\$41,779
Central Kitsap	\$61,574	Mabton	\$10,281	Shoreline	\$48,802
Central Valley	\$95,868	Mansfield	\$817	Skamania	\$556
Centralia	\$32,916	Manson	\$3,269	Skykomish	\$161
Chehalis	\$17,932	Mary M Knight	\$2,789	Snohomish	\$39,017
Cheney	\$31,510	Mary Walker	\$5,817	Snoqualmie Valley	\$31,744
Chewelah	\$10,061	Marysville	\$71,058	Soap Lake	\$3,610
Chimacum	\$7,679	Mc Cleary	\$3,739	South Bend	\$4,111
Clarkston	\$27,229	Mead	\$55,735	South Kitsap	\$73,901
Cle Elum-Roslyn	\$8,619	Medical Lake	\$10,401	South Whidbey	\$8,524
Clover Park	\$110,419	Mercer Island	\$14,850	Southside	\$3,016
Colfax	\$3,634	Meridian	\$12,565	Spokane	\$295,618
College Place	\$13,140	Methow Valley	\$6,802	Sprague	\$936
Colton	\$1,223	Mill A	\$508	St John	\$1,432
Columbia (Stev)	\$1,832	Monroe	\$30,074	Stanwood	\$23,774
Columbia (Walla)	\$6,897	Montesano	\$12,034	Star	\$110
Colville	\$16,497	Morton	\$2,608	Starbuck	\$429
Concrete	\$4,155	Moses Lake	\$64,526	Stehekin	\$163
Conway	\$2,280	Mossyrock	\$4,486	Steilacoom Hist.	\$17,748
Cosmopolis	\$1,745	Mount Adams	\$12,284	Steptoe	\$249
Coulee/Hartline	\$1,984	Mount Baker	\$25,551	Stevenson-Carson	\$8,319
Coupeville	\$6,787	Mount Pleasant	\$410	Sultan	\$11,415
Crescent	\$2,469	Mt Vernon	\$44,793	Summit Valley	\$1,215
Creston	\$576	Mukilteo	\$117,161	Sumner	\$41,758
Curlew	\$1,980	Naches Valley	\$10,336	Sunnyside	\$63,929
Cusick	\$3,905	Napavine	\$4,694	Tacoma	\$253,868
Damman	\$554	Naselle Grays River	\$3,051	Taholah	\$2,148
Darrington	\$2,878	Nespelem	\$3,411	Tahoma	\$31,313
Davenport	\$4,983	Newport	\$13,043	Tekoa	\$1,233
Dayton	\$4,414	Nine Mile Falls	\$15,287	Tenino	\$8,431
Deer Park	\$16,173	Nooksack Valley	\$15,199	Thorp	\$1,471

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Dieringer	\$7,222	North Beach	\$6,428	Toledo	\$4,817
Dixie	\$601	North Franklin	\$21,997	Tonasket	\$11,254
East Valley (Spk)	\$35,545	North Kitsap	\$36,177	Toppenish	\$23,015
East Valley (Yak)	\$23,346	North Mason	\$22,075	Touchet	\$1,403
Eastmont	\$44,359	North River	\$423	Toutle Lake	\$3,886
Easton	\$883	North Thurston	\$86,920	Trout lake	\$1,715
Eatonville	\$9,487	Northport	\$2,347	Tukwila	\$42,340
Edmonds	\$125,658	Northshore	\$82,831	Tumwater	\$30,492
Ellensburg	\$22,280	Oak Harbor	\$34,537	Union Gap	\$8,221
Elma	\$12,496	Oakesdale	\$601	University Place	\$32,136
Endicott	\$780	Oakville	\$4,516	Valley	\$1,953
Entiat	\$4,141	Ocean Beach	\$8,323	Vancouver	\$168,768
Enumclaw	\$22,888	Ocosta	\$7,547	Vashon Island	\$8,147
Ephrata	\$19,954	Odessa	\$1,914	Wahkiakum	\$3,758
Evaline	\$2,049	Okanogan	\$14,903	Wahluke	\$19,496
Everett	\$131,742	Olympia	\$56,643	Waitsburg	\$2,699
Evergreen (Clark)	\$170,371	Omak	\$18,983	Walla Walla	\$42,404
Evergreen (Stev)	\$456	Onalaska	\$5,087	Wapato	\$40,140
Federal Way	\$205,965	Onion Creek	\$495	Warden	\$11,147
Ferndale	\$37,269	Orcas	\$3,440	Washougal	\$19,047
Fife	\$24,179	Orchard Prairie	\$935	Washtucna	\$373
Finley	\$6,938	Orient	\$1,093	Waterville	\$1,324
Franklin Pierce	\$69,575	Orondo	\$3,271	Wellpinit	\$2,844
Freeman	\$4,011	Oroville	\$11,834	Wenatchee	\$62,094
Garfield	\$1,592	Orting	\$13,959	West Valley (Yak)	\$35,450
Glenwood	\$313	Othello	\$42,037	West Valley (Spok)	\$19,626
Goldendale	\$9,866	Palisades	\$479	White Pass	\$3,479
Grand Coulee Dam	\$5,929	Palouse	\$937	White River	\$16,815
Grandview	\$33,060	Pasco	\$155,117	White Salmon	\$8,536
Granger	\$20,359	Pateros	\$2,525	Wilbur	\$1,422
Granite Falls	\$11,503	Paterson	\$688	Willapa Valley	\$3,811
Grapeview	\$1,767	Pe Ell	\$1,486	Wilson Creek	\$817
Great Northern	\$692	Peninsula	\$41,720	Winlock	\$7,468
Green Mountain	\$783	Pioneer	\$15,029	Wishkah Valley	\$1,038

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Griffin	\$3,349	Pomeroy	\$2,800	Wishram	\$416
Harrington	\$1,231	Port Angeles	\$42,093	Woodland	\$17,667
Highland	\$9,146	Port Townsend	\$15,392	Yakima	\$194,138
Highline	\$195,406	Prescott	\$2,838	Yelm	\$37,305
Hockinson	\$7,675	Prosser	\$22,769	Zillah	\$9,790
Hood Canal	\$5,240	Pullman	\$18,534		
Hoquiam	\$20,557	Puyallup	\$116,572		
Skill Center	Allocation	Skill Center	Allocation	Skill Center	Allocation
Aberdeen	\$6,849	New Market SC	\$31,627	Tri Tech SC	\$81,020
Bethel	\$33,942	NW Career Tech Acad	\$22,632	WANIC	\$26,956
Central Valley SD	\$7,807	SeaTac VSC	\$95,383	West Sound Tech SC	\$28,081
Clark Cty VSC	\$55,112	Seattle	\$18,318	Yakima VSC	\$67,285
Moses Lake	\$28,446	Sno Isle VSC	\$54,497		
N. Central VSC	\$21,015	Spokane ProTech VSC	\$60,287		
Tribal Compact	Allocation	Tribal Compact	Allocation	Tribal Compact	Allocation
Chief Leschi	\$0	Wa He Lut	\$1,405	Suquamish	\$713
Lummi	\$5,126	Yakama	\$23,015		
Quileute Tribal	\$611	Muckleshoot	\$4,501		

PLAN CONTENT

Section 132 (a)

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Washington state proposes to distribute postsecondary Perkins basic grant as follows: ninety percent (90%) of funding will be distributed using a revised “Pell Plus” formula, nine percent (9%) will be distributed to colleges serving rural communities, and one percent (1%) will be distributed to colleges that have high CTE enrollments. The formula will use unduplicated enrollment data, analyzed annually from the two years preceding the current fiscal year with no caps. (For example, FY21 awards will be based on FY19 enrollment data.) All students coded with a workforce intent will be included in the data and the headcount will be determined for each postsecondary institution. Those institutions with a headcount that will result in an award of \$50,000 or more will be allocated funds. The funds will then be distributed based on the percent of the total headcount. Currently, only one community college in Washington will not qualify for basic grant funding.

Washington State Perkins Plan

The first ninety percent (90%) of funds to be distributed to the colleges will be based on the revised “Pell Plus” formula using enrollment and financial aid data. It is the intent of the State Board for Community and Technical Colleges to identify all students participating in CTE programs and receiving need-based financial assistance to determine equitable distribution of Perkins Basic Grant funds to the colleges. The revised “Pell Plus” formula is described in Section 131(a)(3).

The State Board for Community and Technical Colleges will utilize the ten percent (10%) reserve option from the basic grant funds to assist colleges identified as rural or with a high number or high percent of CTE students.

Nine percent (9%) of the funding will be distributed to colleges serving rural communities. Rural colleges are those located in counties with population densities of less than 100 persons per square mile, based on data from the Washington Office of Financial Management. Counties not included in this definition are Clark, Island, King, Kitsap, Pierce Snohomish, Spokane and Thurston. Three counties are prorated to reflect portions of the county where the population meets the rural definition: Clark, Olympic, and Spokane.

The final one percent (1%) of funding will be distributed to colleges that have fifty percent (50%) or more of their student population enrolled in CTE programs. The percentage will be calculated from the number of students with a workforce intent code, divided by the college’s annual student headcount.

SBCTC – FY20 Perkins Grants (includes Basic, Reserve & Carryforward)

College	Perkins Basic Grant Award
Bates Technical College	\$327,995
Bellevue College	\$264,461
Bellingham Technical College	\$452,062
Big Bend Community College	\$195,172
Centralia College	\$268,606
Clark College	\$544,446
Clover Park Technical College	\$538,585
Columbia Basin College	\$413,507
Edmonds Community College	\$332,103
Everett Community College	\$337,408
Grays Harbor College	\$242,989
Green River College	\$383,562
Highline College	\$362,872
Lake Washington Institute of Technology	\$260,320
Lower Columbia College	\$346,774
North Seattle College	\$220,164

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Olympic College	\$466,677
Peninsula College	\$245,909
Pierce College District	\$704,790
Renton Technical College	\$369,386
Seattle Central College	\$341,121
Shoreline Community College	\$267,379
Skagit Valley College	\$389,142
South Puget Sound Community College	\$262,605
South Seattle College	\$220,164
Spokane District Office	\$954,579
Tacoma Community College	\$294,171
Walla Walla Community College	\$484,414
Wenatchee Valley College	\$289,707
Whatcom Community College	\$234,443
Yakima Valley College	\$457,659

1. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
include a proposal for such an alternative formula; and
describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not applicable at this time.

1. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
include a proposal for such an alternative formula; and
describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Washington state proposes to adjust its current “Pell Plus” formula to be inclusive of all CTE student enrollees who are receiving federal or state need-based financial aid. The current “Pell Plus” formula includes only three of the six need-based financial aid programs currently available to economically disadvantaged students. Enrollment data will

Washington State Perkins Plan

capture an unduplicated count of students with a workforce intent who are Pell/BIA, Worker Retraining, welfare and former welfare, BFET (SNAP E&T), Opportunity Grant, and Washington College Grant recipients.

As a preliminary review of formula adjustments has demonstrated that this approach will have a significant impact on several colleges, the new formula will be implemented gradually.

The state's previous "Pell Plus" formula was approved by OVAE for use beginning with Perkins III and continued under Perkins IV. Pell/BIA, Worker Retraining, and/or welfare and former welfare recipients who were enrolled in CTE programs were included in the previous "Pell Plus" formula.

If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

SECONDARY

OSPI will continue to strategically invest reserve funds to incentivize progress in priority areas, as represented in the state's leadership investment priorities. Reserve funds will be distributed to local programs for qualifying sub-recipients. Reserve funds may be distributed to districts that qualify by offering programs in rural areas, programs with high percentages or high numbers of CTE students, or areas with gaps in performance between groups of students. These funds will be spent in alignment with the Perkins requirements to foster innovation and support programs of study that are aligned with high-skill, high-wage, or in-demand occupations or industries. Eligible recipients will meet the criteria above, be an eligible school district, skill center, or tribal compact school, and will have completed an approved Perkins application.

Reserve funds are distributed through grants are administered separate grant applications. Grant applications provide a grant overview are either competitive, incentive, pilot, or pre-selected, depending upon the project. The selection criteria are described within the application, and alignment of Perkins Reserve priority areas are described within the application. This process will continue to be used to award reserve funding.

POSTSECONDARY

Ten percent (10%) of the postsecondary Perkins Basic Grant is distributed using a formula to rural colleges and colleges that have a high percentage of CTE participants. Rural colleges receive nine percent (9%) of the reserve funds and are defined as those colleges that include counties with population densities of less than 100 persons per square mile within their service district boundaries. Population density determinations are based on data from the Washington State Office of Financial Management. Three counties are prorated to reflect the portions of the counties that meet the rural definition – Spokane, Olympic, and Clark counties. Colleges with a high percentage of CTE participants receive one percent (1%) of the reserve funds and are those colleges that have fifty percent (50%) or more of their student populations 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. Bellingham Technical College,

Washington State Perkins Plan

Lake Washington Institute of Technology, Renton Technical College, Clover Park Technical College, and Bates Technical College all receive a portion of the one percent of reserve funds set aside for college that serve a majority of CTE students.

PLAN CONTENT

Section 211 (b)(1)(D)

Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year.

The state will continue with the current baseline:

Aggregate non-federal (state money) outlays into the career and technical education system in PY2018 totaled \$353,686,200 into the secondary system and \$274,923,132 into the postsecondary system, representing an aggregate expenditure level for the state of \$628,609,33.

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APPENDICES

**Washington State
Perkins Plan**

Appendix #1

Secondary and Postsecondary

Performance Indicators

Washington State Perkins Plan

Below are the secondary system's performance indicators and proposed targets for the next four years, and corresponding methodology and reasoning.

OSPI Proposed Secondary Indicators – Perkins V

CTE Concentrator Definition: A CTE concentrator is a student, served by an eligible recipient, who has completed at least 2 courses in a single career and technical education program or program of study. For the purposes of this definition, Washington will define course as a learning experience that results in the student earning at least one high school credit and will define program or program of study as courses in the same career cluster level.

CTE Participant Definition: A CTE participant is a student who completes no less than one course in a career and technical education program or program of study of an eligible recipient. Consistent with the term course used in concentrator, Washington defines course as a learning experience that results in the student earning at least one high school credit. A CTE participant will be any student that earns a high school credit in a CTE course.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>1S1: Four-Year Graduation Rate <i>Defined as: The percentage of <u>CTE concentrators</u> who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</i></p>	83.6%	84.7%	85.7%	86.8%

Methodology/Background: Washington’s primary goal is for students to graduate from high school, ready for college, career, and life. Consistent with the goals and indicators described in the state’s ESSA plan, OSPI proposes establishing a 90 percent minimum graduation rate for all students. In review of data from recent years, no student group was performing higher than the 90 percent threshold, and some of the most underserved student groups will need to make substantial annual gains to meet the 10-year goal identified in the ESSA plan. The state’s ESSA plan described annual improvement targets for each school year, from 2017-2018 through 2026-27. OSPI proposes to mimic the state targets for all-students for the 1S1 indicator. Once data has been collected under the new definition of CTE concentrator, data will be analyzed among all students, and disaggregated across race/ethnicity, gender, and elements of special populations to determine impact of CTE programming on the overall state 4-year adjusted cohort graduation rate. The annual targets are projected to align to the 90 percent goal by 2027.

Numerator: CTE concentrators who graduate in the 4-year adjusted cohort.
Denominator: All CTE concentrators in the four-year adjusted cohort.
 If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school, the student will be identified as a concentrator for the 1S1 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI’s adjusted cohort methodology used for the official federal graduation rate calculation. This data is already available to school districts, and is publicly reported for other student groups in the same manner. The addition of the concentrator

OSPI Proposed Secondary Indicators – Perkins V

status, as defined in the Washington state plan will create an additional student group of “CTE Concentrator”.

Preliminary Data Availability: Is dependent upon when school districts submit final enrollment status for students within the four-year adjusted cohort for the reporting year. This happens for some districts in June/August, however districts update their data until it is finalized in October through a data verification process managed by the state.

Final Data Availability: The graduation rate for all students is finalized in October. Status for the prior school year is not finalized until the school district reports enrollment for the current school year. October 15 is the latest a school district submits enrollment; providing final exiting status to be determined. The graduation rate is not finalized until October 15 of school year + 1. Example: Class of 2019 graduation rate is considered final, October, 2019.

Indicator/Definition from Perkins	Proposed Indicator 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>1S2: Extended Graduation Rate <i>Defined as: The percentage of <u>CTE concentrators</u> who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.</i></p>	86.6%	87.7%	88.7%	89.8%

Methodology/Background: The extended adjusted-cohort graduation rates (five, six, and seven-year rate) were not included as specific measures in the accountability framework of the state’s ESSA plan, so there are not long-term goals or measures that can be used to inform the state Perkins plan. This is an optional indicator for the purposes of the state Perkins plan. OSPI reviewed data over multiple years to set the extended graduation rate target. Data review demonstrated that the largest jump in graduation was between the fourth and fifth year, with a roughly 3.5 percentage point increase. With a focus on using data to direct decision-making, OSPI recommends using the 5-year extended graduation rate, to provide more recent information to districts. OSPI suggests a target that sets the 5-year extended graduation rate at 3 percentage points above the 4-year rate target in each year.

Numerator: CTE concentrators who graduate in the five-year adjusted cohort.

Denominator: All CTE concentrators in the five-year adjusted cohort.

If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school they will be identified as a concentrator for the 1S2 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI’s adjusted cohort methodology used for the official federal graduation rate calculation. The addition of the concentrator status, as defined in the Washington state plan will create an additional student group of “CTE Concentrator”.

Preliminary Data Availability: Is dependent upon when school districts submit final enrollment status for students within the four-year adjusted cohort for the reporting year. This happens for some districts in June/August, however districts update their data until it

OSPI Proposed Secondary Indicators – Perkins V

is finalized in October through a data verification process managed by the state.

Final Data Availability: The graduation rate for all students is finalized in October. Status for the prior school year is not finalized until the school district reports enrollment for the current school year. October 15 is the latest a school district submits enrollment; providing final exiting status to be determined. The graduation rate is not finalized until October 15 of school year + 2. Example: Class of 2019 5-year graduation rate is considered final, October, 2020.

Target/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>2S1: Academic Proficiency in Reading/Language Arts <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</i></p>	76.4%	78.7%	80.9%	83.2%
<p>Numerator: Any CTE concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan.</p> <p>Denominator: All CTE concentrators in the four-year adjusted cohort who were expected to take the ELA academic assessment.</p> <p>Benefits: Data system and rules align with current ESSA rules, and data is available immediately.</p> <p>Background: This indicator will represent proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their ELA academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.</p> <p>Preliminary Data Availability: Follows the graduation rate data availability.</p> <p>Final Data Availability: Follows the graduation rate data availability.</p>				
<p>2S2: Academic Proficiency in Mathematics <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</i></p>	57.1%	62.6%	68.1%	73.6%
<p>Numerator: Any CTE concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan.</p> <p>Denominator: All CTE concentrators in the four-year adjusted cohort, who were expected to take the mathematics academic assessment.</p> <p>Benefits: Data system and rules align with current ESSA rules, and data is available immediately.</p> <p>Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will</p>				

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be reported only once, in their expected on-time graduation year regardless of when they took their math academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.

Preliminary Data Availability: Follows the graduation rate data availability.

Final Data Availability: Follows the graduation rate data availability.

Methodology/Background: For 2S1 and 2S2: The academic indicators in Washington’s ESSA plan are related to proficiency on the statewide assessment for English Language Arts (ELA) and Mathematics. Washington uses the Smarter Balanced Assessment System, which is aligned to the Washington K-12 Learning Standards. Students currently take the statewide assessment for ELA and Mathematics in the 10th grade. The state ESSA plan articulates targets for all students, at all grade levels. Considering the definition of CTE concentrator, high school students in grades 9-12 will contribute to the concentrator definition. The difference between the proposed targets for ELA and mathematics proficiency Targets in the state ESSA plan, and the Perkins V plan are due to the methodology used to propose these targets. To establish these indicators, the state report card was reviewed to determine performance for 10th grade students in 2018 on the ELA and Mathematics assessments. This projection still aligns with the ESSA long term target of 90 percent by 2027. Considering the definition of concentrators under Perkins V, OSPI plans to reevaluate these targets once specific data for CTE concentrators becomes available, which will provide a baseline for reevaluation.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>2S3: Academic Proficiency in Science <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</i></p>	50.2%	56.8%	63.5%	70.1%

Numerator: Any CTE concentrators in the denominator who achieved proficiency on the science academic assessment.

Denominator: All CTE concentrators in the four-year adjusted cohort, who were expected to take the science academic assessment.

Benefits: Follows consistent methodology with 2S1 and 2S2. Eliminates concern about different testing years for 2S series of indicators.

Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their science academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.

Preliminary Data Availability: Follows the graduation rate data availability.

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Final Data Availability: Follows the graduation rate data availability.

Methodology/Background: There is no current academic indicator or metric in the ESSA plan for academic proficiency in science. The Washington Comprehensive Assessment of Science (WCAS) is aligned with the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). Students are assessed through the WCAS in the 11th grade. For consistency, OSPI proposed the long-term target to be set at 90 percent proficiency level. To determine annual targets, the 2018 assessment information was reviewed for 11th graders that took the test. Using actual performance metrics, in combination with the long-term target of 90 percent, OSPI proposes the above targets for 2S3. If the state amends the ESSA plan to include the science assessment, adjustments will be made to the state Perkins plan.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>3S1: Postsecondary Placement <i>Defined as: The percentage of <u>CTE concentrators</u> who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</i></p>	67%	70.2%	73.4%	76.6%

Numerator: Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, advanced training, military service, or employment.

Denominator: The number of CTE concentrators that exited (graduated or dropped out) from secondary education within the four-year adjusted cohort of the prior reporting year.

Background: This data is driven by performance 2 quarters after the student is expected to leave the system as part of the four-year adjusted graduation cohort. OSPI relies on the ERDC to provide the data on post-high school activities (post-secondary education, advanced training, military service or employment). OSPI will provide ERDC with the cohort of students that make up the denominator so that they can create the numerator. Students who continue enrollment beyond four years will not be included in this measure. This data will serve as a baseline, and the state will review the data of students that may not be included in this four-year cohort, and reevaluate in three years if this is the appropriate methodology.

Preliminary Data Availability: Preliminary data is not available. This data will only be available when final post-secondary

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outcomes are provided by ERDC.
Final Data Availability: 2 years following the students exit from the secondary system. As an example, class of 2019 four-year cohort will be reported in the 2020 CAR report.

Methodology/Background
 To propose this target, OSPI reviewed the state performance data under the similar indicator for Perkins IV. Our previous state performance on this similar measure informed our target, which we adjusted for changes in the concentrator definition. We reviewed the historical performance which was 72 percent, and reduced it by 5 percent to establish the baseline of the projected targets. In projecting a 90 percent target in 10 years, we projected a 3.2 point annual increase.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
4S1: Non-traditional Program Enrollment <i>Defined as: The percentage of <u>CTE concentrators</u> in career and technical education programs and programs of study that lead to non-traditional fields.</i>	51.8%	54.8%	57.8%	60.8%

Numerator: Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE course that was designated as preparing students for non-traditional fields based upon the indicator on the CIP code chart, and the student’s gender.

Denominator: All CTE concentrators in the four-year adjusted cohort. **The denominator for this measure is the same denominator as for the 1S1 measure.** Students that identify as “Gender X” are not permitted to be reported at the federal level. Due to this issue, students that identify as “gender X” will not be represented in the gender categories reported for this indicator but gender X will be represented in all other reporting groups for this indicator.

Data Availability: Students will be reported only reported once, in their expected on-time graduation year. If a student becomes a concentrator, or enrolls in a non-trad program only in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this indicator.

Methodology/Background
 Washington understands the constraints associated with the federal definition of non-traditional being restricted to gender. This is problematic, as available data shows disproportional employment among many special populations, not solely restricted to gender. Additionally, Washington’s secondary data system provides for students to be represented as “gender X”. This will potentially impact the validity of data reported at the local and state level for this indicator. OSPI reviewed the previous state targets and state performance metrics for non-traditional participation and non-traditional completion to inform proposed targets. Previous

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performance would set the baseline at 56.8 percent. To be consistent with the earlier decision to modify the baseline to reflect the new concentrator definition, OSPI reduced the baseline by 5 percent to propose a baseline of 51.8 percent, with an annual growth target of 3 percentage points.

Program Quality Overview: OSPI proposes including all three recommended program quality indicators into the accountability system for Perkins V. As these represent brand new indicators, and in consideration of the change in the concentrator definition, OSPI recommends that data is collected on all indicators to provide a baseline for future decisions. There are data changes that will need to be phased in to collect data for each indicator. While there is a current data structure to collect information on industry recognized credentials (recognized postsecondary credential), and postsecondary credits (dual credit), the definitions and methodology will require adjustments within the current system. The collection for participation in work-based learning will require a definition adjustment and modifications to the state data system. These indicators are all important focus areas for quality for CTE programs in our state, and data will be utilized to inform future decision making. The decision to recommend that all three indicators are included was informed by stakeholder engagement across a multitude of secondary education partners.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>5S1: Program Quality – Attained Recognized Postsecondary Credential <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having attained a recognized postsecondary credential.</i></p>	43%	46%	49%	52%

Numerator: Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system .

Denominator: All CTE concentrators in the four-year adjusted cohort who are exiting. The denominator for this measure is the same denominator as for the 1S1 measure.

Data Availability: Once the state data system has evolved, the state will consider amending the numerator definition and the methodology to represent student access to industry certificates. This will become available SY 2021-22 at the earliest. In absence of this information, the state will collect and report the number of concentrators that have attained certification as currently measured in the state data system (Element H21). Dependent upon baseline data, the state will reassess the indicator targets accordingly.

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Methodology/Background: Currently school districts report whether a course provides the opportunity for students to access industry recognized credentials> However, there are limitations in the number of certifications that can be reflected in the system, as well as a lack of mechanism to represent the type(s) of certificates available. Plans to expand the data collected related to industry recognized credentials are being phased in, and the state is developing an approved list of industry credentials for secondary CTE programs in partnership with the State Board for Community and Technical Colleges (SBCTC). While the state’s CTE graduation pathway promotes course taking that includes and/or leads to an industry recognized credential, this indicator will reflect only certifications and credentials that have been earned as a component of the secondary coursework. A shared state goal, is that 70 percent of Washington students from the high school class of 2030 will complete a postsecondary credential by age 26. While this goal represents education and training opportunities beyond the secondary system, this does provide a long-term metric for an aspirational target, that CTE programs can help support. Using current data of credential obtainment at 40%, we have set a 3 percentage point increase goal for recognized postsecondary credentials. CTE programs that are endorsed as Career Launch approved programs, as described in the Career Connect Washington system, will contribute to this quality indicator.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
<p>5S2: Program Quality – Attained Postsecondary Credits <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</i></p>	81.5%	82.9%	84.3%	85.7%

Numerator: Of students in the denominator, students that completed courses that provided dual credit.
Denominator: All CTE concentrators in the four-year adjusted cohort who graduated. The denominator for this measure is the same numerator as for the 1S1 measure.
Data Availability: CTE courses may report alignment with any of the state’s approved dual credit programs, however the most frequent dual credit type is likely to be CTE Dual Credit (formerly Tech Prep). Only CTE Dual Credit courses with current articulation agreements that have been registered in Washington’s Statewide Enrollment and Reporting System (SERS). These courses should lead to a professional-technical two-year degree, two-year certificate, or apprenticeship, and/or lead to employment or further education. Other dual credit programs in Washington include; Advanced Placement (AP), Cambridge International (CI), International Baccalaureate (IB), Running Start, College in the High School (CHS), and Career and Technical Education (CTE) Dual Credit.

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Methodology/Background: Currently school districts report whether a course provides the opportunity for students to access dual credit, however there are likely data validity issues with current CTE dual credit reports. OSPI plans to support school districts in improved data reporting for all dual credit opportunities. CTE preparatory courses, and courses with a CTE sequence for the purposes of the CTE graduation pathway support student access to earn dual credit through CTE Dual Credit and through other dual credit programs and articulation agreements. Under state law, school districts must demonstrate that approved career and technical programs maximize opportunities for students to earn dual credit for high school and college. This indicator will be measured by assessing the number of graduating seniors that have had access to dual credit as a component of their CTE program enrollment. To set this target, OSPI reviewed the class of 2018 four-year cohort, and determined that 75.7 percent of graduates had access to dual credit through a CTE course. In consistency with the long term target of 90 percent by 2027, the targets will increase annually by 1.4 percentage points.

<p>5S3: Program Quality – Participated in Work-Based Learning <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having participated in work-based learning.</i></p>	<p>Opt. 1 90%</p>	<p>Opt. 1 91.4%</p>	<p>Opt. 1 92.8%</p>	<p>Opt. 1 94.2%</p>
	<p>Opt. 2 25%</p>	<p>Opt. 2 30%</p>	<p>Opt. 2 35%</p>	<p>Opt. 2 35%</p>

Numerator: Of students in the denominator, CTE concentrators that participated in work-based learning.
Denominator: All CTE concentrators in the four-year adjusted cohort who graduated.
Data Availability: The only element consistently available in the data systems at this time is the enrollment reported in cooperative worksite learning, through the “888” CIP Codes. Through stakeholder engagement, and in review if the Perkins definition of work-based learning, this was deemed as too restrictive, and not reflective of the intention of the definition. Washington will seek to include a new CEDARS element, with specific valid values that align with the types of work-based learning students should have access to as part of the instructional experience.

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Methodology/Background:

For background, the Perkins V definition of work-based learning means, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

Option 1: Includes career awareness, career exploration, career preparation and career launch activities including but not limited to; embedded work-based learning; guest speakers, structured field trips, school-based enterprises, job shadows, cooperative and instructional worksite learning, paid and unpaid internships, all Supervised Agricultural Experience (SAE) projects, appropriate career and leadership development activities through CTSOs, and employment. As work-based learning is a required component of CTE programs in Washington, the target is set at 90% in the first year, and increases by 1.4% annually. This option will require a phase in of definition and data requirements. If selected, this indicator will not be a required component of the accountability system until 2021-22.

Option 2: Includes career preparation and career launch activities including; cooperative worksite learning, Entrepreneurship and Placement SAE projects, paid internships, paid employment, endorsed career launch programs. The inclusion of program definitions related to career connected learning, as well as other indicators reflected within this proposed definition, will require data collection changes. This option will require a phase in of definition and data requirements. If selected, this indicator will not be a required component of the accountability system until 2021-22. This indicator considered the proportion of students involved in WSL courses at this time, and uses a 5 percentage point increase annually.

OSPI recommends feedback from stakeholder groups be considered before selecting the final option to guide implementation of the work-based learning indicator. Based on initial feedback, we have eliminated an initially proposed option.

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POSTSECONDARY

	Proposed Indicator 2021-22	Proposed Indicator 2021-22	Proposed Indicator 2022-23	Proposed Indicator 2023-24
<p>1P1: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 202504(a)), or are placed or retained in employment.</p>	42%	43%	44%	45%
<p>Methodology/Background:</p> <p>Postsecondary performance analysis of data from the previous three academic years showed a 5% gain in 1P1 performance from 2015-16 to 2017-18. For purposes of reporting 1P1 performance, SBCTC will include CTE completers who participated in registered apprenticeships, enrolled in postsecondary baccalaureate degree programs within the community and technical colleges system, those that enroll in postsecondary programs outside Washington’s two-year college system, and those who were employed the second quarter following the completion year.</p> <p>Like most states, Washington is unable to report the number of program completers who transitioned to military service, a service program that receives assistance under Title 1 of the National and Community Service Act, or who transitioned to the Peace Corps.</p>				
	Proposed Indicator 2021-22	Proposed Indicator 2021-22	Proposed Indicator 2022-23	Proposed Indicator 2023-24
<p>2P1: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</p>	57%	59%	60%	61%
<p>Methodology/Background:</p> <p>Postsecondary performance analysis of data from the previous three academic years showed a 6% gain for 2P1 performance from 2015-16 to 2017-18. For purposes of reporting 2P1 performance, SBCTC will include all CTE concentrators who completed a CTE credential and who were no longer enrolled at a community or technical college two quarters after their last credential award.</p>				

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<p>For both 3S1 and 1P1, the state is not able to gather placement data of CTE concentrators who in the second quarter after exiting from secondary or postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD).</p>				
	Proposed Indicator 2021-22	Proposed Indicator 2021-22	Proposed Indicator 2022-23	Proposed Indicator 2023-24
3P1	18%	19%	19.5%	20%
<p>Methodology/Background:</p> <p>Postsecondary performance analysis of data from the previous three academic years showed a 1% gain for 3P1 performance from 2015-16 to 2017-18. For purposes of reporting 2P1 performance, SBCTC will include CTE concentrators from underrepresented gender groups (25% or less of the gender represented in the field) who were enrolled in CTE programs that lead to employment in non-traditional fields.</p> <p>Source: National Alliance for Partnerships in Equity - <u>Nontraditional Occupations Crosswalk</u></p>				

**Washington State
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Appendix #2

**CLNA, Guidelines and Resource Document, CLNA
Stakeholder Contacts by County**

Perkins V Comprehensive Local Needs Assessment (CLNA)

Washington Template



What are the minimal requirements of the CLNA

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
 - providing programs that are designed to enable special populations to meet the local levels of performance; and
 - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
 - Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
 - Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or
 - Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

For Partnerships Conducting a CLNA

Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

Perkins Leadership Team

Use the below template to identify the organizational leadership responsible for leading the CLNA process. This template should identify which Perkins recipient institutions (School District(s)/Skill Center(s)/Community and Technical College(s)) involved with the completion of this template.

This template should reflect the leadership team behind the CLNA, not the stakeholders consulted as part of the CLNA process.

Please add additional cells as needed.

Name	School District/Institution	Email/Contact Info	Role

CLNA Stakeholders

Identify stakeholders involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify both the primary and secondary role, if applicable. If “representative of a special population” or “other stakeholder” has been identified, please include the specific representation within the table below.

Please add additional cells as needed.

The Representative drop down includes representative of:

- Basic Education for Adults/Title II WIOA
- Economic Development/ADO
- Local Business and Industry Representative
- Local Workforce Development Area Representative
- Parent
- Postsecondary Administrator
- Postsecondary Career Counseling and Advising Professionals
- Postsecondary CTE Faculty
- Representatives of Indian Tribes and Tribal Organizations
- Representatives of Special Populations
- Secondary Administrator
- Secondary Career and Guidance Counselor
- Secondary Counselor
- Secondary CTE Administrator
- Secondary CTE Educator
- Secondary Instructional Support/Paraprofessionals
- Student
- Youth/Adult Corrections Education Representative
- Other Relevant Stakeholders

For the purposes of “Other relevant stakeholders” please identify the appropriate representation.

For the purposes of special populations, representation may include gender, race/ethnicity, and/or members representing economically disadvantage, youth in, or aged out of, foster care system, students with disabilities,

Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency for CTE students. The evidence or data source used to inform should be identified in the chart below.

1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source

1.B What is your approach to provide outreach to special and/or historically underserved populations?

Current State	Desired State	Evidence/Data Source

1.C What counselling or guidance resources do your college or district provide to ensure equitable access to both state and federal financial aid for special and underserved populations?

Current State	Desired State	Evidence/Data Source

1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.

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Element 1: Improving Equity and Access

Action Plan for Improving Equity and Access

<p>Ratings:</p> <ol style="list-style-type: none"> 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist <p>Rating (circle one)</p> <p style="text-align: center;">1 2 3 4</p>	<p>Strategies in Priority Order:</p>
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Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

Current State	Desired State	Evidence/Data Source

2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?

Current State	Desired State	Evidence/Data Source

2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?

Current State	Desired State	Evidence/Data Source

2.D In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in either 4S1 or 3P1, what is being done to address them?

Current State	Desired State	Evidence/Data Source

2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? *

Current State	Desired State	Evidence/Data Source

Element 1: Evaluation of Student Performance

Action Plan for Improving Student Performance

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist, and we have processes in place to close the remaining gaps
- 4 No gaps exist

Strategies in Priority Order:

Rating (circle one)

1 2 3 4

Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

3.A Which of your programs are experiencing difficulty meeting the state approved secondary or post-secondary definitions of size, scope, and quality? Why?

Current State	Desired State	Evidence/Data Source

3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials?

Current State	Desired State	Evidence/Data Source

3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?

Current State	Desired State	Evidence/Data Source

3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?

Current State	Desired State	Evidence/Data Source

3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?

Current State	Desired State	Evidence/Data Source

3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.

Current State	Desired State	Evidence/Data Source

3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:

- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
- Designed to meet other local education or economic needs identified through other sources.

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Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	Strategies in Priority Order:
Rating (circle one) 1 2 3 4	

Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

4.A How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?

Current State	Desired State	Evidence/Data Source

4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?

Current State	Desired State	Evidence/Data Source

4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?

Current State	Desired State	Evidence/Data Source

4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?

Current State	Desired State	Evidence/Data Source

Element 4: Programs and CTE Programs of Study

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist, and we have processes in place to close the remaining gaps
- 4 No gaps exist

Rating (circle one)
1 2 3 4

Action Plan for Improving Programs and CTE Programs of Study

Strategies in Priority Order:

Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. The evidence or data source used to inform should be identified in the chart below.

5.A How do your staff and faculty demographics compare with your student demographics?

Current State	Desired State	Evidence/Data Source

5.B What processes are in place to recruit new CTE educators who reflect your student population?

Current State	Desired State	Evidence/Data Source

5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.

Current State	Desired State	Evidence/Data Source

5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?

Current State	Desired State	Evidence/Data Source

Element 5: Recruitment, Retention and Training of CTE Educators

Action Plan for Improving Recruitment, Retention and Training of CTE Educators

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist, and we have processes in place to close the remaining gaps
- 4 No gaps exist

Rating (circle one)

1 2 3 4

Strategies in Priority Order:

Comprehensive Local Needs Assessment Summary

Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. The priority strategies may be duplicated from your CLNA before.

Element 1: Improving Equity and Access

Rating	Priority Strategies	Estimated Funding Use (\$)

Element 2: Evaluation of Student Performance

Rating	Priority Strategies	Estimated Funding Use

Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality

Rating	Priority Strategies	Estimated Funding Use

Element 4: Implementation of Programs & CTE Programs of Study

Rating	Priority Strategies	Estimated Funding Use

Element 5: Recruitment, Retention, and Training of CTE Educators

Rating	Priority Strategies	Estimated Funding Use

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Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals			
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;			
3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;			
4. Parents and students			

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title.			
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable			
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult			



PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Washington State Guidelines and Resources



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Introduction

Required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the comprehensive local needs assessment (CLNA) must be completed biennially by all Perkins recipients and utilized to inform their local Perkins Plan applications. Moreover, it provides an invaluable opportunity for secondary schools and colleges to establish and strengthen partnerships with critical stakeholders while reexamining program offerings, resources, and services to students with an emphasis on equity and equal access.

This handbook has been prepared to guide Washington State's Perkins V CLNA process. This process was developed in light of the new mission, vision, and values of Washington's Perkins State Plan:

MISSION: The Washington state Perkins plan uses an industry-informed, equity-focused approach to support the design, development, implementation and improvement of career and technical education.

VISION: Support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

VALUES: The Washington state agencies entrusted with administering the Perkins plan are committed to the following values, which prioritize equity and access for individuals served by Perkins:

- Using quantitative and qualitative data to inform decisions
- Engaging a diverse range of stakeholders, reflective of the communities they serve, to inform policies and practices
- Leveraging and aligning federal and state policies and funding to improve student outcomes
- Responding to labor-market gaps and emerging industries and occupations in the design of programs of study
- Promoting life-long learning that develops the knowledge and skills that allow individuals to remain competitive in chosen occupations/careers

With these themes at the forefront, the CLNA has the potential to be a transformative process for schools/colleges and the students and communities they serve. To that end, Perkins recipients are encouraged to thoroughly examine their own programs, student performance, and local labor market demand, but are also granted the autonomy to work collaboratively with regional partners to identify needs, areas of alignment, achievement gaps, work-based learning opportunities, and so on.

Washington State has incorporated the requirements outlined in the next section into five elements, which will constitute the format for the CLNA.

CLNA ELEMENTS

Element 1: Improving Equity and Access

Element 2: Evaluation of Student Performance

Element 3: Evaluation of CTE Programs
(Alignment, Size, Scope, and Quality)

Element 4: Implementation of Programs and
CTE Programs of Study

Element 5: Recruitment, Retention, and
Training of CTE Educators

Acknowledging that the comprehensive local needs assessment is a new and labor-intensive process, the state entities responsible for its development anticipate that the first iteration will be limited in scope. Consequently, Perkins recipients are encouraged to concentrate their efforts on elements 1 (Improving Equity and Access) and 2 (Evaluation of Student Performance) in 2019-2020 while developing, strengthening, and/or fine-tuning their internal stakeholder engagement practices in the process. While these are points of emphasis in year one, all sections of the CLNA should be completed and a good-faith effort should be made to involve external stakeholders as well. In subsequent years, the CLNA process will increase in scope to put the same level of focus on all five elements.

As the CLNA must inform each recipient’s Perkins Plan application, it must be completed by _____. Therefore, CLNA leads are encouraged to observe the following timeline:

POSTSECONDARY TIMELINE	
Data review	October 2019
Identify leadership team and stakeholders	October 2019
Gather and develop materials for engagement activities	October – November 2019
Solicit and analyze feedback	November 2019 – January 2020
Complete CLNA	January – February 2020
Perkins Application Release	February 2020
Perkins Application Due	April 2020

Acknowledgements: The State of Washington wishes to acknowledge and thank Advance CTE, the Association for Career and Technical Education (ACTE), and Colorado Career & Technical Education, all of which have provided invaluable guidance and resources and consented to their use in the development of Washington’s CLNA forms and guidelines. The latter has also credited the CTE offices of Nebraska and Louisiana for assistance in the development of the documents referenced.

Requirements of the Comprehensive Local Needs Assessment

Drawn directly from the Strengthening Career and Technical Education for the 21st Century Act, the federally mandated requirements of the CLNA are:

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
 - providing programs that are designed to enable special populations to meet the local levels of performance; and
 - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
 - Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
 - Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or
 - Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

Again, recipients are expected to make a good-faith effort to meet all of the CLNA requirements outlined in Perkins V; however, requirements 1 and 2 will be the focal points in 2019-20.

CLNA REQUIREMENT

Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.”

(Section 134(c))

As reflected in the CLNA template, Section 134(d) of the law also stipulates that the following stakeholders be consulted in the development of the CLNA:

- Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable;
- Any other stakeholders that the eligible agency may require the eligible recipient to consult.

Strategies for Developing the Comprehensive Local Needs Assessment



Step 1: Determine Areas of Emphasis and Objectives

Before doing a deep dive into the data, review CLNA Elements 1 and 2 and refer to Washington’s Perkins V mission, vision, and values to determine which themes align with those of your program and where there are discrepancies or gaps. With a clear understanding of state and federal expectations and points of emphasis, you may not need a wealth of data to tell you where you need to concentrate your efforts. Establishing a thematic “north star” along with a clear set of objectives will serve you well, especially as disparities in performance, stakeholder feedback, financial limitations, and other competing priorities vie for attention later on in the process.

Likewise, you should identify essential services, resources, and personnel needed to concentrate your efforts on the disparities you identified. Your CLNA will directly support your application for Perkins funding; therefore, it is important to lead with the resources needed to accomplish your primary objectives and goals. While innovation and continual improvement are paramount, make sure to

account for the necessities of your program and consider how they can be leveraged or optimized to support new endeavors and accomplish the goals identified throughout the process.

Step 2: Identify Leadership Team and Stakeholders

Perkins V continually emphasizes collaboration with “a diverse body of stakeholders” – a theme that is reiterated in Washington’s Perkins V values statement. It is imperative, however, that you start with those who are already engaged in the administration of your CTE programs and leverage their expertise in determining how to implement the process, who will be responsible for what elements of it, and what individuals or groups should be invited to participate in your stakeholder engagement activities.

Whenever possible, utilize existing advisory boards, assessment teams, and/or partner groups and determine which requirements they meet. You may find that you need to consult only a few additional representatives to meet the stakeholder engagement requirements outlined in the Requirements section above. It may help to identify existing meetings, conferences, and convenings in order to engage with stakeholders on their own turf and minimize the burden on them. Likewise, you may also consider other methods for soliciting feedback remotely such as webinars, surveys, conference calls, Canvas groups, web forms, and document-sharing.

Recognize that some organizations and agencies may overlap with several schools, districts, or college service areas and, when necessary and appropriate, work with colleagues in neighboring communities to solicit feedback jointly. This will this alleviate the burden on the stakeholder(s). In addition, it may help identify priorities and challenges that can be approached collaboratively leading to innovative programs and pathways to better serve students, employers, and local communities.

Step 3: Gather and Develop Materials

At this stage, you should be thinking strategically about what your needs and priorities are and determining what you do and do not have to support your assumptions, areas of inquiry, and/or preliminary approach to utilizing Perkins funds. Start with compiling data and materials that are readily available through institutional research, SBCTC- or OSPI-generated performance reports, Advisory Committee feedback, student evaluations, departmental surveys, etc. With your leadership team, evaluate your programs’ strengths, deficiencies, discrepancies in performance, and opportunities for improvement, enhancement, and collaboration. Consider, too, what information you are missing or how you can cross-validate your findings with other qualitative or quantitative sources.

EXAMPLES OF STAKEHOLDER GROUPS

**General Advisory
Committees**

**Worker Retraining Advisory
Committees**

**Workforce Education
Services Teams**

**Title II Adult Education
Providers**

CTE Student Organizations

Student Governments

Chambers of Commerce

**Workforce Development
Councils**

**Economic Development
Councils**

Labor Unions

Dual-Credit Consortia

**Parent-Teacher
Associations**

**Diversity, Equity, and
Inclusion Committees**

Tribal Organizations

Social Service Agencies

Organize the data and supporting documentation in a manageable fashion, and use your observations to develop discussion questions, surveys, or other instruments to facilitate stakeholder engagement. Stakeholder groups should review and provide responses to data, survey results, student evaluations, program review summaries, and preliminary findings that are relevant to them. In short, be judicious and deliberate. You want your partners to have something to reference, but certainly not everything.

Examples of Useful Materials and Data Sources

*Disaggregated Performance Metrics - Advisory Committee Recommendations - Student Evaluations
Demographic Data - Enrollment/Retention/Completion Data - Labor Market Information
Accreditation Reports - Survey Results - Focus Group Transcripts - Demand/Decline List
Salary/Wage Reports - Program Review Summaries - Budgets - Student Learning Outcomes*

Step 4: Solicit Feedback and Provide Analysis

The law does not dictate how stakeholder engagement must be accomplished, so you are encouraged to use this flexibility to your advantage. As discussed in Step 2, you may use a variety of methods to solicit feedback, but be clear about what you need and how you will ensure that respondents are well-informed and prepared to provide thoughtful, reliable, and constructive feedback. As you approach stakeholder engagement, consider the following questions:

- How can you take advantage of existing committees, gatherings, or evaluation instruments?
- Who is the most appropriate person to facilitate the conversation?
- How will you convey your overarching strategy, vision, values, or goals?
- How will you share pertinent information with stakeholder groups?
- How will you collect and categorize responses?
- How will you acknowledge their contributions and keep them engaged in a continual improvement process as required by Perkins V?

As you will need to identify your stakeholders and their respective roles in the CLNA, be sure to maintain a reliable record of activities and participants. You should have an established method of organizing and archiving meeting minutes, webinar recordings, attendance lists, survey responses, and the like for completing the CLNA and use in the future.

CONTINUED CONSULTATION

“An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency.”

Section 134(e)

Purpose of Continued Consultation:

1. Provide input on annual CLNA updates
2. Ensure responsiveness, quality, and alignment of programs of study
3. Identify opportunities for work-based learning
4. Ensure coordinated approach to Perkins funding

Your stakeholder engagement should accomplish one or more of the following:

- Validate strengths and areas of concern identified through data analysis;
- Challenge previous findings, meriting additional investigation and/or follow-up;
- Contribute to a root cause analysis of performance gaps or program deficiencies;
- Develop action plans to address performance gaps or program deficiencies;
- Generate questions or concerns that were not identified previously;
- Inform Perkins Plan application and potential funding strategies.

Before convening your stakeholder groups, refer to the CLNA template for guidance on how to approach facilitation and recordkeeping. It may help to develop worksheets for each discussion modeled after the template. Determine what stakeholders are appropriate for each of the two elements emphasized in 2019-2020, and focus on the following:

- **Current State:** Based upon data and participants' observations, describe the present state and document significant strengths and challenges as the CTE program is currently operating.
- **Desired State:** Identify what the ideal state would be if the strengths were sustained and all challenges were addressed. It may be helpful to write the desired state as goal statements.
- **Evidence:** Identify the data sources or information substantiating the statements in the current or desired state.

Upon completing the stakeholder engagement process, summarize the feedback and assemble a team to review and evaluate the information. Identify trends, major themes, and areas in need of further investigation, and use the CLNA template to categorize the topics and prioritize action items. For each element of the CLNA, you will also provide an overall rating and address the strategies you identified to improve and achieve your desired state. At the end of the CLNA template, you will summarize your findings and strategies for each element and provide an estimate of how much funding you will dedicate to each element.

CLNA Elements

As discussed above, there are five elements of the CLNA process aligned to the requirements of the law and Washington's mission, vision, and values for Perkins V. **While Perkins recipients will be concentrating on elements 1 (Improving Equity and Access) and 2 (Evaluation of Student Performance) in 2019-2020, all components of the CLNA will need to be completed in order to adequately inform the local application.** The sections below provide an overview of the elements and examples of materials, stakeholders, and questions that may be helpful in developing the comprehensive local needs assessment.

CLNA & LOCAL APPLICATION

"The eligible agency shall determine the requirements for local applications, except that each local application shall contain –

- (1) *A description of the results of the comprehensive local needs assessment conducted under subsection (c)"*

(Section 134(b))

EQUITY IN THE CLNA

Element 1: Improving Equity and Access

This is Washington’s top priority for 2019-2020 and beyond. The aim of this element is to encourage you to think holistically about your approach to equity and access and consider if and/or how these concepts are embedded into your programs. You are encouraged to look beyond standard accommodations and/or services and, instead, work with critical stakeholders to identify underrepresented populations, barriers to entry and/or completion, performance gaps, and root causes for these disparities. As you are engaging in a needs assessment, be transparent about your current state and limitations and focus on opportunities and the resources necessary to take advantage of your institutional strengths.

The CLNA must address:

“(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.”

Section 134(c)(2)(E)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Disaggregated performance data • Student demographics • Faculty/staff demographics • Climate surveys • Marketing and recruitment materials • DEI-related professional development opportunities • Cultural and affinity groups • Disability support services 	<ul style="list-style-type: none"> • Instructors, Administrators, and Counselors/Advisors • Marketing and Communications • Title II Adult Education Providers • Disability Support Services • Multicultural Student Services • Institutional Research/Data Staff • Students and Alumni • Representatives of Special Populations • Tribal Representatives/Organizations • Social Services Agencies
Questions to Consider	
<ul style="list-style-type: none"> • Are you recruiting students in communities populated by historically underserved individuals or requiring them to come to you? • Are your marketing/recruitment materials reflective of the diversity you hope to achieve? • Are you proactively offering accommodations and services or waiting for students to request them? • Do students have the opportunity to join affinity or support groups? • Are there adequate diversity, equity, and inclusion training opportunities for educators and support staff? • How are you leveraging various sources of funding and financial aid to support underrepresented students and/or special populations? 	

Element 2: Evaluation of Student Performance

Evidence of Perkins V’s emphasis on equity and access, the law requires performance data for each of the new indicators to be disaggregated by program, student subgroup, and special populations. Perkins recipients must evaluate this disaggregated data to identify disparities or gaps in performance, investigate the root causes, and develop strategies to address programmatic barriers and better support students from special populations and historically underserved demographic subgroups. Soliciting feedback from a diverse body of stakeholders is critical to understanding why performance gaps exist and how they can be remedied. Like Element 1, Evaluation of Student Performance is a Washington State priority in the first year of Perkins V

SPECIAL POPULATIONS

1. Individuals with disabilities
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for non-traditional fields
4. Single parents, including single pregnant women
5. Out-of-workforce individuals
6. English learners
7. Homeless individuals
8. Youth who are in, or have aged out of, the foster care system
9. Youth with a parent who is a member of the armed forces on active duty

“Each local application shall contain...(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)...”

Section 134(b)(9)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Performance data by special population • Performance data by subgroup • Performance data by program • Enrollment in programs leading to non-traditional fields • Employer surveys • Student evaluations 	<ul style="list-style-type: none"> • Instructors, Administrators, and Counselors/Advisors • Multicultural Student Services • Institutional Research/Data Staff • Program Advisory Committees • Business/Industry/Labor Representatives • Students and Alumni • Representatives of Special Populations
Questions to Consider	
<ul style="list-style-type: none"> • Where are there gaps in performance among students from special populations? Why? • Where are there gaps in performance among demographic subgroups? Why? • Are there disparities in various populations’ and/or subgroups’ performance in specific programs? Why? • In what programs are there a disproportionate number of men or women enrolled? • How long have there been discrepancies in performance and what, if anything, has been attempted to remedy them? 	

Element 3: Evaluation of CTE Programs (Size, Scope, Quality, and Alignment)

“Size, scope, and quality” refers to the recipient’s ability to support CTE programs and associated work-based learning opportunities that effectively prepare students for careers in high-wage, high-skill, or in-demand occupations. This includes an evaluation of individual programs’ enrollment, growth potential, staffing levels, career guidance and advising services, instructor preparation, curriculum relevance, equipment needs, and the like. Programs of sufficient size, scope, and quality should meet the academic and developmental needs of the students served while ensuring that they are on a pathway leading to a credential of workplace value. Such programs and credentials should be aligned with business and industry need and developed in partnership with employers and educators who are subject-matter experts in their respective fields.

SIZE, SCOPE, AND QUALITY

SIZE, SCOPE, AND QUALITY

The CLNA must include:

“A description of how CTE programs offered by the eligible recipient are –

- *Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and*
- *Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board...; or*
- *Designed to meet local education or economic needs not identified by State boards or local workforce development boards.”*

Section 134(c)(2)(B)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Disaggregated performance data • Enrollment data by program • Employer surveys • Student evaluations • Equipment inventories • Work-based learning opportunities • Program resources/roadmaps • Student learning outcomes 	<ul style="list-style-type: none"> • Instructors, Administrators, and Counselors/Advisors • Institutional Research/Data Staff • Business/Finance Office • Program Advisory Committees • Business/Industry/Labor Representatives • Workforce Development Council • Employment Security Department • Students and Alumni
Questions to Consider	
<ul style="list-style-type: none"> • Do your programs lead to credentials of value in in-demand industries? How do you know? • Do your programs feature up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities? What more do you need? • Are your students receiving adequate career guidance, counseling, and individualized academic support? • Is enrollment sufficient to support the program? If not, how do you recruit for it? • Are instructors provided with professional development opportunities to remain current in their fields? • Are you effectively partnering with employers and educational institutions to ensure that your programs are aligned with industry need and future academic opportunities? 	

Element 4: Implementation of Programs and CTE Programs of Study

Perkins V provides the first formal definition of “program of study” and includes the term throughout the law, reinforcing the notion that career and technical education should be construed as a series of bridges to future opportunities rather than a set of isolated programs. Accordingly, Element 4 is intended to initiate conversations about how your CTE programs align with business and industry need and expose students to future opportunities for employment, education, and training. “Coordinated” is a key word in the definition of program of study, and Perkins recipients should be reevaluating how and with whom their programs are developed and revised and whether there are adequate resources to enable students to seamlessly progress through and transition out of them. Consider whether your existing programs and dual-credit articulations truly lead to credentials of workplace value. Identify where there may be industry-informed opportunities to establish comprehensive and meaningful programs of study to make degree and employment attainment more accessible to the students you serve.

PROGRAM OF STUDY

“A coordinated, nonduplicative sequence of academic and technical content...that –

- (A) Incorporates challenging State academic standards...;*
- (B) Addresses both academic and technical knowledge and skills, including employability skills;*
- (C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;*
- (D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- (E) Has multiple entry and exit points that incorporate credentialing; and*
- (F) Culminates in the attainment of a recognized postsecondary credential”*

Section 3(41)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Disaggregated performance data • Enrollment data by program • Employer surveys • Program resources/roadmaps • Dual-credit articulation agreements • ESD demand/decline list • Labor market information • Credentials of value 	<ul style="list-style-type: none"> • Instructors, Administrators, and Counselors/Advisors • Program Advisory Committees • Dual-Credit Consortium Representatives • HS/College CTE Directors • Business/Industry/Labor Representatives • Workforce Development Council • Employment Security Department
Questions to Consider	
<ul style="list-style-type: none"> • What is your motivation or intent in establishing programs of study? • What existing programs or dual-credit articulations are not satisfying academic requirements or leading to credentials of workplace value? • Are students taking advantage of CTE dual-credit opportunities? Why or why not? • Where are there labor market-informed opportunities to develop/expand programs of study? • Who generally initiates the establishment or review of programs of study? Can you be more proactive or collaborative? 	

Element 5: Recruitment, Retention, and Training of CTE Educators

Whether instructors, administrators, support staff, advisors, or counselors, CTE educators are intrinsically connected to all of the other CLNA elements. They should be instrumental in implementing programs of study, evaluating CTE program quality, contributing to student success, and ensuring equity and access. To do so effectively, they must be chosen carefully, supported and empowered, and provided with ample opportunities to grow in their professions and stay ahead of the curve with respect to CTE trends, innovations, technologies, and best practices. Accordingly, Perkins V includes professional development as a required use of funds and provides nine examples of permissible activities. It also includes a new and comprehensive definition of “professional development.” Element 5 reflects this point of emphasis, but also challenges recipients to evaluate recruitment, retention, and training through an equity lens by considering what practices and opportunities are provided to ensure that the staff and faculty are reflective of the diversity of the student population and responsive to the needs of historically underrepresented populations.

PROFESSIONAL DEVELOPMENT

“Activities that –

- (A) Are an integral part of...strategies for providing educators...with the knowledge and skills necessary to enable students to succeed in CTE, to meeting challenging State academic standards..., or to achieve academic skills at the postsecondary level; and*
- (B) Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, [and] to the extent practicable evidence based...”*

Section 3(40)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Position announcements and recruitment materials/practices • Instructor certification process and data • Employee retention data • Employee demographics, ratios, credentials, salaries, etc. • P.D. resources and activities • Staff climate surveys/focus groups • Student evaluations • Student demographics 	<ul style="list-style-type: none"> • Instructors, Administrators, and Counselors/Advisors • Human Resources • Institutional Research/Data Staff • Multicultural Student Services • Program Advisory Committees • Business/Industry/Labor Representatives • Representatives of Special Populations •
Questions to Consider	
<ul style="list-style-type: none"> • Do your staff and instructors reflect the diversity of your student body? • Are your recruitment and hiring practices far-reaching and equitable? • How do you support professional development opportunities aimed at inclusion and equity? • What resources/activities ensure that program content and delivery is current and relevant? • How have you assessed staff retention and satisfaction in the workplace? • Are there industry trends, emerging technologies, curriculum shifts, learning modalities, etc. that your programs have not responded to? Why? 	

Overall Analysis and Use in Local Application

After completing each element of the CLNA, identify and elaborate upon your top priorities and strategies in the CLNA Assessment Summary worksheet. This should reflect whatever you need or need to do to reach the desired state and may include:

- Curriculum revisions to meet industry standards;
- New or upgraded industry-standard equipment and technology;
- Improved recruitment and marketing strategies, especially as they pertain to special populations and non-traditional fields;
- Professional development to prepare new instructors and keep others current in their fields and methods of content delivery;
- Instructional support resources such as adaptive technology, tutoring, lab assistants, open educational resources (OER), translation services, distance learning technology, etc.
- Student support resources such as advising/counseling, financial aid, CTE student organizations, early alert systems, job search and career preparation software, etc.
- Support for building and maintaining partnerships (e.g. advisory committees, one-stops, dual-credit consortia, professional associations, etc.)
- Development and marketing of academic/career pathways, roadmaps, and programs of study;
- Improved methods of assessing program efficacy and student performance;
- Collaboration in developing work-based learning opportunities; and
- Other innovative strategies for improving career and technical education or addressing disparities or gaps in student performance.

Keep in mind that here you are establishing the foundation for your local application, wherein you will need to summarize your findings, respond to deficiencies and performance gaps, and provide a sound rationale for how you intend to utilize your Perkins funding. In short, your application must be directly tied to your CLNA. Consequently, your summary section requires you to estimate how much you will dedicate to addressing the needs identified in each element. As in Perkins IV, grant funds may supplement, but not supplant, non-federal funds expended to carry out CTE activities.

APPLICATION REQUIREMENTS

1. Description of CLNA results
2. Information on CTE course offerings, activities, and programs of study
3. One-stop/WIOA collaboration with workforce agencies
4. Integration of academic and technical knowledge and skills
5. Efforts to support students from special populations and those preparing for non-traditional fields
6. Description of work-based learning opportunities and employer partnerships
7. Dual-credit, concurrent enrollment, and early college CTE programs
8. Strategies for recruiting, retaining, and training CTE educators
9. Efforts to address disparities or gaps in performance

Additional Resources

SBCTC Contacts:

Kathy Goebel
Policy Associate
(360) 704-4359
kgoebel@sbctc.edu

Tim McClain
Program Administrator
(360) 704-4342
tmcclain@sbctc.edu

Online Resources:

ACTE's "Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity: A Guide for Local Leaders"

https://cte.careertech.org/sites/default/files/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf

Advance CTE's "Driving Quality & Equity: A State Guide to Developing the Perkins V Comprehensive Local Needs Assessment Template"

https://cte.careertech.org/sites/default/files/PerkinsV_CLNA_Template_Guide.pdf

CCSSO's "Using Needs Assessments for School and District Improvement: A Tactical Guide"

https://cte.careertech.org/sites/default/files/Using_Needs_Assessments_For_School_and_District_Improvement.pdf

CCSSO's "Stakeholders and Perkins V: Meaningful Engagement for Student Success"

<https://ccsso.org/resource-library/stakeholders-and-perkins-v-meaningful-engagement-student-success>

JP Morgan Chase & Co.'s "New Skills for Youth Career Readiness Stakeholder Engagement Tool"

https://cte.careertech.org/sites/default/files/files/resources/Stakeholder_Engagement_Tool_2017.pdf

County	Educational Service Districts	School Districts	CTE Secondary Directors	Tribes/Tribal Organizations (See Below for Contact names and numbers)	Skills Centers (SC)	Colleges	Postsecondary Workforce Education Directors	Basic Education for Adults	WDC	EDC
Adams	Served by: ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Benge SD #122 Lind SD #158 Othello SD #147 Ritzville SD #160 Washuena SD #109	#122-Robert Moore, Admin. #158-Andy Williams, CTE Dir. #147-Amy Parris, CTE Dir. #160-Andy Williams, CTE Dir. #109-Vance Wing, Supt.	Spokane Tribe Confederated Tribes and Bands of the Yakama Nation Confederated Tribes and Bands of the Yakama Nation Spokane Tribe Confederated Tribes and Bands of the Yakama Nation		Big Bend Community College Columbia Basin College	Dancen Berry-Guerin 509-793-2053 Jesus Mota 509-542-4424	Faviola Barbosa Big Bend Comm. College 509-793-2305	Dave Petersen North Central Washington WDC 509-664-6091	David Baumann EDC, Othello 509-331-2042
Asotin	Served by: ESD #123 Darcy Weisner, Supt. 509-547-8441 (Pasco)	Asotin-Anatone SD #420 Clarkston SD #250	#420-Dale Bonfield, Supt. #250-Cami Browne, CTE Asst. Dir.	Confederated Tribes and Bands of the Yakama Nation Spokane Tribe		Walla Walla Community College	Gerald Anhorn 509-527-4299	Susan Pearson Walla Walla Comm. College 509-527-4265	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Dawn Smith EDC, Clarkston 509-571-9144
Benton	Served by: ESD #123 Darcy Weisner, Supt. 509-547-8441 (Pasco)	Finley SD #53 Kennewick SD #17 Kiona-Benton City SD #52 Paterson SD #50 Prosser SD #116 Richland SD #400	#53-Jackie Hergert, CTE Dir. #17-Tricia Anderson, CTE Dir. #52-Jackie Hergert, CTE Dir. #50-John Seaton, Supt./Principal #116-Travis DeVore, CTE Dir. #400-Ryan Beard, Intern CTE Dir.	Confederated Tribes & Bands of the Yakama Nation / Confederated Tribes of the Umatilla Indian Reservation	Tri-Tech SC Paul Randall, Dir. 509-222-7322	Columbia Basin College	Jesus Mota 509-542-4424	Daphne Larios Columbia Basin College 509-542-4562	Tiffany Scott Benton-Franklin WDC 509-734-5984	Carl Adrian Tri-City EDC Kennewick 509-735-1000
Chelan	ESD #171 Michelle Price, Supt. 509-664-2621 (Wenatchee)	Cascade SD #228 Cashmere SD #222 Entiat SD #127 Lake Chelan SD #129 Manson SD #19 Stehekin SD #69 (K-8) Wenatchee SD #246	#228-Kirk Sunitsch, CTE Dir. #222-Chris Cloakey, CTE Dir. #127-Miles Caples, Supt. #129-Scott Granger, Jr., CTE Dir. #19-Susan Sears, CTE Dir. #69-Rich McBride, Supt. #246-Jeremy Wheatley, CTE Dir.	Sauk-Suiattle Tribe Colville Confederated Tribes Colville Confederated Tribes Colville Confederated Tribes Suak-Suiattle Tribe Colville Confederated Tribes	Wenatchee Valley Technical SC Peter Jelsing, Dir. 509-662-8827	Wenatchee Valley College	Joey Walter 509-682-6614	Brent Carter Wenatchee Valley College 509-682-6790	Dave Petersen North Central Washington 509-664-6091	Jim Kuntz Port of Chelan Wenatchee 509-663-5159
Clallam	Served by: ESD #114 Greg Lynch, Supt. 360-405-5801 (Bremerton)	Cape Flattery SD #401 Crescent SD #313 Port Angeles SD #121 Quillayute Valley SD #402 Sequim SD #323	#401-Michelle Parkin, Supt. #313-Dave Bingham, Supt. #121-Cindy Crumb, CTE Dir. #402-Cindy Feasel, Principal #323-Steve Mahitka, CTE Dir.	Makah Tribe Lower Elwha Klallam Tribe Lower Elwha Klallam Tribe Hoh Tribe / Quileute Tribe Jamestown S'Klallam Tribe		Peninsula College	Mia Booster 360-417-6484	Amie Balton Peninsula College 360-417-6381	Elizabeth Court Olympic Consortium WDC 360-337-5777 x 4767	Colleen McAleer Clallam EDC Port Angeles 360-457-7793
Clark	ESD #112 Tim Merlino, Supt. 360-750-7503 (Vancouver)	Battle Ground SD #119 Camas SD #117 Evergreen SD (Clark) #114 Green Mountain SD #103 Hockinson SD #98 La Center SD #101 Ridgefield SD #122 Vancouver SD #37 Washougal SD #112	#119-Cindy Arnold, CTE Dir. #117-Derek Jaques, CTE Dir. #114-Susan Dixon, CTE Dir. #103-Tyson Vogeler, Supt. #98-Andrew Schoonover, CTE Dir. #101-Carol Patton, Principal #122-Tiffany Gould, CTE Dir. #37-Mark Wreath, CTE Dir. #112-Margaret Rice, CTE Dir.	Cowlitz Tribe Cowlitz Tribe Cowlitz Tribe Cowlitz Tribe Cowlitz Tribe Cowlitz Tribe Cowlitz Tribe Cowlitz Tribe Confederated Tribes and Bands of the Yakama Nation	Cascadia Tech Academy Mark Mansell, Dir. 360-604-1050	Clark College	Armetta Burney 360-992-2936	Jim Wilkins-Lutun Clark College 360-992-2780	Kevin Perkey Workforce Southwest WA 360-567-1066	Jennifer Baker Columbia River EDC Vancouver 360-694-5006
Columbia	Served by: ESD #123 Darcy Weisner, Supt. 509-547-8441 (Pasco)	Dayton SD #2 Starbuck SD #35 (K-8)	#2-Tracy Pearson, CTE Dir. #35-Kevin Graffis, Supt. Principal	Confederated Tribes and Bands of the Yakama Nation / Confederated Tribes of the Umatilla Indian Reservation		Walla Walla Community College	Gerald Anhorn 509-527-4299	Susan Pearson Walla Walla Comm College 509-527-4265	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Dawn Smith EDC, Clarkston 509-571-9144
Cowlitz	Served by: ESD #112 Tim Merlino, Supt. 360-750-7503 (Vancouver)	Castle Rock SD #401 Kalama SD #402 Kelso SD #458 Longview SD #122 Toutle Lake SD #130 Woodland SD #404	#401-Julia Collins, CTE Dir. #402-Guy Strot, Principal/CTE Dir. #458-Melissa Boudreau, CTE Dir. #122-Hil Diehl, CTE Dir. #130-Kristin Niehenke, CTE Dir. #404-Asha Riley, Asst. Supt./CTE Dir.	Cowlitz Tribe		Lower Columbia College	Tamra Bell 360-442-2621	Theresa Stalick Lower Columbia College 360-442-2583	Kevin Perkey Workforce Southwest WA 360-567-1066	Ted Sprague Cowlitz EDC 360-423-9921
Douglas	Served by: ESD #171 Michelle Price, Supt.	Bridgeport SD #75 Eastmont SD #206 Grand Coulee SD #301J	#75-Tamra Jackson, Principal #206-Ken Fulkerson, CTE Dir. #301J-Mark Herndon, CTE Dir.		Wenatchee Valley Technical SC	Wenatchee Valley College	Joey Walter 509-682-6614	Brent Carter Wenatchee Valley College 509-682-6790	Dave Petersen North Central Washington 509-664-6091	Lisa Parks Port of Douglas, East Wenatchee

	509-664-2621 (Wenatchee)	Mansfield SD #207 Orondo SD #13 Palisades SD #102 Waterville SD #209	#207-Shane Bird, Principal #13-Ismael Vivanco, Supt. #102-Ismael Vivanco, Supt. #209-Tabatha Mires, Supt./Principal	Colville Confederated Tribes						509-884-4700
Ferry	Served by: ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Curlew SD #50 Inchelium SD #70 Keller SD #3 Orient SD #65 Republic SD #309	#50-John Glenewinkel, Supt. #70-Kim Spacek, Supt./CTE Dir. #3-Steve Gaub, Supt. #65-Sherry Cowbrough, Supt./Principal #309-Chris Burch, Principal	Colville Confederated Tribes		Spokane Comm. College Spokane Falls CC	Jaelyn Jacot 509-279-6234 Lora Senf 509-533-3429	Sherri Fujita Spokane Community College 509-279-6211	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Barry Lamont Tri County EDC Colville 509-684-4571 x105
Franklin	ESD #123 Darcy Weisner, Supt. 509-547-8441 (Pasco)	Kahlotus SD #56 North Franklin SD #51 Pasco SD #1 Star SD #54 (K-6)	#56-Brent White, CTE Dir. #51-Jackie Hergert, CTE Dir. #1-Deb Thurston, CTE Dir. #54-Rich Puryear, Supt.	Confederated Tribes and Bands of the Yakama Nation	Tri-Tech SC	Columbia Basin College	Jesus Mota 509-542-4424	Daphne Larios Columbia Basin College 509-542-4562	Tiffany Scott Benton-Franklin WDC 509-734-5984	Carl Adrian Tri-City EDC Kennewick 509-735-1000
Garfield	Served by: ESD #123 Darcy Weisner, Supt. 509-547-8441 (Pasco)	Pomeroy SD #110	#110-Amy Miller, Principal/CTE Dir.	Spokane Tribe / Confederated Tribes of the Umatilla Indian Reservation		Walla Walla Community College	Gerald Anhorn 509-527-4299	Susan Pearson Walla Walla Community College 509-527-4265	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Jack Peasley Southeast WA EDC Clarkston 509-566-7079
Grant	Served by: ESD #171 Michelle Price, Supt. 509-664-2621 (Wenatchee)	Coulee-Hartline SD #151 Ephrata SD #165 Moses Lake SD #161 Quincy SD #144 Royal SD #160 Soap Lake SD #156 Wahluke SD #73 Warden SD #146 Wilson Creek SD #167	#151-Heidi Emerson, WACTA Member #165-Sarah Vasquez, CTE Dir. #161-James Yonko, CTE Dir. #144-Nicole Monroe, CTE Dir. #160-Chris Hill, Intern CTE Dir. #156-Vance Frost, WACTA Mem. #73-Betty Palmer, CTE Dir. #146-Michele Cram, CTE Dir. #167-Jackie Floetke, CTE Dir.	Colville Confederated Tribes Colville Confederated Tribes Colville Confederated Tribes Confederated Tribes and Bands of the Yakama Nation Colville Confederated Tribes Confederated Tribes and Bands of the Yakama Nation Colville Confederated Tribes / Confederated Tribes and Bands of the Yakama Nation Colville Confederated Tribes	Columbia Basin Technical SC Moses Lake Christine Armstrong, Dir. 509-793-7099	Big Bend Community College	Daneen Berry-Guerin 509-793-2053	Faviola Barbosa Big Bend Community College 509-793-2305	North Central WA WDC 509-664-6091	Brant Mayo Grant EDC Moses Lake 509-764-6579
Grays Harbor	Served by: ESD #113 Dana Anderson, Supt. 360-464-6700 (Tumwater)	Aberdeen SD #5 Cosmopolis SD #99 Elma SD #68 Hoquiam SD #28 Lake Quinalt SD #97 McCleary SD #65 Montesano SD #66 North Beach SD #64 Oakville SD #400 Ocosta SD #172 Satsop SD #104 Taholah SD #77 Wishkah Valley SD #117	#5-Lynn Green, CTE Dir. #99-Cherie Patterson, Supt./Prin. #68-Christi Kershaw, CTE Dir. #28-Brock Maxfield, VP/CTE Dir. #97-Keith Samplawski, Principal #65-Shannon Ramsey, Supt. #66-Stephanie Klinger, Dir. CTE #64-Andy Kelly, Supt. #400-Rich Staley, Principal #172-Christopher Pollard, Principal/CTE Dir. #104-Marsha Hendrick, Supt./Principal #77-Kathleen Werner, Supt. #117-Ruthann Brown, Intern CTE Dir.	Quinalt Tribes Shoalwater Bay Tribe Chehalis Confederated Tribes Quinalt Tribe Quinalt Tribe Chehalis Confederated Tribes Quinalt Tribe Quinalt Tribe Chehalis Confederated Tribes Shoalwater Bay Tribe Shoalwater Bay Tribe Quinalt Tribe Quinalt Tribe	Twin Harbors SC Lynn Green, Dir. 360-538-2038	Grays Harbor College	Lucas Rucks 360-538-4013	Diane Smith Grays Harbor College 360-538-4181	Cheryl Fambles Pacific Mountain WDC 360-570-4240	Dru Garson Grays Harbor EDC Aberdeen 360-532-1924
Island	Served by: ESD #189 Larry Francois, Supt. 360-299-4000 (Anacortes)	Coupeville SD #204 Oak Harbor SD #201 South Whidbey SD #206	#204-Duane Baumann, Principal #201-Ray Cone, CTE Dir. #206-John Patton, CTE Dir./Prin.	Tulalip Tribe Swinomish Tribe Tulalip Tribe		Skagit Valley College	Darren Greeno 360-416-7729	Sinead Fitzpatrick Plagge Skagit Valley College 360-416-7675	Gay Dubigk Northwest WDC 360-676-3206	Sharon Sappington EDC-Island County Coupeville 360-678-6889
Jefferson	Served by: ESD #114 Greg Lynch, Supt. 360-405-5801 (Bremerton)	Brinnon SD #46 Chimacum SD #49 Port Townsend SD #50 Queets-Clearwater SD #20 Quilcene SD #48	#46-Patricia Beathard, Supt. #49-Brian MacKenzie, Principal/CTE Dir. #50-Carrie Ehrhardt, Principal #20-Richard Rohlman, Admin. #48-Sean Moss, Principal	Skokomish Tribe Port Gamble S'Kallam Tribe Jamestown S'Kallam Tribe Quinalt Tribe Skokomish Tribe		Peninsula College Olympic College	Mia Boster 360-417-6484 Amy Hatfield 360-475-7264	Amic Balton Peninsula College 360-417-6381	Elizabeth Court Olympic Consortium WDC 360-337-5777 x 4767	Brian Kuh Jefferson EDC Port Townsend 360-379-4693
King	ESD #121 John Welch, Supt. 425-917-7600 (Renton)	Auburn SD #408 Bellevue SD #405 Enumclaw SD #216 Federal Way SD #210 Highline SD #401	#408-Lew Keliher, CTE Dir. #405-Marilyn Henselman, CTE Dir. #216-Kim Herd, CTE Dir. #210-Samantha Anderson, CTE Dir. #401-Chance Gower, CTE Dir.	Muckleshoot Tribe Snoqualmie Tribe Muckleshoot Tribe Puyallup Tribe Muckleshoot Tribe	Seattle SC Dan Golosman, Dir. 206-637-3464	Bellevue College Green River College Highline College	Albert Lewis, Jr. 425-564-2265 Catherine Cantrell 253-288-9111 Marty Heilstedt	Darrell Haynes – Bellevue Justin Dampier – Green Riv. Steve Washburn – Highline	Marie Kurose Seattle King County WDC 206-448-0474	Marilyn Strickland Seattle Metro Chamber Seattle 206-389-7200

		Issaquah SD #411 Kent SD #415 Lake Washington SD #414	#411-Lesha Engels, CTE Dir. #415-Lori Paxton, CTE Dir. #414-Donneta Oremus, CTE Dir.	Snoqualmie Tribe Muckleshoot Tribe Snoqualmie Tribe			206-592-3301				
		Mercer Island SD #400 Renton SD #403 Riverview SD #407 Seattle Public Schools #1	#400-Jen McLellan, CCR Coord. #403-Kevin Smith, CTE Dir. #407-Kari Schuh, CTE Dir. #1-Jane Hendrickson, CTE Prog. Mgr.	Snoqualmie Tribe Muckleshoot Tribe Snoqualmie Tribe Suquamish Tribe / Muckleshoot Tribe	WaNIC Karen Hay 425-739-8400			Lake WA Inst. of Tech. North Seattle Renton Tech College Seattle Central College Shoreline CC South Seattle College	Michael Richmond John Lederer Jacob Jackson Chris Sullivan Guy Hamilton Veronica Wade	Karen Lee – Lake WA Kelli Graham – Hopelink (Kirkland) Curtis Bonney – N Seattle Jodi Novotny – Renton TC LaShonda Lipscomb – SCC Brigitte Kidd – Shoreline CC John Bowers – S Seattle Eileen Aparis – Literacy Source	
		Shoreline SD #412 Skykomish SD #404 Snoqualmie Valley SD #410	#412-Dan Gallagher, CTE Dir. #404-Thomas Jay, Supt. #410-Doug Burnham, Dir. CCR	Tulalip Tribe / Snoqualmie Tribe Snoqualmie Tribe Snoqualmie Tribe							
		Tahoma SD #409 Tukwila SD #406 Vashon Island SD #402	#409-Martin Barber, CTE Dir. #406-Jeff Baker, CTE Dir. #402-Andrew Guss, Asst. Prin./CTE Dir.	Muckleshoot Tribe Muckleshoot Tribe Muckleshoot Tribe / Puyallup Tribe / Skokomish Tribe	Puget Sound SC Todd Moorhead, Dir. 206-631-7301						
Kitsap	ESD #114 Greg Lynch, Supt. 360-405-5801 (Bremerton)	Bainbridge Island SD #303 Bremerton SD #100C Central Kitsap SD #401 North Kitsap SD #400 South Kitsap SD #402	#303-Sean Eaton, CTE Dir. #100C-Linda Hupka, CTE Dir. #401-Mark Anderson, CTE Dir. #400-John Waller, CTE Dir. #402-Sara Hatfield, CTE Dir.	Suquamish Tribe Suquamish Tribe Suquamish Tribe Port Gamble S'Klallam Tribe / Suquamish Tribe Suquamish Tribe	West Sound Technical SC Shani Watkins, Dir. 360-473-0552			Olympic College Amy Hatfield 360-475-7264	Teresa McDermott Olympia College 360-475-7484	Elizabeth Court Olympic Consortium WDC 360-337-5777 x 4767	John Powers Kitsap EDC Silverdale 360-377-9599
Kittitas	Served by: ESD #105 Kevin Chase, Supt. 509-454-3102 (Yakima)	Cle Elum-Roslyn SD #404 Damman SD #7 Easton SD #28 Ellensburg SD #401 Kittitas SD #403 Thorp SD #400	#404-Sarah Day, CTE Dir. #7-Marsha Smith, Supt. #28-Dawn Bechtholdt, Principal/CTE Dir. #401-Shannon Panattoni, CTE Dir. #403-Heather Burfeind, Principal #400-Andrew Perkins, Supt./Principal	Confederated Tribes and Bands of the Yakama Nation Confederated Tribes and Bands of the Yakama Nation Muckleshoot Tribe Confederated Tribes and Bands of the Yakama Nation Confederated Tribes and Bands of the Yakama Nation Confederated Tribes and Bands of the Yakama Nation / Muckleshoot Tribe				Yakima Valley Community College Paulette Lopez 509-574-4748	Marc Coomer Yakima Valley College 509-574-4914	Jack Fitzgerald South Central WA WDC 509-574-1950	Amy McGuffin Chamber of Comm. Kittitas County Ellensburg 509-925-2002
Klickitat	Served by: ESD #112 Tim Merlino, Supt. 360-750-7503 (Vancouver)	Bickleton SD #203 Centerville SD #215 Glenwood SD #401 Goldendale SD #404 Klickitat SD #402 Lyle SD #406 Roosevelt SD #403 (K-6) Trout Lake SD #400 White Salmon Valley SD #405 Wishram SD #94	#203-Tom Whitmore, Supt. #215-Ann Varkados, Supt. #401-Heather Gimlin, Supt. #404-Rebecca Bare, CTE Dir. #402-Kevin Davis, Supt./Prin. #406-Lori Smith, Principal #403-Kate Watson, Instructor #400-Doug Dearden, Supt. #405-Jerry Lewis, Supt./CTE Dir. #94-Mike Roberts, Supt./Principal	Confederated Tribes and Bands of the Yakama Nation				Yakima Valley Community College Paulette Lopez 509-574-4748	Marc Coomer Yakima Valley College 509-574-4914 Jim Wilkins-Lutun Clark College 360-992-2780	Jack Fitzgerald South Central WA WDC 509-574-1950	Dave McClure Klickitat County EDC Goldendale 509-773-7060
Lewis	Served by: ESD #113 Dana Anderson, Supt. 360-464-6700 (Tumwater)	Adna SD #226 Boistfort SD #234 Centralia SD #401 Chehalis SD #302 Evaline SD #36 Morton SD #214 Mossyrock SD #206 Napavine SD #14 Onalaska SD #300 Pe Ell SD #301 Toledo SD #237 White Pass SD #303 Winlock SD #232	#226-Kevin Young, Principal #234-Shannon Criss, Supt. #401-Monica Dayton, CTE Dir. #302-Rick Goble, CTE Dir. #36-Kyle MacDonald, Admin. #214-Chelssi Hanger, CTE Dir. #206-Lori Courmyer, Principal #14-Jason Prather, Principal #300-Draacy McCoy, Principal #301-Phill Kepler, CTE Dir. #237-Martin Huffman, Principal #303-Chris Schumaker, Intern CTE Dir./Principal #232-Brian Maley, Principal/CTE Dir.	Chehalis Confederated Tribes Cowlitz Tribe Chehalis Confederated Tribes Chehalis Confederated Tribes Chehalis Confederated Tribes Nisqually Tribe / Confederated Tribes and Bands of the Yakama Nation Cowlitz Tribe Chehalis Confederated Tribes Chehalis Confederated Tribes Chehalis Confederated Tribes Cowlitz Tribe Confederated Tribes and Bands of the Yakama Nation Chehalis Confederated Tribes / Cowlitz Tribe	New Market SC			Centralia College Jake Fay 360-623-8400	Kelli Bloomstrom – Centralia College	Cheryl Fambles Pacific Mountain WDC 360-570-4240	Matt Matayoshi Lewis EDC Chehalis 360-748-0114
Lincoln	Served by: ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Almira SD #17 Creston SD #73 Davenport SD #207 Harrington SD #204 Odessa SD #105	#17-Shauna Schmerer, Supt. #73-Chuck Wyborney, Supt. #207-Noelle Carstens, CTE Dir. #204-Justin Bradford, Supt./Prin. #105-Daniel Read, Supt.	Colville Confederated Tribe Colville Confederated Tribe Colville Confederated Tribe Spokane Tribe Colville Confederated Tribe				Spokane Comm. College Spokane Falls CC Jaclyn Jacot 509-279-6234 Lora Senf 509-533-3429	Sherri Fujita Spokane Community College 509-279-6211 Faviola Barbosa	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Margie Hall Lincoln County EDC Davenport 509-368-7085

		Reardan-Edwall SD #9 Sprague SD #8 Wilbur SD #200	#9-Marcus Morgan, Supt. #8-Bill Ressel, Supt./Principal #200-Steve Jantz, Tech Dir.	Spokane Tribe Spokane Tribe Colville Confederated Tribe			Big Bend Community College 509-793-2305			
Mason	Served by: ESD #113 Dana Anderson, Supt. 360-464-6700 (Tumwater)	Grapeview SD #54 Hood Canal SD #404 Mary M Knight SD #311 North Mason SD #403 Pioneer SD #402 Shelton SD #309 Southside SD #42	#54-Bill Evans, Supt. #404-Shawn Batstone, Supt./Prin. #311-Lisa Horsley, Principal #403-Anne Crosby, Principal/CTE Dir. #402-John Gummel, Supt. #309-Don Welander, Intern CTE Dir. #42-Doris Bolender, Supt./Principal	Skokomish Tribe Skokomish Tribe Skokomish Tribe Skokomish Tribe Squaxin Island Tribe Skokomish Tribe / Squaxin Tribe Squaxin Island Tribe	New Market SC	Olympic College	Amy Hatfield 360-475-7264 Teresa McDermott Olympia College 360-475-7484	Cheryl Fambles Pacific Mountain WDC 360-570-4240	Jennifer Baria Mason County EDC Shelton 360-426-2276	
Okanogan	Served by: ESD #171 Michelle Price, Supt. 509-664-2621 (Wenatchee)	Brewster SD #111 Methow Valley SD #350 Nespelem SD #14 Okanogan SD #105 Omak SD #19 Oroville SD #410 Pateros SD #122 Tonasket SD #404	#111-Linda Dezellem, CTE Dir. #350-Drew Simmons, CTE Dir. #14-Mary Hall, Supt. #105-Zach Spaet, CTE Dir. #19-Tanya Peterson, CTE Dir. #410-Kelly King, CTE Dir. #122-Greg Goodnight, Supt./CTE Dir. #404-Brian Ellis, Principal/CTE Dir.	Colville Confederated Tribes		Wenatchee Valley College	Joey Walter 509-682-6614 Brent Carter Wenatchee Valley College 509-682-6790	North Central WA WDC 509-664-6091	Roni Holder-Diefenbach Economic Alliance Omak 509-826-5107	
Pacific	Served by: ESD #113 Dana Anderson, Supt. 360-464-6700 (Tumwater)	Naselle-Grays Rvr Valley SD #155 North River SD #200 Ocean Beach SD #101 Raymond SD #116 South Bend SD #118 Willapa Valley SD #160	#155-Greg Nelson, CTE Dir. #200-David Pickering, Supt. #101-Jacqueline Hergert, CTE Dir. #116-Angela Silvermail, CTE Dir. #118-Michael Lee, CTE Dir. #160-Ann Taylor, CTE Dir.	Shoalwater Bay Tribe / Cowlitz Tribe Chehalis Confederated Tribes Shoalwater Bay Tribe Shoalwater Bay Tribe Shoalwater Bay Tribe Cowlitz Tribe		Grays Harbor College	Lucas Rucks 360-538-4013 Diane Smith Grays Harbor College 360-538-4181	Cheryl Fambles Pacific Mountain WDC 360-570-4240	Jim Sayce Pacific County EDC Raymond 360-875-9330	
Pend Oreille	Served by: ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Cusick SD #59 Newport SD #56 Selkirk SD #70	#59-Don Hawpe, Supt. #56-Saraya Pierce, CTE Dir. #70-Angela Cain, CTE Dir.	Kalispel Tribe		Wenatchee Valley College	Joey Walter 509-682-6614 Sherri Fujita Spokane Comm College 509-279-6211	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Barry Lamont Tri County EDC Colville 509-684-4571 x 105	
Pierce	Served by: ESD #121 John Welch, Supt. 425-917-7600 (Renton)	Bethel SD #403 Carbonado SD #19 Chief Leschi Schools Clover Park SD #400 Dieringer SD #343 Eatonville SD #404 Fife SD #417 Franklin Pierce SD #402 Orting SD #344 Peninsula SD #401 Puyallup SD #3 Steilacoom Historical SD #1 Sumner SD #320 Tacoma SD #10 University Place SD #83 White River SD #416	#403-Ron Mayberry, CTE Dir. #19-Scott Hubbard, Supt. #400-Diane Carver, CTE Dir. #343-Dietrich Baker, CTE Dir. #404-Kelly Powell, CTE Dir. #417-Marlyne Johnson, CTE Dir. #402-Sly Boskovich, CTE Dir. #344-Scott Petersen, CTE Dir./Asst. Prin. #401-Erin O'Neill, Exec. Dir. CCR #3-Maija Thiel CTE Dir. #1-Krista Lallemand, Asst. Prin./CTE Dir. #320-Michelle Lewis, Intern, CTE Dir. #10-John Page, CTE Dir. #83-Kelsey Parke, Asst. Prin./CTE Dir. #416-Amy Miller, Dir. CCR	Nisqually Tribe Nisqually Tribe Puyallup Tribe Muckleshoot Tribe Nisqually Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Puyallup Tribe Muckleshoot Tribe	Pierce County SC Michelle Ledbetter, Dir. 253-683-5951	Bates Technical College Clover Park Tech College Pierce College – Ft. Steilacoom Pierce College – Puyallup Tacoma Community College	Tiffany Williams 253-680-7575 Claire Korschnowski 253-589-5516 Susan Cable 253-964-6265 Jo Ann Baria 253-964-6640 Krista Fox 253-566-5147	Pete Hauschka Bates 253-680-7217 Jenna Pollock Clover Park 253-579-5524 Lori Griffin Pierce Puyallup 253-864-3285 Rebecca Jayasundara Tacoma Community College 253-566-6048 Amy Diehr Tacoma Community House 253-383-3951	Linda Nguyen Tacoma-Pierce County WDC 253-495-8515	Bruce Kendall Tacoma EDC 253-284-5890
San Juan	Served by: ESD #189 Larry Francois, Supt. 360-299-4000 (Anacortes)	Lopez Island SD #144 Orcas Island SD #137 San Juan Island SD #149 Shaw Island SD #10	#144-Brian Auckland, Supt. #137-Ryan Kennedy, Intern CTE Dir. #149-Elizabeth Varbaro, Intern CTE Dir. #10-Jennifer Swanson, Supt.	Samish Tribe Lummi Tribe Samish Tribe Lummi Tribe / Samish Tribe		Skagit Valley College	Darren Greeno 360-416-7729 Sinead Fitzpatrick Plagge Skagit Valley College 360-416-7675 Connie Daugherty Bellingham Tech 360-752-8431	Gay Dubigk Northwest Workforce Council 360-676-3206	Victoria Compton San Juan County EDC Friday Harbor 360-378-2906	

Skagit	ESD #189 Larry Francois, Supt. 360-299-4000 (Anacortes)	Anacortes SD #103 Burlington-Edison SD #100 Concrete SD #11 Conway SD #317 La Conner SD #311 Mount Vernon 320 Sedro-Woolley SD #101	#103-Joe Furin, CTE Dir. #100-Kirk Hamilton, CTE Dir. #11-Wayne Barrett, CTE Dir. #317-Jeff Cravy, Supt. #311-Todd Torgeson, Principal #20-Julie Sager, Asst. Prin./CTE Dir. #101-Jerry Grisham, Intern CTE Dir./Asst Prin.	Samish Tribe Samish Tribe / Swinomish Tribe Sauk-Suiatte Tribe Swinomish Tribe Swinomish Tribe Swinomish Tribe Upper Skagit Tribe	NW Career & Technical Academy Lynette Brower, Dir. 360-848-0706	Skagit Valley College Darren Greeno 360-416-7729	Sinead Fitzpatrick Plagge Skagit Valley College 360-416-7675 Lynn Christofersen Community Action of Skagit County 360-416-7585 x1148	Gay Dubigk Northwest Workforce Council 360-676-3206	John Sternlicht Skagit County EDC , Mount Vernon 360-336-6114	
Skamania	Served by: ESD #112 Tim Merlino, Supt. 360-750-7503 Vancouver	Mill A SD #31 Mount Pleasant SD #29 Skamania SD #2 Stevenson-Carson SD #303	#31-Bob Rogers, Supt. #29-Vicki Prendergast, Supt./Principal #2-Ralph Pruitt, Admin. #303-Suz Clark-Bennett, Intern CTE Dir./Assoc. Prin.	Confederated Tribes and Bands of the Yakama Nation			Jim Wilkins-Lutun Clark College 360-992-2780	Jack Fitzgerald South Central WA WDC 509-574-1950	Kari Fagerness Skamania EDC Stevenson 509-427-5110	
Snohomish	Served by: ESD #189 Larry Francois, Supt. 360-299-4000 (Anacortes)	Arlington SD #16 Darrington SD #330 Edmonds SD #15 Everett SD #2 Granite Falls #332 Index SD #63 Lake Stevens SD #4 Lakewood SD #306 Marysville SD #25 Monroe SD #103 Mukilteo SD #6 Northshore SD #417 Snohomish SD #201 Stanwood-Camano SD #401 Sultan SD #311	#16-Brian Long, CTE Dir. #330-Cindy Christoferson, Principal #15-Mark Madison, CTE Dir. #2-Brian Day, CTE Dir. #323-Steve Cotterill, CTE Dir. #63-Brad Jernberg, Supt. #4-Gene Wachtel, CTE Dir. #306-Amie Verellen-Grubbs, Asst. Dir. CTE #25-Ryan Beatty, CCR Dir. #103-Justin Blasko, Asst. Supt./CTE Dir. #6-Pam Darling, CTE Dir. #417-Damen Schuneman, Dir. CCR #201-Debra Koenig, CTE Dir. #401-Ross Short, CTE Dir. #311-Karissa Kelley, Intern CTE Dir.	Stillaguamish Tribe Suak-Suattle Tribe Tulalip Tribe Tulalip Tribe Sauk-Suiatte Tribe Snoqualmie Tribe Tulalip Tribe Tulalip Tribe Tulalip Tribe Snoqualmie Tribe Tulalip Tribe Tulalip Tribe Snoqualmie Tribe / Tulalip Tribe Tulalip Tribe Stillaguamish Tribe Tulalip Tribe	Sno-Isle Technical SC Mike Gallagher Interim Dir. 425-348-2220	Edmonds Comm College Everett Comm College Cascadia College	Terry Cox 425-640-1489 William Stuflick 425-388-9212 Erik Tingelstad 425-352-8277	Allison Cohen Edmonds Comm. College 425-640-1393 Katie Jensen Everett Comm. College 425-388-9581 Lyn Eisenhour Cascadia College 425-352-8548	Erin Monroe Workforce Snohomish 425-921-3442	Patrick Pierce Economic Alliance Snohomish, Everett 425-248-4211
Spokane	ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Central Valley SD #356 Cheney SD #360 Deer Park SD #414 East Valley SD (Spk) #361 Freeman SD #358 Great Northern SD #312 Liberty SD #362 Mead SD #354 Medical Lake SD #326 Nine Mile Falls SD #325 Orchard Prairie SD #123 Riverside SD #406 Spokane SD #81 West Valley SD (Spokane) #363	#356-Camille Nielsen, Intern CTE Dir. #360-Adam Smith, CTE Dir. #414-Chris Snyder, CTE Dir. #361-Amy Tellinghusen, CTE Dir. #358-Renee Bailey, CTE Dir. #312-Glen Frizzell, Supt. #362-Aaron Fletcher, Principal #354-Doug Edmonson, CTE Dir. #326-Ann Everett, CTE Dir. #325-Tim Klein, CTE Dir. #123-Duane Reidenbach, Supt. #4416-Talana Mielke, CTE Dir. #81-Robert Reavis, CTE Dir. #363-Vicki Leifer, CTE Dir.	Spokane Tribe Spokane Tribe / Kalispel Tribe Spokane Tribe Spokane Tribe	NEWTECH SC Kari Duffy, Dir. 509-354-7420 Spokane Valley Tech SC Camille Nielsen, Dir. 509-558-6507	Spokane Comm College Spokane Falls CC	Jaclyn Jacot 509-279-6234 Lora Senf 509-533-3429	Sherri Fujita Spokane Community College 509-279-6211	Mark Mattke Spokane Workforce Council 509-533-8480	Todd Mielke Greater Spokane Inc. 509-321-3610
Stevens	Served by: ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Chewelah SD #36 Columbia (Stevens) SD #206 Colville SD #115 Evergreen SD (Stevens) #205 Kettle Falls SD #212 Loon Lake SD #108 Mary Walker SD #207 Northport SD #211 Onion Creek SD #30 Summit Valley SD #202 Valley SD #70 Wellpinit SD #49	#36-Cody Peone, CTE Dir. #206-Matt McLain, Principal #115-Kevin Knight, Prin./CTE Dir. #205-Bill Glidewell, Supt. #212-Stephanie Tetrick, CTE Dir. #183-Brad Van Dyne, Supt./Principal #207-Matt Gines, CTE Dir. #211-David Glanville, CTE Dir. #30-Rebekah Angus, Supt./Principal #202-Bill Glidewell, Supt./Principal #70-Ben Ferney, Supt. #49-Kim Ewing, Principal	Colville Confederated Tribes / Kalispel Tribe Spokane Tribe Kalispel Tribe Colville Confederated Tribes Colville Confederated Tribes Spokane Tribe Spokane Tribe Colville Confederated Tribes Colville Confederated Tribes Colville Confederated Tribes Spokane Tribe Spokane Tribe	NEWTECH SC Kari Duffy, Dir. 509-354-7420	Spokane Comm College Spokane Falls CC	Jaclyn Jacot 509-279-6234 Lora Senf 509-533-3429	Sherri Fujita Spokane Comm College 509-279-6211	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Barry Lamont Tri County EDC Colville 509-684-4571 x 105
Thurston	ESD #113 Dana Anderson, Supt. 360-464-6700 (Tumwater)	Griffin SD #324 North Thurston SD #3 Olympia SD #111 Rainier SD #307 Rochester SD #401 Tenino SD #402 Tumwater SD #33 Yelm SD #2	#324- Rebekah Keiser, CTE Dir. #3-Brad Hooper, CTE Dir. #111-Pat Cusack, Dir. CCR #307-Sandra Moberg-Rossmailer, CTE Dir. #401-Michael Jeske, CTE Dir. #402-Paula Perryman, CTE Dir. #33-Brian Hardcastle, CTE Dir. #2-Teri Pablo, CTE Dir.	Squaxin Island Tribe Nisqually Tribes Squaxin Island Tribe Nisqually Tribes Chehalis Confederated Tribes Nisqually Tribes Nisqually Tribes Nisqually Tribes	New Market SC Kris Blum, Exec. Dir. 360-570-4504	South Puget Sound Community College Kathy Hoover 360-596-5409	Jennifer Barber South Puget Sound CC 360-596-5504 Shannon Klasell Sound Learning – Shelton 360-426-9733	Cheryl Fambles Pacific Mountain WDC 360-570-4240	Michael Cade Thurston EDC Lacey 360-464-6085	

Wahkiakum	Served by: ESD #112 Tim Merlino, Supt. 360-750-7503 (Vancouver)	Wahkiakum SD #200	#200-Kyle Hurley, CTE Dir.	Cowlitz Tribe	Lower Columbia College	Tamra Bell 360-442-2621	Theresa Stalick Lower Columbia College 360-442-2583	Kevin Perkey Workforce Southwest WA 360-567-1066	
Walla Walla	Served by: ESD #123 Darcy Weisner, Supt. 509-547-8441 (Pasco)	College Place SD #250 Columbia-Burbank SD #400 Dixie SD #101 (K-5) Prescott SD #402 Touchet SD #300 Waitsburg SD #401 Walla Walla SD #140	#250-Kirk Jameson, Prin./CTE Dir. #400-Jackie Hergert, CTE Dir. #101-Matt Bona, Supt. (K-5) #402-Brett Cox, Supt. #300-Dusti Crenshaw, Instructor #401-Stephanie Wooderchak, Principal #140-Jerry Maher, CTE Dir.	Confederated Tribes and Bands of the Yakama Nation / Confederated Tribes of the Umatilla Indian Reservation Confederated Tribes of the Umatilla Reservation Confederated Tribes of the Umatilla Reservation	SE Area Tech SC Jerry Maher, Dir. 509-526-2000	Walla Walla Community College Gerald Anhorn 509-527-4199	Susan Pearson Walla Walla Comm College 509-527-4265	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Patrick Reay Port of Walla Walla EDC 509-525-3100
Whatcom	Served by: ESD #189 Larry Francois, Supt. 360-299-4000 (Anacortes)	Bellingham SD #501 Blaine SD #503 Ferndale SD #502 Lynden SD #504 Meridian SD #505 Mount Baker SD #507 Nooksack Valley SD #506	#501-Jeff Tetrick, CTE Dir. #503-Dawn Cottnair, Intern CTE Dir. #502-Edwin Elefson, CTE Dir. #504-Kent Victor, CTE Dir. #505-Derek Forbes, Prin./CTE Dir. #507-Todd Rightmire, CTE Dir. #506-Collin Buckley, CTE Dir./Asst. Prin.	Lummi Nation Lummi Nation Lummi Nation Nooksack Tribe Nooksack Tribe Nooksack Tribe Nooksack Tribe	NW Career & Technical Academy Bellingham Tech College Whatcom Comm College	Ray Kubista 360-752-8433 Trish Newbold 360-383-3000	Heidi Ypma Bellingham Tech 360-752-8431 Laura Singletary Whatcom Comm. College 360-383-3061 Robert DeCoteau NW Indian College 360-392-4205	Gay Dubigk Northwest Workforce Council 360-676-3206	John Michener Port of Bellingham EDC 360-676-2500
Whitman	Served by: ESD #101 Michael Dunn, Supt. 509-789-3800 (Spokane)	Colfax SD #300 Colton SD #306 Endicott SD #308 Garfield SD #302 Lacrosse SD #126 Lamont SD #264 Oakesdale SD #324 Palouse SD #301 Pullman SD #267 Rosalia SD #320 St. John SD #322 Steptoe SD #304 (K-8) Tekoa SD #265	#300-Carrie Lipe, Principal #306-Nathan Moore, CTE Dir. #308-Suzanne Schmick, Admin. #302-Zane Wells, Supt./Principal #126-Jeff Pietila, Principal #264-Joe Whipple, Supt./Principal #324-Jake Dingman, Supt./Principal #301-Frankie Swinney, CTE Dir. #267-Chris Franklin, Asst. Prin./CTE Dir. #320-Matt McLain, Principal #322-Mark Purvine, Supt. #304-Glenn Frizzel, Supt. #265-Mark Heid, Supt./Principal & Ryan Burtchett, Intern CTE Dir.	Spokane Tribe	Walla Walla Community College Gerald Anhorn 509-527-4199	Susan Pearson Walla Walla Comm College 509-527-4265 Sherri Fujita Spokane Community College 509-279-6211	Rod Van Alyne Eastern WA Partnership WDC 509-684-8421	Sarah McKnight Southeast WA EDC Clarkston 509-288-1317	
Yakima	ESD #105 Kevin Chase, Supt. 509-454-3102 (Yakima)	East Valley SD (Ykm) #90 Grandview SD #200 Granger SD #204 Highland SD #203 Mabton SD #120 Mount Adams SD #209 Naches Valley SD #3 Selah SD #119 Sunnyside SD #201 Toppenish SD #202 Union Gap SD #2 Wapato SD #207 West Valley SD (Yakima) #208 Yakima SD #7 Zillah SD #205	#90-Amanda Barnett, Asst. Principal/CTE Dir. #200-Derek Anderson, CTE Dir. #204-Mike Carlson, Principal #203-Brandon Jensen, Prin./CTE Dir. #120-Caleb Oten, Principal #209-Stacy DeLeon, CTE Dir. #3-Rich Rouleau, Prin./CTE Admin. #119-Jeff Cochran, Asst. Prin./CTE Dir. #201-Holly Ohler, Asst. Prin./CTE Dir. #202-Bonnie Smith, Asst. Prin./CTE Dir. #2-Lisa Gredvig, Supt./Principal #207-Everett Garza, CTE Dir. #208-Christopher Nesmith, Dir. Of Innovations #7-Will Saret, Dir. CCR #205-Mike Torres, Principal/CTE Dir.	Confederated Tribes and Bands of the Yakama Nation	Yakima Valley Tech. SC Dennis Matson, Dir. 509-573-5503	Yakima Valley College Paulette Lopez 509-574-4748	Marc Coomer Yakima Valley College 509-574-4914	Jack Fitzgerald South Central WA WDC 509-574-1950	Jonathon Smith Yakima County EDC 509-575-1140

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Hoh Indian Tribe			
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Kalispel Tribe of Indians			
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Lower Elwha Klallam Tribe			
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Lummi Nation			
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Muckleshoot Tribe			
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Nisqually Indian Tribe			
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Roswell 'Ross' Cline	PO Box 157, Deming, WA 98244	rossc@nooksack-nsn.gov	360-592-5164
Port Gamble S'Klallam Tribe			
Jeremy Sullivan	31912 Little Boston Rd. NE, Kingston, WA 98346	jeromys@pgst-nsn.us	360-297-2646
Puyallup Tribe			
David Bean	3009 E. Portland Ave., Tacoma, WA 98404	david.bean@puyalluptribe-nsn.gov	253-573-7815
Quileute Tribe			
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Quinault Indian Nation			
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Samish Indian Nation			
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Sauk-Suittle Indian Tribe			
Benjamin Joseph	5318 Chief Brown Lane, Darrington, WA 98241	bjoseph@sauk-suiattle.com	360-436-0130
Shoalwater Bay Indian Tribe			
Charlene Nelson	PO Box 130, Tokeland, WA 98590	cnelson@shoalwaterbay-nsn.gov	360-267-8101
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Snoqualmie Indian Tribe			
Robert de los Angeles	PO Box 969, Snoqualmie, WA 98065	bobde@snoqualmietribe.us	425-888-6551
Spokane Tribe of Indians			
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Squaxin Island Tribe			
Arnold Cooper	10 SE Squaxin Lane, Shelton, WA 98584	acooper@squaxin.us	360-426-9781
Stillaguamish Tribe of Indians			
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Suquamish Tribe			
Leonard Forsman	PO Box 498, Suquamish, WA 98392	lforsman@suquamish.nsn.us	360-598-3311

Tulalip Tribes

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Upper Skagit Indian Tribe

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Confederated Tribes and Bands of the Yakama Nation

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**Washington State
Perkins Plan**

Appendix #3

**Secondary and Postsecondary
Local Applications**

**Washington State
Perkins Plan**

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**Washington State
Perkins Plan**

Appendix #4

Washington CTE 21st Century Leadership Skills

**Washington State
Perkins Plan**

Appendix #5

Assurances