Consolidated Annual Report, Program Year 2021 - 2022 Washington

2a: Narrative Performance: Implementation of State Leadership Activities

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

   Secondary: There are two eligible secondary institutions in the Naselle-Grays River and Chehalis school districts which provide CTE opportunities for youth currently in juvenile justice facilities. Both districts were awarded $60,508 each in funds through a specific grant which funds CTE courses, updates and/or expansions to programs, educator salary and benefits, and professional development opportunities for CTE educators.

   Post Secondary: The State Board of Community and Technical Colleges (SBCTC) earmarks 1% of its share of Perkins Leadership funds for CTE programs within state correctional facilities.

   In 2021-2022, Corrections Education programs at six colleges (Centralia, Edmonds, Grays Harbor, Spokane, Tacoma, and Walla Walla) served 2,453 students and utilized $136,099 in Perkins Leadership funds. Due to impacts of COVID-19 and security protocols, SBCTC's Corrections Education programs experienced a pressing need for laptops and related technology.

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

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

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

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

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

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

   iv. **Providing technical assistance for eligible recipients.**

   (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

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

Secondary:

During the 2021-22 school year nine school districts, and State-Tribal Education Compacts (STEC), and skill centers were funded $30,000 in Non-Traditional Fields Grant. Each of their plans/accomplishments focused on increasing enrollment of varying non-traditional and special student populations:

-Developed an Automotive Maintenance Class for female students housed in the Grizzly Garage.

-Hosted an event during the school day for students from sending school districts to attend a skill center recruiting event for male and female students in nontraditional programs.

-Purchased anatomical sized models to teach and demonstrate human body systems, medical terminology, and anatomy with an engaging Health Science equipment. This increased female participation in the Health Science pathway by having more engaging materials during school hours, during club time and Futures Night.

-Created a district wide CTE event featuring female speakers from the trades.

-Integrated additional hands-on and project based learning opportunities into the Natural Resource pathway courses in an to recruit more female students.

-Developed the Saturday Experience program allowing female students to come into each CTE program for a hands on Field trips to the Puyallup Tribal Hatchery, Electron Dam, and the on-campus fish hatchery. Combined, these activities exposed students to the kind of work they will do in our Natural Resources pathway. In an all female environment, the goal was to break down some barriers, boosting participant confidence, and encourage enrollment and careers in the field.

-Created workshops focused in the trades and computer based programs for female students and healthcare and animal science programs for male students. These events created excitement for the programs and provided a safe space for students to overcome fears or insecurities associated with the use of equipment and tools in the specialized programs.

-Trained CTE staff on equity, inclusivity, and recruitment materials. Engaged student leaders from underrepresented populations to participate in the seminars and activities. This increased female participation and trained staff on equitable practices in enrollment.

-Closed the gap by tapping into female student creativity, provided encouragement, and connected computer science and STEM subjects to real world examples.

-Hosted a Trades Night Event for our students and community with a focus on female attendance and speakers at the event.

-With tribal consultation more Native American students were recruited into the CTE programs and will prepare them for leadership roles in Tribal entities connected to Natural Resources.

34 school districts and skill centers were funded $600,000 in High Demand Grants. The school districts and skill centers plans/accomplishments focused on the following:

-Created a year long Career in Education course focusing on how students learn, developing lessons, organizing a classroom, develop a personal teaching philosophy, and a elementary or middle school practicum in a classroom. 45 hours per week of observation and then sharing your experiences in grade level team meetings. During this practicum, students will have the chance to plan, teach, and reflect on a lesson that they designed.

-Started a Viticulture program for students to participate in the upcoming industry in our region. Funds were dedicated to installing the greenhouse kit and from their growth and production labs as well as Heating and Cooling, Irrigation needs, etc. Land next to the school district was offered to utilize as our vineyard for production and sales of grape products, also mixing with the current apples and pears already produced.

-Grew the Automotive Technology program by purchasing three ProCut Oncar brake lathes (critical in proper brake systems service and repair). Students trained, practiced and certified on industry standard equipment preparing students for operations in nearly all auto dealerships and independent repair shops nationwide.

-Converted an existing trailer into a concessions trailer/food truck to prepare and serve Indigenous foods. The truck operated at school sports events, family nights, and community events (Pow Wows and farmers markets). Our CTE goal to connect classroom to culture and career was met by allowing students to gain work experience that linked classroom learning and future job opportunities. By serving Indigenous foods created a tribal connection, it made the project relevant to our community and a unique business model that quickly found traction in the Pacific Northwest.

-Purchased an additional welding simulator and multiprocess welding machines which enhanced the skills for the students

and assisted with connecting the Carpenters Union, Sheet Metal Workers Unions, JAC Manufacturing Apprenticeships and careers within this wide open, high demand industry. The welding simulator increased the participation of female students into this industry and advanced students will be able to apply the skills in various projects they designed and created. Students competed in Skills USA competitions for welding, metal art, and sheet metal.

-Updated the Woods Manufacturing program with a laser cutter increasing our scholars learning CNC patternmaking skills. A laser cutter was vital to CNC woods manufacturing process and is a high demand skill our scholars need to learn. Our CTE Advisory Board recommended the need to understand how to safely operate this equipment due to the growth in this high demand area.

-Supplemented the current single woodworking course with the 712 Woodworking and Construction Trade program.

-Purchased equipment to allow inclusion of students with low motor skills a safe manner in which to participate. In addition, the purchase of these items allowed students to work on updated equipment which meets industry standards.

-Purchased additional updated welding stations allowing all students enrolled the courses to advance their welding skills.

-The Entrepreneurship class created and implemented a business plan focused on selling custom products made by construction, metals, and entrepreneurship class students. The outcomes include: skills, industry standards, dual credit opportunities, industry certifications, mock interview, industry mentors, competing in SkillsUSA, and supporting further student enrichment.

-Supplied a new automotive technology lab with modern equipment, tools, and diagnostics offering a three sequence automotive technology allowing students to explore the industry, build advanced skills, and prepared for ASE certification and/or earn CTE dual credit and placement from the automotive technology programs in post secondary. It increased CTE course offerings, credit equivalencies, and graduation pathways at the ILC, which serves a high percentage of special population students traditionally underserved by other district CTE programs.

-Upgraded welders to create a realistic work environment, minimizing the time it took students to cut multiple pieces of metal, and spend more times working on their skills.

-Purchased equipment to develop a six-year Computer Science program starting in middle school. It prepared students for a career in computer programming, web design, computer engineering, robotics, computer aided design, systems support and training, and more. There is currently a waiting list of participants representing 13% of our student body.

-Equipment to expand the IT, Cybersecurity, and Construction Trades curriculum with a focus on Fiber Optics Installation. Providing a seamless transition to industry certification, apprenticeships, direct employment and post-secondary education in Telecommunication Installation.

-Advanced the Microsoft Office Specialist courses with industry software, certifications, and dual credit fees.

-Expanded the Health Science program with additional equipment, updated curriculum, CTSO leadership opportunities, and educator professional development. The expanded program was in collaboration with both industry partners and post-secondary.

-Purchased an updated Plasma Cutting System exposing students to industrial machinery related to Computer Aided Drafting (CAD) course and learning the workflow similar to workforce (i.e, meeting customer needs, designing products, deadlines, testing, modeling, and troubleshooting).

-Purchased an Anatomage table for our Health Science and Agriculture Science courses. It allowed students to virtually dissect human and animal cadavers and connect the terms to a virtual example. Students saw the various systems with a body (human or animal) and broadened their minds to future employment possibilities.

-Recruited and retained students for the Maritime Vessel Operations program through media, field trips, updated curriculum, equipment, industry credentials, and dual credit opportunities.

-Updated computers allowing hardware upgrades to support business, finance, health care, engineering programs increasing the inclusion of our ELL students and underserved populations.

-Purchased industry standard Health Science equipment for students to showcase their learning in the capstone course. Upon their departure, students will be able to enter apprenticeships or post-secondary focus with the skills and knowledge necessary to take their health science career.

-The advisory board determined industry equipment upgrades and the inclusion of a mobile espresso cart with the intent to connect culinary arts to a business model is required. The mobile barista services and local catering services eventually providing food and drinks for the school store. Equipment upgrades will permit students to receive opportunities for higher

level food handler certifications and experiences beyond basic licensure.

-The Automotive program prepares students in the specialized servicing and maintenance of all types of automobiles. The addition of an Automotive Electrical Training Simulator allowed students to receive the necessary training to locate and use current reference and training materials from industry resources to enter local internships leading to employment.

-The purchased curriculum and equipment will enhance the four-year cohort based Health Careers Academy program. The program focuses on equitable access, livable wages, sustained pathways and reduced barriers, collaboration, and industry workplace learning. Built into the program, students participate in field trips, job shadows, internships, and completing dual credit courses meeting post-secondary prerequisites.

-The Agricultural Mechanization courses updated equipment, materials, and supplies. Students designed mechanical products, analyze performance results, and maintain mechanical equipment and machinery resulting in the knowledge and skills for post high school transition to secondary education, training, or career in agricultural and industrial mechanics.

-Expanded the CTE course offerings to include Essentials of Computer Science and AP Computer Science Principles. With the addition of the computer and gaming lab, students acquired essential knowledge and skills in coding, video game programming, and web design. Students were able to earn multiple certifications and earned dual credit.

Postsecondary:

Three college projects were directly funded with Non-Traditional Employment and Training grants, including:

Bellingham Technical College (BTC) provided resources for the **Students Helping Build an Inclusive Future in the Trades (SHIFT)** initiative, focused on increasing enrollment and retention rates of students in non-traditional fields supporting gender equity in BTC's professional technical programs.

The SHIFT faculty leader and committee members worked with BTC's Marketing and Communications team to create a non-traditional recruitment initiative, began collaborating with Washington Area Women in the Trades, and hosted a steel-rose making event to raise awareness of SHIFT activities. The college also explored development of a pre-apprenticeship program for non-traditional students and worked closely with BTC's new Diversity, Equity and Inclusion to inform SHIFT planning and activities.

Clark College administered the **Women in Advanced Manufacturing and Mechanical Event**. The event exposes women to career opportunities available in the Advanced Manufacturing and Mechanical fields through hands-on workshops promoting Automotive, Diesel and Welding programs. Twenty-five women attended the event and three participants enrolled in the Welding program. Local industry partners provided scholarships for two students who attended and enrolled during the event.

Olympic College (OC) facilitated the **WomXn in Film** panel discussion providing access to current industry influencers offering information and encouragement to students who do not see themselves represented in the film making industry. The WomXn in Film panel discussion consisted of six industry professionals, two OC film professors, and 26 current and potential students. Each panelist spoke about their experience as an underrepresented professional in the film industry and their thoughts on the progress of inclusivity. The event was promoted to all eight high school Career and Technical Education programs and community connected organizations such as Kitsap Economic Development Alliance, Graduate Strong, and the Olympic Workforce Development Council.

The *State Board for Community and Technical Colleges*, in partnership with the state's eleven *Centers of Excellence* (COEs), invested $35,000 ($10,000 in Non-Traditional carryover funding and $25,000 SBCTC funding) to launch a **statewide social media recruitment campaign**. This campaign builds on the success of last year's efforts focusing on recruiting special and underserved populations. The COEs serve to link business, industry, labor, and the state's educational systems to create a highly skilled and readily available workforce. Each center is funded through SBCTC and is housed at a community or technical college. Centers of Excellence serve as statewide resources representing the needs and interests of a specific industry sector. Through an ongoing investment, Centers are charged with narrowing the gap between employer workforce needs and the colleges' supply of work-ready graduates. They are a critical component of the state's strategy of sustaining an innovative and vibrant economy. The ads were written, edited, and targeted to people in preparation of non-traditional fields.

This campaign created a shared website among the Centers of Excellence to coordinate messaging and link interested individuals directly to information and resources to support enrollment in career pathways. The campaign generated over 2.6 million impressions during fall term 2021 and over 2.95 million impressions during spring 2022 through targeted social media efforts to attract non-traditional populations into these high-demand career pathways. The following table outlines the Centers of Excellence and respective intended audiences of this campaign:

-Aerospace & Advanced Manufacturing (Women (ages 16-25))

Agriculture & Natural Resources (Women)

Allied Health (Men)

Careers in Education (Men (focus on BIPOC men), ages 18-30)

Clean Energy (Women (ages 16-25))

Construction (Women (ages 18-30))

Global Trade & Supply Chain Management (Women)

Homeland Security – Emergency Management (Women)

Information & Computing Technology (Women)

Marine Manufacturing & Technology (Women)

Semiconductor & Electronics Manufacturing (Women)

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

Lake Washington Institute of Technology focused their funds on accessible learning environments and toolkits for students of special populations.

Creating Accessible Learning Environments: Eight professional technical faculty participated in a 3-part series focused on how to make Word, PowerPoint, and Canvas pages accessible. In the feedback survey, responses from participants emphasized their increased understanding of the importance of accessibility, alignment of documents with screen readers, and the extent to which accessibility barriers impact student learning.

Toolboxes for Special Population Students: A wide variety of tools were purchased in Auto Repair, Auto Body and Diesel Technology for low-income students to check out for classroom use while they are waiting for their financial aid packages to be awarded. These tools included screw drivers, wrenches, and ratchet sets, which are cost prohibitive for new students. The college reported success in assisting low-income students being able to start their programs without getting behind in the hands-on lessons that require tools.

Highline College's project, **Sustainable Agriculture and Integrated Basic Education and Training**, adapted existing college agriculture curricula to a new I-BEST teaching format. Many students in the agriculture program identify as immigrants and refugees, benefitting from more intentional support services. As a result of the investment, the Agriculture Program Manager was able to adapt 24 learning modules from the Sustainable Agriculture Program courses, into linguistically and culturally accessible materials for first generation immigrant students.

Seattle Colleges used Leadership Block Grant funds to staff a full-time Manager of Career & Employment Initiatives to carry out objectives related to work-based learning, internship infrastructure, and track graduate employment outcomes.

Work-Based Learning Environmental Scan-The Manager conducted a work-based learning environmental scan across all three colleges in the district to gather baseline data about current work-based learning opportunities, the internship process, and employer engagement at the colleges. The findings were organized into six sections: campus staffing for internship support; internship process for students; employer engagement: marketing and communication; employer engagement: onboarding, training, and support; data tracking systems and tools; and internship goals. After the report was completed, the Manager hosted a meeting with the college staff to discuss areas for district-wide collaboration on internship infrastructure development.

Internship Program Infrastructure Development-With the environmental scan complete, the college focused on establishing internship program infrastructure within CTE programs that align district wide. The Manager began this work by reviewing the existing internship paperwork, creating consistent documents across all three colleges, and digitalizing the required forms. In collaboration with the district eLearning team, the digital internship intake form was launched.

This tool allows for students and employers to provide a digital signature to sign off on details about the internship and planned student learning outcomes. Once submitted, the form gives college staff the ability to capture all data into an excel spreadsheet which can be easily downloaded and analyzed for trends.

Graduate Outcomes Tracking and Job Placement -The third initiative involved tracking graduate outcomes for job placement and wages. The Manager convened a district-wide stakeholder group to develop a campaign to encourage current students and recent graduates to join the platform. The next step was a coordinated effort with the Career Services engage employers and support the posting of job and internship opportunities.

Whatcom Community College (WCC) used leadership funding for an **Analytics, Marketing, Research, and Strategy** project. WCC created specialty tracks in the Associate of Applied Science in Applied Business Management degree, including a digital marketing, business analytics, and specialized marketing certificate. The certificate focuses on building skills highly sought after in a variety of industries. The following courses were included in the updating process: Business, Human Resources, Digital Marketing, Data Analytics Business, Marketing Analytics, Marketing Certificate Research & Planning. The outcomes of the adaptation better equip applied business management program graduates for emerging careers in the region. WCC will evaluate the outcomes with the Perkins Indicator 1P1 examining the percentage of program completers who continue in education or are placed or retained in employment.

Edmonds College designated funds to develop content to enhance their **Workplace Safety course for English Language Learner students**. They offered the course during spring 2022. Based on the success of this change, faculty are interested in developing this course for all levels of ELL.

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

Secondary:

Chehalis school district updated their equipment and materials in the Automotive Mechanics and Collision Repair. These updates allowed students to participate in Industry Recognized Credentials such as Precision Exams in the automotive field and develop more post-secondary options for welding program students.

Naselle-Grays River school district used the funds for educator professional development opportunities, salaries and benefits, to ensure access to CTE courses (Small Engines, Natural Resources, Welding, and Computer Programming) for incarcerated youth.

Postsecondary:

During FY22, SBCTC subcontracted with eight community colleges to operate programs within Washington state prisons to provide education reentry services to incarcerated individuals. These programs were comprised of associate workforce degrees, vocational skills training, pre-college courses, basic education for adults, English as a second language/English language acquisition, and Associate of Arts programs. Second Chance Pell and private funds contributed to the support/completion of Associate of Arts degrees.

In addition to enrollment and completion targets, DOC, SBCTC and colleges worked to achieve seven primary goals during the 2021-22 year:

-Offer workforce programs that are high-wage/high-demand, aligned to a career pathway, connected to apprenticeships where applicable, and achieving completion targets.

-Increase the number of individuals releasing from DOC with a High School credential.

-Build IT infrastructure that will allow education programs to deliver flipped classroom and web-enhanced instruction, while exploring secured internet access for education classrooms.

-Create a seamless pathway from prison to postsecondary education with points of contact on community and technical college main campuses, crosswalks for workforce programs and connections with community-based programs.

-Explore approval with DOC to provide digital literacy competencies for individuals as a reentry priority.

-Actively pursue opportunities to increase SBCTC's equity goals of providing delivery of anti-racism and anti-bias curriculum.

-Engage in professional education opportunities with emphasis on pedagogy.

Corrections Education programs at (Centralia, Edmonds, Grays Harbor, Spokane, Tacoma, and Walla Walla) served 2,453 students and utilized $136,099 in Perkins Leadership funds. The activities funded through Perkins Leadership include:

-*Centralia College* funding **purchased 33 secure student laptops** from Justice Tech Solutions

-*Edmonds Community College* funding **purchased 32 Securebook 5.0 480GB laptops** for vocational programs. Edmonds was able to expand courses utilizing these laptops to ENGL& 101, a requirement for the AAS-T Business Management degree program. Students had all their curriculum available in one laptop, allowing them broader access, more study time, and the ability to work ahead on assignments.

-*Grays Harbor College* used Perkins funding to **purchase 30 GEN II laptops** for their Business Management and Human Services programs. These laptops replaced the GEN I laptops their students were using previously. Students reported better functionality, faster processing times, and expanded storage to assist in their coursework.

-*Spokane Community College* **purchased 32 Generation II laptops**. The laptops were deployed into student's classes to minimize the disruptions caused by unpredictable class shutdowns due to COVID-19.

-*Tacoma Community College* transitioned a second vocational certificate program to a hybrid modality allowing access to new curriculum and training options. Funding to **purchase 20 laptops** allowed the expansion of course deliverables for reentry students to include expanded tech skill development necessary for school and work.

-*Walla Walla Community College* (WWCC) supported the **purchase of 60 textbooks and nine laptops** for their Small Business Entrepreneurship program. These laptops are increase access to new learning modes and options for homework completion. Students are able to complete their program more quickly, as they are not limited to prior COVID protocol restrictions. Additionally, WWCC **purchased welding textbooks** to integrate new curriculum.

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

-Expanding the number of students who receive laptops for CTE courses supports DEI initiatives. Many students have lacked access to current technology, or are unable to access technology. This project provides opportunities to all enrolled students to learn how to navigate technology, including the full Microsoft Office suite. Becoming proficient in computer technology allows those who may have been underserved in the community to compete for living wage jobs and careers.

-GEN II laptops screens are easier to view. Replacing laptops for students with visual impairments allows a more inclusive environment for learning.

-The purchase of additional laptops and offering hybrid modalities, addresses equity by providing access to tools, resources, and opportunity for incarcerated and marginalized populations that often need to prioritize work over education.

The community and technical college system continued to support faculty and staff professional development through culturally responsive educational and anti-bias teaching practices, as well as expand inclusive educational experiences. Professional development for faculty and correction education navigators included Understanding & Responding to Microaggressions; Expanding Washington American Indian Indigenous Studies & Developing Programs; Women's Narratives of Incarceration; A Closer Look at What Works for Latino College Students; Promoting Culturally Sustainable and Trauma Informed Practices; Building Successful Student Relationships; Designing for Tech Careers After Incarceration; Diversity, Equity, and Inclusion Symposium; Teaching Higher Education in Prison: A look at Training and Development; and Racial Equity/Access after Pell Grant Implementations.

In FY22 the state community and technical college system hosted the Bi-Annual Basic Education for Adults (BEdA) Conference — Reflect, Recharge and Regroup, providing professional development for Corrections Education Basic Skills faculty. In addition, the system recognized the following accomplishments in Corrections Education programs:

-Eighty students earned associate workforce degrees through Edmonds College (Monroe Correctional Complex), Grays Harbor College (Stafford Creek Correctional Center), and Walla Walla Community College (Coyote Ridge Corrections Center and the Washington State Penitentiary). Eighty-five students earned their high school diploma through the High School+ (HS+) competency-based degree program.

-Colleges expanded opportunities for training in high-demand, high-wage jobs and awarded 461 vocational certificates.

-Community-based college education reentry navigators reported serving 3,388 justice-involved individuals. Community-based college education reentry navigators reported enrolling 844 students, with 76% continuing to subsequent quarter enrollment and 66 graduated and/or earned a certificate.

-Free unofficial transcripts will continue to be provided to students as outlined in the articulation agreement between the Department of Corrections and the State Board for Community and Technical Colleges.

-Second Substitute House Bill 1044 secured funding for two Department of Corrections (DOC) psychologists to provide

assessments for accommodation requests for students with learning disabilities, traumatic brain injuries and other cognitive impairments to determine appropriate accommodations for individuals to effectively participate in educational programming.

B.iii. *__Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as pre-service, professional development, or leadership development programs.__*

Secondary:

OSPI supported the preparation and training of CTE educators, including educators, administrators, paraprofessionals, career and guidance counselors, and support staff through various trainings, professional development conferences and sessions, and programs. To support certification and recertification requirements of educators, OSPI often sponsored or co-sponsored professional learning opportunities providing clock hours that support teacher certification requirements in the state. Some examples of supported events include:

Conferences/Meetings/Programs

-Summer 2021 Washington Association of Agricultural Educators (WAAE) State Conference

-Summer 2021 MBA Conclave

-Summer 2021 WA-ACTE Conference

-Fall 2021 Annual Family and Consumer Sciences Conference

-Fall 2021 FBLA Advisor Conference

-Fall 2021 HOSA Fall Conference

-Fall 2021 WAAE Executive meeting

-Fall 2021 WACTA/WA-CCER Conference

-Fall 2021 WACTA Conference

-October 2021 Computer Science Summit

-November 2021 DECA Fall Leadership Conference

-November 2021 FBLA/TSA LeaderCon Live

-November 2021 Doctors of Diversity Panel (Washington HOSA, WCTSMA and Kaiser Permanente)

-Winter 2022 DECA State Leadership Conference

-Winter 2021 Virtual WCTSMA Leadership Conference

-January 2022 Northwest Rural CTE Network: Career Connect WA Career Prep/Launch Presentation focused on Advisory Committees and Frameworks through ESD 114

-Spring 2022 WACTA Conference

-Spring 2022 WAAE Spring Executive Meeting

-Spring 2022 WCTSMA State Spring Leadership Conference

-Spring 2022 State FFA Convention

-Spring 2022 Family, Career and Community Leaders of America (FCCLA) State Leadership Conference-Advisers Session

-Spring 2022 WACTA Conference

-Spring 2022 FBLA State Leadership Conference

-Spring 2022 Washington State Health Occupations Students of America (HOSA) Leadership Conference

-June 2022 Northwest Health Careers Pathway Summit

Postsecondary:

In 2021-2022, $117,073 in Perkins Leadership funding was awarded to faculty and staff professional development activities, however, only $85,830 was spent (73%) due to statewide travel restrictions and canceled trainings. Expenditures are down from 2020-2021 when $105,000 approved and 82% spent. A standalone component of each college's Leadership Block Grant, Industry-Based Professional Development, accounted for 29% of all Leadership Block Grant funds awarded, and 13 of 20 (65%) applicants earmarked funds for this purpose. As a result, 48 faculty completed over 1,241 hours of professional development. Despite a decline in professional development spending, the following examples provide insights into the activities funded:

-Industry-Based Trainings and Conferences: Farm Food Symposium (Agriculture), John Deere Educators Training, Masters of Wine Certification Conference, Trauma-Informed Educational Practices for Children and Adolescents (Early Childhood Education), AWS D1.1 Seminar & SWI Exam Registration (Welding), WABO recertification (Welding), Hawks Ridge Systems Training (Advance Manufacturing), Specialty Equipment Market Association, Adventure Cycling Leadership Training

-Professional Association Conference or Meeting: Unified Wine & Grape Symposium, NCLEX Conference, WABO Examiner Course, WBEA conference, National Nursing Summit, Teachers of Accounting at Two-Year Colleges, WSCPA - Social Security and Medicare: Planning for You and Your Clients Webcast, Washington Society of CPAs - WA Ethics and New Developments 2021 Webcast, Washington Society of CPAs - Farm Tax Conference 2021 Webcast, National Association of Professional Band Instrument Repair Technicians (NAPBIRT), American Dental Education Association (ADEA), Lincoln Robotics, Organization for Safety, Asepsis and Prevention (OSAP)

-Return-to-Industry: Inovalon (Nursing), Medical Assisting/Coding, Doxsa (Kinesiology), Iris Group PPLLS (Architecture, Engineering, and Construction Technology), Premier Power Electric and Hoffman Construction (Architecture, Engineering, and Construction Technology), Chicory (Culinary Arts), Tumwater Hill Elementary (Early Childhood Education), Olympic Sports and Spring (Physical Therapy Assistant), Swedish First Hill Hospital (Nursing), Overlake Medical Center (Nursing), Snoqualmie Valley Hospital (Nursing), Eastgate Clinic (Nursing), Bellevue School District (Nursing), Seattle Children's Hospital (Nursing), CallisonRTKL (Interior Design), NAC Architects (Interior Design), Mithun (Interior Design), Teague (Interior Design), Planning And Visual Education (PAVE) (Interior Design), Mart-Link Incorporated (Accounting)

-Incorporation of New Equipment/Technology: VR Training on headset upgrades (Irrigation), Harvard Business College Certificate (Business), Lincoln Robotics, ACTE Vision Event (Administration), National Alliance of Concurrent Enrollment Partnerships (Administration), American Culinary Federation Annual Conference (Culinary)

In addition to supporting participation in outside trainings and return-to-industry experiences, Leadership funds were leveraged to implement system initiatives related to staff and faculty preparation and retention in the form of Special Projects. The most notable of these are:

Professional-Technical Faculty Boot Camps: Sponsored and administered by Olympic College, two levels of Faculty Boot Camp are offered annually. A total of three intensive Basic Boot Camps were offered during the summer of 2021 and winter 2022 for 47 participants. Additionally, two more camps were offered for the Advanced Boot Camp in Fall 2021 and Spring 2022. Thirty-nine instructors participated between two camps. Offering the sessions online allowed for greater participation, especially for those instructors who may not have been able to travel during the pandemic.Adapted from the remote working environment, Basic Boot Camps are intensive, 4-day Zoom courses for professional-technical faculty who have limited or no teaching experience. Qualified instructors/facilitators introduced and modeled essential components of classroom management, adult learning, and facilitating skills. Emphasis is on practical and real-life applications. The courses were offered using the "Flipped Classroom" model. Participants gained access to the course materials one week prior to the course start and had a week afterwards to complete their assignments. Washington State Skills Standard for Professional-Technical Instructors and Industry Trainers:

-Manage Learning Environments

-Develop Outcomes, Assessment and Curricula

-Provide Student Instruction

-Develop and Review Programs

-Provide Student Instruction

-Create and Maintain a Professional Environment

Advanced Boot Camps are 3-day Zoom intensive professional development opportunities for the instructor who has a solid foundation in place and is eager to learn more. The 2021-2022 Advanced Boot Camp covered the following topics:

-Active Learning Styles

-Using Technology

-Diversity, Equity & Inclusion via inter-group dialogues

-Open Educational Resources

-College Governance

-Faculty Professional Development Opportunities

-Accessibility

-Safety & Security

-Student Engagement

-Assessment

-Daily "Lunch Circles" using Zoom Breakout Rooms

Dean's Academy: In existence since 2005, Washington's Workforce Deans Academy (WDA) is a year-long, grow-your-own training for community and technical college employees aspiring to higher level workforce leadership positions. After a year hiatus due to COVID and the inability to meet in person, the Academy advisory board spent the time updating the Academy curriculum, structure, and processes in collaboration with expert consultants, and re-launched the program to serve the program participants (colleges) in the following ways:

-Updated WDA curriculum including the addition of a new component on leadership, communication, and change-management

-Developed and implemented a brand-new blended learning model (in-person, on-line, synchronous, asynchronous) to better meet participant needs

-Developed clear learning outcomes and tied them to each Academy activity

-Ensured a balance of specific workforce learning and other applicable learning

-Secured lead consultants in DEI and leadership/communication; both worked closely with the cohort throughout the year

-Offered a diverse range of speakers, facilitators, and presenters with a consistent eye towards representation and equity

-Modified the curriculum and program structure to be flexible, giving us the ability to adapt in real time to learner needs

-Successfully graduated 17 of 18 Academy participants

-Participants were surveyed regularly throughout the year, and 90-100% of respondents consistently rated the Dean's Academy trainings, speakers, and group activities and engagement as very good or excellent

-Developed a new pre-and post-assessment process for all Academy members

In general, the leaders of this initiative note they see the Academy as a continuous work in progress to improve the overall experience. This includes a) continuous monitoring of the new hybrid model and understanding which lessons/speakers are best suited for virtual or in-person learning; b) exploring the possibility of re-establishing a mentoring/coaching component with previous Academy members; c) continue expanding the new pre and post assessment process.

Skills Standards: Green River College, in collaboration with the Center of Excellence for Careers in Education, were awarded funds to update the statewide Skill Standards for Professional Technical instructors in addition to the identification and alignment of implicit bias and diversity, equity, and inclusion (DEI) competencies. Accomplishments included:

-Establishment of two faculty focus group tracks for Skill Standards and Diversity, Equity, and Inclusion (DEI). Forty-two faculty were chosen, representing approximately 70% of colleges

-Focus group facilitations held January - May 2022

-100% group retention through the original schedule of four facilitations per group, and 95% retention through extended facilitations

-Thorough review and update of the existing Skill Standards completed. Over the course of six four-hour Zoom sessions and asynchronous work in between, the Skill Standards group a) conducted an environmental scan, b) vetted and updated the 2012 Critical Work Functions (CWF) and Key Activities (KA) for current-day relevancy, c) evaluated Technical Knowledge (TK) and Performance Indicators (PI) for KA and introduced levels of mastery for each, d) adopted the Department of Education Perkins Collaborative Resource Network's Framework of Employability Skills (updated 2016) and established required levels of competency for each KA component. d) Identification and mapping of DEI competencies.

-DEI Focus Group completed a review of Critical Work Function D, which reflected the rigor of the work required for the alignment and inclusion of DEI competencies

-Final facilitation reports and initial review and analysis of data completed by lead facilitators Dr. Angela Trego and Dominique Foley Wilson, which are being used to inform the next steps in Phase III of the work to be completed spring 2023

Implicit Bias Training: The 2021-2022 Implicit Bias in Workforce Education Institute training is a response to the changing workforce demographic in Washington State. The project continued to expand on the data driven, rigorous, adaptive, and focused statewide professional development platform, delivering Implicit Bias content and training for workforce faculty, leadership, administration, deans, apprenticeship faculty, continuing and customized training faculty and administrators, WorkFirst and workforce professionals from the community and technical college, apprenticeship, and CTE faculty.

The work represents the continued commitment to diversity, equity and inclusion for the professional-technical workforce under the leadership of four Washington State Centers of Excellence (Marine Manufacturing, Construction, Careers in Education and Agriculture & Natural Resource) and The Machinists Institute.

The Implicit Bias Institute provides an intensive, cohort-based learning platform for participants to develop working tools and processes to identify and reduce the unconscious biases that hinder student and faculty success in workforce education. The Project delivered three introductory topic webinars: (1) *Introduction to Implicit Bias* with Dr. Rita Cameron-Wedding; (2) *Neurodiversity and Implicit Bias* with Raneika Weston; and (3) *Implicit Bias and Student Homelessness*. Each webinar was presented within the context of workforce education. The Project then delivered a workshop focused on workforce professionals seeking to become active and competent implicit bias practitioners: *Building a Portfolio of Practice & Mentorship in Implicit Bias* with Dr. Rita Cameron-Wedding and Zenovia Harris. There were 1,103 registrations for the following workshops: *Introduction To Implicit Bias Webinar, Building A Portfolio Of Professional Practice & Mentorship In Implicit Bias*, *Neurodiversity And Implicit Bias Webinar, Implicit Bias and Student Homelessness*, and *Implicit Bias In Workforce Education Training Institute*.

Participants provided qualitative data about the webinars/workshops:

-Introduction to Implicit Bias in Workforce Education: 97% would recommend webinar

-Building A Portfolio Of Professional Practice & Mentorship In Implicit Bias: 100% of attendees reported an increased understanding of mentorship, the role of a mentor and mentee, and the benefits of both

-Neurodiversity and Implicit Bias: 52% reported the webinar was extremely valuable

-Implicit Bias and Student Homelessness: 56% reported the webinar was extremely valuable

-Implicit Bias in Workforce Education Training Institute: 93% agreed or strongly agreed the LGBTQ+ & Gender Biases module was relevant and useful

B.vi. *Providing technical assistance for eligible recipients*

Secondary:

OSPI supported eligible recipients and all CTE administrators and educators with technical assistance through various presentations, professional development conferences and sessions, meetings, and communications. Presentations, materials and resources are available on the OSPI CTE Resources webpage (https://www.k12.wa.us/student-success/career-technical-education-cte/cte-resources-essentials). Some examples of supported events include:

-Summer 2021 WA-ACTE Conference Presentations

-Fall 2021 WACTA Conference

-Fall 2021 WACTA Conference-WBL

-October 2021 FBLA Advisor Training

-October 2021 Computer Science Summit

-Spring 2022 WAAE Executive Meeting OPSI and FFA Updates

-Spring 2022 State FFA Convention

-Spring 2022 WACTA Conference Presentations

-Advisory Committees

-Winter 2021 Western Business Education Association Conference

-Spring 2022 Onalaska Advisory Committee Meeting Presentation

-Spring 2022 Washington TSA State Conference

-Spring 2022 SkillsUSA State Conference

-Spring 2022 WITEA Educators Conference

-April 2022 Washington State Indian Education Association Conference "Career-Technical Education in Tribal Communities" Presentation

-Family and Consumer Sciences Office Hours (monthly) September 2021 to June 2022

-Teaching Academy Professional Learning Community (4 events) October 2021 through May 2022

-Ag Ed and FFA Updates Weekly Email (bimonthly) August 2021 through May 2022

-FFA Board of Director Meetings (5 meetings) September 2021 through May 2022

-FFA Foundation Board of Director Meetings (5 meetings) September 2021 through May 2022

-Home Care Aide Technical Assistance to Lummi Tribal Compact School (OSPI & DSHS) – January and March 2022

-Member LPN Apprenticeship Proviso Workgroup November 2021 through May 2022 (3 meetings)

-CTE Weekly Email Update (2,000 CTE Directors, Administrators, Staff, Educators, and Partners) – 43 emails and newsletters

-CTE News & More Meetings (with CTE Directors, Administrators, Staff, Educators, and Partners) – 11 events

Postsecondary:

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

Communication: SBCTC Perkins staff communicate updates on Perkins-related matters through a listserv and specific concerns are addressed during Workforce Education Council (WEC) meetings where workforce deans and directors from the colleges come together quarterly or on a case-by-case basis.

Webinars/Presentations: During November 2021, SBCTC provided training to support colleges in completing their CLNA. The training was tailored to both staff that were new to Perkins/CLNA and veterans. Elements 3-5 of the CLNA were addressed in detail. Breakout groups were offered for the following: Making the Most of Consultants/Licensed Tools, Stakeholder Engagement, and Data Collection and Analysis. In response to the CLNA, SBCTC presented "Comprehensive Local Needs Assessment: Findings from 2020-2022" with challenges/needs and best practices from each element.

Virtual Office Hours: Over the course of seven weeks, during winter 2022, SBCTC Perkins staff promoted and offered six virtual drop-in sessions to colleges during the application period. This provided an opportunity for colleges to receive assistance with any of the Perkins grants or CLNA. Additionally, it created an avenue for colleges to collaborate and brainstorm about their application and CLNA.

Feedback: Each college was provided specific feedback for their Perkins Plan application and CLNA. The purpose of these responses was to assist colleges in submitting stronger applications as well as the CLNA and to remind colleges of their accountability to the performance indicators.

SBCTC continued to provide Perkins-related technical assistance individually and for groups throughout the year. Workforce Education Council Affinity groups continued to address many topics related to the changing economic and education landscape, including remote instruction, dual credit, professional development, the Comprehensive Local Needs Assessment and strategies for reallocating resources amid travel restrictions, event cancellations, and shipping delays.

After creating a crosswalk between the CAR Narrative questions and the information requested from SBCTC's Report of Accomplishment and annual grant reports, SBCTC streamlined the annual reports to reflect the CAR questions and creating an online form. The focus was on college's achievements to include measurable assessment and how they are preparing students to enter the workforce with the skills to obtain a high-wage job. Additionally, each report focused on access and diversity specifically for special populations and demographic subgroups.

C. **Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)**

At the foundation of SBCTC is a focus on diversity, equity, and inclusion. The vision statement, "Leading with racial equity by working to dismantle racist policies and practices throughout our community and technical college, and ensuring our students of color and other minoritized students reap the benefits that come with higher education: higher incomes, better health, and greater social and economic mobility that passes from generation-to-generation" serves as a framework for how we prioritize funding. One of the goals in the strategic plan is to "increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents." Additionally, the implementation of Guided Pathways, through our community and technical colleges, creates more inclusive campuses by focusing on increasing the diversification of students that access and earn credentials. These efforts are supported by legislative investments in our college system's equity efforts with the passage of SB5227 requiring DEI training and assessments at institutions of higher education and SB5194 providing for equity and access in the community and technical colleges.

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

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

Perkins-Funded Outreach Method by Percentage:

CBO Visits - **38%**

Corrections Center Visits - 7%

CTE Open Houses - 38%

Faith-Based Organization Visits - 7%

High School Visits - 83%

Labor Union Visits - 7%

Program Mailings - 31%

Re-Entry Program Visits - 14%

Tribal or Cultural Center Visits - 24%

Try-a-Trade Events - 24%

TV or Web Video Ads - 48%

Veteran Center Visits - 14%

WorkSource Co-Location - 45%

Youth Re-Engagement Programs - 38%

Decreasing Barriers to Participation

Bates Technical College-The addition of an advisor for Health Science/Business and Communication programs, all highly female populated, has given the College additional resources to recruit non-traditional students (males) to these programs.

Bellevue College-The Perkins team worked with Student Affairs and Information Technology Services (ITS) to translate several web pages into the languages most spoken in their service area: Spanish, Chinese, Vietnamese, Russian, and Korean. Because higher education is a family focused in many households, translation efforts focused first on web content aimed at prospective students and their families to reduce barriers to entry into the college. Information to parents on navigating the FAFSA/WAFSA was the first page translated. It took a significant amount of time and effort to set up the workflows needed to complete the translation work. However, now these workflows are in place and additional translation projects can proceed rapidly.

Bellingham Technical College-The Student Access and Success governance committee worked with BTC's Data and Research staff to build an Applicant Milestones dashboard to help identify equity gaps. As a result of this work, Student Services staff (including Perkins-funded staff members) reexamined recruitment practices geared toward students of color. Employees revised communications strategies with undocumented students and students who complete the Washington Application for State Financial Aid (WASFA), working with them proactively and on an individualized basis.

Clark College-Perkins supported the development of four recruitment videos featuring CTE programs and one CTC overview video embedding inclusive messaging for students of color, students with disabilities, and students from low-income households. Videos were created in partnership with current CTE students from special populations, as well as embedded culturally responsive practices to promote a sense of belonging and identity. These videos are now incorporated in information sessions, student orientations, and online presence to promote student awareness of career pathways.

Everett Community College-Since 2013, the Advanced Manufacturing Training and Education Center (AMTEC) partnered with Goodwill's Youth Aerospace Program (YAP) in efforts to help first generation college bound students prepare for a career in aerospace. YAP is a two-year program providing students with a smooth transition through their senior year in high school towards college readiness. AMTEC hosts YAP students annually during the summer where students learn about the manufacturing industry and earn college credits towards a certification or ATA degree. Specifically, students are enrolled in a college level Composites Program course focused on the aerospace industry. An AMTEC College Completion and Career Readiness Coach, supported by Perkins V funding, is assigned to the group to help coordinate the summer experience and assist students in navigating the college's enrollment process inclusive of leveraging financial assistance and scholarships.

Seattle Colleges-Each of the Seattle Colleges partnered with United Way King County's Benefits Hub to provide service assessment and navigation support to students facing non-academic barriers to persistence and completion. UWKC provides AmeriCorps workers who provide students with barrier assessment and access to emergency financial assistance and social services, including housing support, transportation, health services, and food. Benefits Hub is helping students access community services on campus and keeping them enrolled and on track. These colleges offer on-ramp courses in partnership with community organizations to give potential students pre-college support for career discernment and preparing to enter a program. (ex. Airport Career Pathways program with Port of Seattle). Participants in on-ramp courses are often members of special populations.

Shoreline Community College-Perkins funds supported direct high school outreach to multi-language learning with a Spanish speaking outreach specialist who went into the two high schools within their district. The following support services were offered:

Provide guidance for high school students on career pathway opportunities and associated postsecondary preparation, particularly in professional/technical fields.

Conduct presentations during and after the school day to students and families, small group and individual meetings with students, and consultations with counselors and school staff.

Provide documentation such as student guides relating to college programs, financial aid information, asynchronous presentations and videos, Canvas mini-courses, and documents to support high school counselors. Identify and address

barriers to successful student transitions through postsecondary programs.

Skagit Valley College-Perkins funds supported student recruitment events such as Try and Trade 21-22, Institutional Resilience and Expanded Postsecondary Opportunity program, and collaborative work with the INVEST program to provide and meet the needs of students with disabilities enrolled in CTE programs. Their newly implemented program effectiveness reports will allow them to identify improvements and document student learning outcomes in a new, coordinated online system. They will be able to report data in the next reporting cycle.

Ensuring Equitable Access to Programs

Bellingham Technical College-To improve equitable practices in recruitment and outreach, BTC has shifted from reactive to proactive outreach practices and provides key outreach services to all students. BTC employees worked on automating and creating clearer, more accessible communications based on application responses to help prospective students navigate the admissions process.

Clover Park Technical College-By helping regional healthcare employers re-launch the former Nurse Camp into a more comprehensive and more inclusive event, CPTC opened doors to health careers for potential students previously unable to participate. There were 188 local students who participated in the five-day Sound Careers in Healthcare event.

Everett Community College-Provided funding for information sessions. During the COVID-19 pandemic, information sessions were exclusively online potentially creating a barrier to segments of Everett's population lacking the connectivity and tech resources necessary to access this information. The information sessions connected college faculty with the community with faculty taking the lead in presenting their training programs. The goals were to raise awareness, help prospective students better understand training outcomes, and help students navigate the college's enrollment process.

Grays Harbor College-Developed credit for prior learning process to increase access for out-of-workforce individuals and economically-disadvantaged. Program to start Fall 22.

Lake Washington Institute of Technology-Videos were produced to recruit students to each prof-tech School of Instruction. These videos featured students pursuing non-traditional fields

Lower Columbia College-Leveraging the Perkins funded Outreach Navigator program, the college supports CTE students transitioning from high school to college, particularly for students in special populations. A new bilingual navigator was hired to provide additional support for students who are English learners in addition to other special populations. Additional promotion and other resources available in Spanish have been developed to support non-native speakers and their families. Enrollment for students who are former foster youth or unaccompanied homeless youth has continued to increase as a result of greater collaboration and outreach with community partners, school districts, and tribal partners. During the 2021-2022 year, the number of students identified as former foster youth or unaccompanied homeless youth increased by 67%. Workforce staff continue to build relationships with McKinney-Vento liaisons and other staff at the local high schools to identify and provide individualized outreach and support for students to apply for financial aid and get enrolled in a program of study.

Peninsula College-Implemented a Zoom drop-in lobby for students receiving Workforce Programs assistance. Eliminated unnecessary trips to campus, which has previously been a barrier for students with transportation issues, working students and economically disadvantaged families. The drop-in lobby has been tremendous in creating easier access to campus staff and programs, seeing over 30 students a week. While nursing, welding, and construction classes and labs remained on campus, several other programs were offered only online and still have strong demand for online.

Coming out of the pandemic, we have yet to see enough face-to-face demand to offer fully face-to-face sections for IT and Business programs. Informed by enrollment patterns from the year, they will offer hybrid and hyflex classes with drop-in lab sessions with faculty for students for next year.

Renton Technical College-A video project was funded using Perkins. This provided the funds to create eight videos geared toward recruitment of non-traditional and other special populations. These videos will roll out over the next few months as promotional videos to take to job and career fairs, videos on the RTC website, and potential TV spots (still under negotiation using college funds).

Seattle Colleges-Continues to partner with the Port of Seattle to promote and increase access for low wage airport workers into the aviation maintenance technician (AMT) program. The demographics reached in this partnership have increased enrollment of both students of color and women in the program. For spring 2022 enrollment alone, South Seattle College had 29% new enrollments of women, of which 44% were from Seattle College's Airport Pathways onsite class at Sea-Tac airport. Discover Seattle Colleges virtual series and open house events at each college, highlighting each of their eight areas of study. These events had 151 attendees, with 71 attendees who were enrolled during and after the events.

Shoreline Community College-The Outreach and Recruitment Specialist focuses on adult learners to support enrollment

in professional technical programs. This position has played a significant role in SCC's outreach and recruitment efforts. From creating events, to strategizing around engaging adult learners and professional technical pathways, there has been increased capacity to perform strategic and intentional outreach to marginalized communities. This position hosts virtual and in-person outreach events/sessions that assist prospective students in the admissions process, career exploration, funding resources, and student support resources. Following these events, students receive one-on-one navigation support as needed.

Spokane Community College-Applied funds toward recruitment of out of work individuals in Ferry, Stevens, and Pend Oreille counties. Postcards were sent to 25,000 households in the tri-county area to promote enrollment in business and business technology programs at SCC's Republic, Inchelium, Colville and Newport campuses in summer 2021, for those out of work or looking to train for a new career. According to SCC Institutional Research staff, the number of students (167 unduplicated students) enrolled in those programs stayed the same from AY20-21 to AY21-22. As mentioned above, maintaining enrollment during this unprecedented is positive.

Spokane Community College-Utilized funds for non-traditional recruitment for Echocardiography, Nursing, Culinary/Baking, CIS/Networking, and Software Development programs. CIS increased enrollments of historically underserved populations during over the year before.

Spokane Community College-TV commercial, focusing on non-traditional populations, were used throughout summer 2021 for Water Resources and Natural Resources programs. According to SCC's Institutional Research office, both programs had a slight increase in unduplicated headcount from AY20-21 to AY21-22. Considering many programs at the college had a decrease due to residual COVID-19 enrollment issues, having a slight increase is considered positive. There was also a spike in new student enrollment in August 2021, that may be due to the TV commercials.

Tacoma Community College-The EMT program on the Eastside of Tacoma has contributed to ensuring equitable access to Tacoma's low-income community, increasing access of economically disadvantaged families. The number of females (non-traditional field for women) enrolled in this community-based program has increased by more than 4 times, with more than 40% of total enrollment being female over three academic quarters.

Walla Walla Community College-Perkins supported staff developed and presented multiple live virtual programs including CTE Dual Credit Program Tours, Try a Trade events, Gear Up, and Academia del Sueño Americano (American Dream Academy); programs included interaction via chats and question and answer sessions. Perkins supported staff continued to develop, present, assess and refine efforts to reach students, including efforts such as: increased outreach to Running Start and CTE outreach programs; Return to the River community event (promoting natural resources careers to Tribal Youth); social media campaigns on Facebook and Instagram; WWCC website redesign underway to include expanded bilingual and other accessibility components.

D. **Report on the effectiveness of the use of State leadership funds in—**

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

   ii. **Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**

(Section 124(a)(2) of Perkins V)

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

Secondary: State funds were used to support the design, review, and implementation of the Secondary performance indicators. The 2021-22 school year was the last year of phase in for the remaining data collection processes.

Leadership and reserve funds were used for directed grants to school districts and STECs who missed the state target.

Participation in on-grade testing in the 10th grade was negatively impacted by COVID as many (2022) students did not take the state assessment for Reading/Language Arts and Mathematics as the state was granted a federal waiver from assessment accountability requirements in the spring of 2020.

The following performance measures did not meet the state determined level of performance: 2S2, 4S1, 5S3 (see supporting document "2022 State Performance Measures not meeting SDPLs").

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

-Development of Outdoor Learning for Young Children shared statewide course (1P1 and 2P1)

-Curriculum creation or revisions to respond to industry in filmmaking, agriculture, medical assisting, and construction technology (1P1 and 2P1)

-Investment in software platform that highlights career pathways with visual templates (1P1, 2P1, and 3P1)

-Articulation agreements with postsecondary partners to support seamless student transitions in professional-technical pathways (1P1 and 3P1)

-Technology investments to support teaching effectiveness and skill attainment (1P1, 2P1, and 3P1)

-Provided supplemental instructional tools to enhance/support hands-on lab skill training for Nursing Assistant Certified and Electronics, Robotics, and Automation programs Rethinking credit for prior learning practices to increase program completion (1P1 and 2P1)

D.ii. Reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II) of Perkins V.

Secondary: Targeted investments for the data available measures were attempted by directed Perkins Reserve awards to school districts and STECs who did not meet the state target.

-Used funding to expand equivalency opportunities for students.

-Sponsored various technical assistance designed to meet the needs of the CTE community (see question 1(b)(iv) and the following activities

-Allocated funds to school districts, STECs, and skill centers who did not meet state targets.

-Continued to expand equivalency opportunities to support concentrator math obtainment and performance.

-Reviewed equivalency options aligned with specific clusters.

-Provided additional allocation of funds for districts/STECs/skill centers targeting specific student populations for improved student outcomes.

-Used funds through targeted professional development and other permissible expenditures to support improvement.

-Ongoing Non-Trad grant (see answer 1(b)(i)) availability for LEAs.

-Ongoing review of state created CIP codes and work towards eliminating as many as necessary (to better align to federal list).

-Funds were awarded to school districts/State-Tribal Education Compacts (STECs)/skill centers through a Non-Traditional Fields Grant (see question 1(b)(i)).

-School districts/STECs/skill centers were able to utilize funds to support the Comprehensive Local Needs Assessment (CLNA) work in forming consortiums with each other.

Postsecondary: Specific projects, focused on system-wide improvement, funded in 2021-2022 included:

Bellevue College: **Collegiate DECA**. DECA's programs aligns with business, marketing, and accounting, and delivers a variety of activities to serve diverse learning styles while also providing multiple assessment methods. These activities supported classroom instruction by applying learning to extracurricular case study competition. It also connected students with local businesses for networking and employment opportunities. Each Collegiate DECA Chapter provided students with leadership training and engagement within their respective business community. A new chapter from Highline College joined this year which is an Asian American and Native American Pacific Islander-serving institution. Continuing from previous years is Columbia Basin College which is a Hispanic-serving institution. The statewide organization represented at the International Career Development Conference with more than 75% of the students from all schools making it to the final round of competition and placing in the top 10 slots for their respective event. (1P1, 2P1, and 3P1)

Seattle College District: **Washington CTE Dual Credit Project-Phase II**. The focus of this project was to investigate barriers to successful CTE Dual Credit completion, and produce recommendations to improve access to early college credit for students throughout the state. Although historically underrepresented and underserved students are well-represented in CTE dual credit programs compared to other dual credit programs in Washington, this project has highlighted participation does not necessarily translate to students going on to obtain a credential. Five workshops were held throughout the year to engage both the secondary and post-secondary stakeholders. RTI International was contracted to conduct national research on dual credit best practices and policies, summarized for state leadership which resulted in

a comprehensive report of recommendations. Specific recommendations related to addressing equity in dual credit include the need for a robust data collection and reporting structure to track dual credit outcomes for various populations of students, as well as a recommendation to provide more student support, such as early advising so students can progress through their college pathway with efficiently, ultimately saving the student money and time. (1P1, 2P1 and 3P1)

Walla Walla Community College: **Phi Beta Lambda-Professional Business Leaders of America (PBL) State and National Conferences**. The goal of Phi Beta Lambda or FBLA is to bring business and education together in a positive working relationship through innovative leadership and career development activities. The circumstances of COVID, and a move to online events, allowed for more inclusion for students that historically could not access PBL conferences. Many colleges, students, and chapters do not receive college financial support, and the cost of travel is often a barrier for student conference attendance. COVID changed that. Students could access the virtual events at a drastically reduced cost of attendance and would be able to compete in their events from any location. (1P1)

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2b: Narrative Performance: Fiscal Responsibility

A. **For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at: https://nces.ed.gov/ccd/schoolsearch/.**

See attached file for response.

B. **For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: https://nces.ed.gov/ccd/districtsearch/. Public and Private Colleges and University IPEDS numbers can be found at: https://nces.ed.gov/collegenavigator/.**

See attached file for response.

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

Secondary:

Reserve funds were distributed through a separate application process which provided a grant overview, were either competitive, incentive, piloted, or directed, depending upon the project. The selection criteria were described within the application, and alignment of Perkins Reserve priority areas are described within the application.

Of the school districts, skill centers, and State-Tribal Education Compacts (STEC) who were eligible for Perkins Reserve grants (programs in rural areas, programs with high percentages or high numbers of CTE students, or areas with disparities or gaps in student performance), 156 school districts, skill centers, and STECs were awarded funds.

The Perkins Reserve grants supported school districts, skill centers, and STECs in the following ways:

Professional Development

For the CTE Instructors with an industry background, additional support with Universal Design for Learning (UDL) and lesson planning.

High School Counselor attended the statewide CTE Conference to broaden understanding of how to link career options with student High School and Beyond Plans (HSBP).

Counselor to attend a Pathway Conference to increase their knowledge in careers in pathways.

Provided apprenticeships with AJAC for the Core Plus program

Instructors creating more employment opportunities for students participating in worksite and work based learning opportunities by creating partnerships through networking and site visits.

Local CTE collaboration with:

- Special Education staff to improve CTE instruction for students with an Individual Education Program (IEP).

- Analyzed math standards with math department for the CTE courses to determine alignment beginning with Wood and Metal shop classes.

- Advisory Board members, academic instructors and administrators to review and evaluate CTE courses for course equivalencies.

CTE Instructors to attend the following opportunities:

- Washington ACTE conference

- Applied Math training

- Washington State Agriculture Conference

- AP Computer Science Principles Summer Institute

- SW Washington Regional STEM Strategy Summit

- Washington Industrial Technology Education Association

- Washington Association for Skilled and Technical Sciences

- National Health Science Conference

- WA-BAM

The Comprehensive Local Needs Assessment (CLNA) process identified the following PD as a priority:

- Provided workshops on the recruitment of Nontraditional student populations to CTE

- Educators to address equity issues and cultural inclusiveness implemented across the CTE curriculum.

- A book study with CTE teachers to highlight UDL benefits, engagement, application, lesson planning and delivery.

Student Growth and Program Support:

Alignment of CTE courses to state assessments

Funding to ensure equity for underrepresented populations in CTE programs.

Hosted informational sessions creating opportunities for students to see nontraditional employees in their fields.

Provided CTE pathways connecting major tribal businesses with teachers focused on culturally responsive opportunities for native students and highlighting employment with the Tribe.

Field trips to colleges for students to explore nontraditional career pathways offered to align with the students' HSBP.

Informational materials to promote CTE programs to increase access and enrollment in nontraditional programs and overall CTE.

Paid for articulation agreement and dual credit consortium fees.

Funds assisted instructors to work on CTE equivalencies

Strengthen the success of EL students in CTE courses

Strived to diversify the population of students earning an Industry Recognized Credential (IRC)

Partnered with neighboring school district to support CTE partnership for native students interested in teaching with joint activities.

Curriculum and equipment for CTE courses:

-Healthcare curriculum

-Fire Science equipment

-Culinary Arts

-Robotics, Drones, and VR Technology

-Vernier software and technology

-Career Connect curriculum

-Agriculture

-Engineering

-Computer Science (Web Design, Media, CAD

-Childhood Development

-Update equipment and technology to align to industry standards

Industry Recognized Credentials:

-Precision Exams

-Career Safe

-Food Handlers Permits

-Adobe and Microsoft Certification

-Forklift Training Certification

-Automotive Service Excellence

-First Responder

-Certified Nursing Assistant

-First Aid/CPR/AED

Funds were used for membership and assisting students in attending regional, statewide, and/or national leadership conferences with:

-Future Farmers of America (FFA)

-Future Business Leaders of America (FBLA)

-SkillsUSA

-HOSA

-Family, Career and Community Leaders of America (FCCLA)

-Washington Career and Technical Sports Medicine Association (WCTSMA)

Postecondary:

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

Colleges with a high percentage of CTE participants receive 1% of the reserve funds and are those that have 50% or more of their student 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. Bates Technical College, Bellingham Technical College, Clover Park Technical College, Lake Washington Institute of Technology, and Renton Technical College all receive a portion of the one percent of reserve funds set aside for college that serve a majority of CTE students.

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

funding to maintain these programs.

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

Bates Technical College: Perkins initiatives, particularly the CLNA, revitalized the College's relationships with a wide network of partners, including WorkFirst, Metropolitan Development Council, public schools, Workforce Central, Pierce County Connect Consortium, Palmers Scholars, and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

In addition, they have active partnerships to bring underrepresented students, by gender, into non-traditional fields, including Tacoma School College Support Network and Ignite Worldwide (promotes economic equality and workforce development by cultivating a diverse pipeline of talent and supporting a sustainable future for girls and their families).

Clover Park Technical College: Palmer Pathways – CPTC partnered with Palmer Scholars, a non-profit serving community of color, which developed a pre-apprenticeship model feeding into high wage, high demand occupations in construction and the trades. Perkins funding help support participants and program development, and the program graduated its first two classes at the end of the 2022 fiscal year. Articulations established with several apprenticeship programs, including the Roofers program, also housed at the CPTC campus.

Lake Washington Institute of Technology: Perkins provided $10,000 for Supplemental Instruction (SI) for the Computing & Software Development and Behavioral Health programs where the extra supports brought course pass rates to 80% and 94% respectively. Pre-Nursing students supported with SI increased their pass rates by 17%.

Olympic College: CTE Dual Credit's "What's Next?" event took place in a live, virtual format in February of 2022. The live, virtual event supported two rural schools who have never been able to attend an on-campus event. Since there was no need to schedule time for movement between sessions, the program agenda able to offer three Professional-Technical break-out room session in which high school CTE students spoke with the faculty member/program of their choice in addition to participating in an employer panel session with guests from Kitsap and Mason counties.

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2c: Disparities or Gaps in Performance

Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act.

☑ I have reviewed the quantifiable descriptions of disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section B.3 of this report.

Additional Information

<u>Secondary:</u> OSPI will continue to review and monitor collected data to inform future investments and potential revisions to definitions, data collection methodologies, and negotiated targets to ensure we are modeling and implementing continuous improvement practices.

OSPI initially proposed renegotiating performance targets to the Workforce Training and Education Coordinating Board in April 2021 which were not submitted to OCTAE until December 2022.

2S2: Due to the federal waiver granted in the spring of 2020, students participated in this assessment in the 11th grade.

These students included are a significantly smaller group compared to the 2021 data.

See uploaded supporting document, **Secondary disparity or gaps in performance**.

<u>Postsecondary:</u> Washington State Community and Technical Colleges developed Perkins V performance targets as stretch goals, grounded in a thoughtful analysis of prior year performance. The review and analysis of performance data, from the previous three academic years of pandemic impacts which represented concerning trends in 1P1 and 2P1 outcomes, informed SBCTC's decision to pursue an adjustment of state determined levels of performance as allowed under Perkins V legislation.

In acknowledgement of enrollment declines and government-imposed restrictions on in-person learning, SBCTC coordinated with the Workforce Training and Education Coordinating Board (WTECB) to adjust performance targets based on the shifting and very different education and training environment that we operate in today versus when the original targets were set. At the December 2021 WTECB meeting, the Board was asked to consider new state targets for 1P1 and 2P1.

During the February 2022 WTECB meeting, board members voted to move the revised targets forward for the required public comment period. The motion to approve the modified performance indicators were unanimously passed during the April 2022 WTECB meeting.

See uploaded supporting document, ***Previous and Revised State Targets by Year.***

SBCTC submitted the agency's CAR report to WTECB in December 2022. On January 26, 2023, SBCTC was notified the postsecondary state targets in the Perkins portal were different from the revised postsecondary state targets approved by the WTECB in April 2022. Accordingly, SBCTC reported on the state approved revised targets for cohort year 2020-21 (reporting year 2021-22) of 39% for 1P1 (verses 39.5% in the Perkins portal) and 53% for 2P1 (verses 54.5% in the Perkins portal). SBCTC is requesting, in partnership with the WTECB, to update the Perkins portal to reflect the revised postsecondary state targets as reviewed and approved by the WTECB in April 2022.

1P1: Postsecondary Placement

The Perkins V state performance target is 39%, whereas the actual performance was 39.27% in 2020-2021. Performance on this target was up by 2.6% from 2019-2020 data based on 8,974 out of 22,851 students succeeding at Postsecondary Placement. While the state did meet the target, we still have populations that require additional supports and dedicated focus.

See uploaded supporting document, ***1P1 Performance Disparities.***

Practices being implemented within the system to improve 1P1 performance include:

Investment in career counseling and advising

Additional supports funded for work-based learning

Building meaningful non-credit to credit pathways and Academic Credit for Prior Learning opportunities

Offering fee or minimal cost for certification exams

Dedicated Pathways Navigators for Health and Business

2P1: Earned Recognized Postsecondary Credential

The Perkins V state performance target is 53%, whereas the actual performance was 50.68% in 2020-2021. Performance on this target was up 2% from 2019-2020 data. The performance target of 53% was established based on system enrollment projections and a thorough review of performance outcomes. SBCTC's actual performance of 50.68% is based on 11,580 out of 22,851 concentrators meeting the desired outcome. In 2019-2020 we reported performance of 43.56% based on 11,752 out of 24,154 concentrators meeting the desired outcome.

SBCTC's Credentials Awarded Dashboard shows a negligible decline of -.05% from 19-20 to 20-21 for all credentials awarded across all mission areas. However, between 20-21 and 21-22 there was a 12% drop in credentials awarded statewide. Specific to associate degrees, there was a 5.5% increase in academic degrees awarded compared to 19-20 compared to 6.6% in workforce degrees. Academic programs are showing a greater downturn with a 14.2% decrease in 21-22 while Workforce programs were reported with a 10.1% decline.

As stated often in college's CLNAs, a barrier to completion are students entering industry before completing their degree due to the high wages. This is supported by the Washington State Employment Security Department's 2021 Labor Market and Economic Report, which noted that there was a 9.4% change to $44.99 in average hourly wage from 2019 to 2020.

See uploaded supporting document, *2P1 Performance Disparities.*

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

Utilize on-the-job training for Academic Credit for Prior Learning for recently hired non-completers

Investment in Guided Pathways practices to strengthen career and advising supports

Technology investments to support student success in online learning, including providing laptops and Wi-Fi access

Partnerships with agencies and organizations focused on serving underrepresented populations, i.e. Palmer Scholars

Implemented Credit Predictor Pro to increase Academic Credit for Prior Learning and decrease time to completion

3P1: Non-Traditional Program Concentration

The Perkins V state performance target is 18%, whereas the actual performance was 20.54% in 2020-2021. Performance on this target was up by 0.5% from 2019-2020 data based on 3,716 out of 18,088 students succeeding at enrolling in non-traditional programs. For 2020-2021, all categories met the state target except for males. Program areas that include this non-traditional enrollment which also did not meet the state target are education, human services, and health sciences. Additionally, the following groups decreased since last year: females, Asian, Black/African American, Native Hawaiians/Other Pacific Islanders, Single Parents and, Out of Work Individuals.

See uploaded supporting document, **3P1 Performance Disparities** *table uploaded in the Narrative section.*

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

-Investment in developing relevant and updated outreach materials, videos, and social media highlighting non-traditional populations

-Launch and support Umoja/Puente programs

-Supplement instruction with industry guest speakers that reflect student populations not represented by program faculty

-Implementation of Anti-Blackness taskforce

-Focus on hiring faculty and inviting potential advisor committee members that reflect non-traditional populations

-Curriculum review, including DEI inventories, to improve teaching and learning practices

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2d: Implementation of State Program Improvement Plans

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

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

ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.

iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.

iv. The staff member(s) in the State who are responsible for each action step.

v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)

NOTE: First complete the performance indicator tables in Section IV below. Then return to complete this question.

Indicator: 2S2: Academic Proficiency in Mathematics

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Individuals Preparing for Non-traditional Fields; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Action Steps:

1 - Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

2 - Continue to expand equivalency opportunities to support concentrator math obtainment and performance.

3 -Review equivalency options aligned with the specific clusters identified in column b.

4 - Provide additional allocation of funds for districts/STECs/skill centers to target student populations (listed in "Disaggregated Categories) for improved student outcomes. Use of funds through targeted professional development and other permissible expenditures to support improvement.

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Jill Diehl, and Roger Rich.

CTE Perkins Administration – Clarisse Leong, Doug Meyer, Deifi Stolz.

Samantha Sanders

Rebecca Wallace

Timeline:

September 29, 2023 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Targeted Completion Date: 09/29/2023

Indicator: 4S1: Non-Traditional Program Concentration

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Action Steps:

1 - Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

2 - Ongoing grant (see answer 1(b)(i)) availability for school districts, State-Tribal Education Compacts, and skill centers to propose use of funds targeting Non-Trad enrollment.

3 - Ongoing review of state created CIP codes and work towards eliminating as many as necessary (to better align to federal list).

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Jill Diehl, and Roger Rich.

CTE Perkins Administration – Clarisse Leong, Doug Meyer, Deifi Stolz.

Samantha Sanders

Rebecca Wallace

Timeline:

September 29, 2023 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Targeted Completion Date: 09/29/2023

Indicator: 5S3: Program Quality – Participated in Work-Based Learning

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Individuals Preparing for Non-traditional Fields; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Action Steps:

1 - Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

2 - Additional guidance/publications for LEAs to better understand the data collection process (started in 2021-22).

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Jill Diehl, and Roger Rich.

CTE Perkins Administration – Clarisse Leong, Doug Meyer, Deifi Stolz.

Samantha Sanders

Rebecca Wallace

Timeline:

September 29, 2023 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Targeted Completion Date: 09/29/2023