Perkins V State Plan
Program Year 2026-2027 Washington

August 2026

Washington Workforce Training & Education Coordinating Board

a. Plan Development and Consultation

Introduction

The Washington state Perkins plan uses an industry-informed, universally focused approach to support the design, development, implementation and improvement of career and technical education. It is envisioned to support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

- The Washington state agencies entrusted with administering the Perkins plan are committed to the following values, which prioritize equity and access for individuals served by Perkins:
- Using quantitative and qualitative data to inform decisions,
- Engaging a diverse range of stakeholders, reflective of the communities they serve, to inform policies and practices,
- Leveraging and aligning federal and state policies and funding to improve student outcomes,
- Responding to labor-market gaps and emerging industries and occupations in the design of programs of study, and
- Promoting life-long learning that develops the knowledge and skills that allow individuals to remain competitive in chosen occupations/careers.

As a component of Washington's 2024-2028 combined state plan, Talent and Prosperity for all (TAP), these goals align closely with the TAP plan's guiding principles and five strategic priorities of systems, business, youth, credentialing, and job quality.

The TAP guiding principles – to close economic disparities for marginalized populations, provide comprehensive support for individuals with barriers to employment, and utilize system- wide performance metrics and accountability – closely reflect the goals and values of the state's Perkins plan.

There are specific alignments of Perkins priorities with TAP strategic priorities. One of the strongest alignments between Perkins and the larger combined state plan is with the youth strategic priority intended to further improve opportunities for young people to transition to an economically successful adulthood. Dual credit and student support services remain strong areas of focus in both programs with the intention of shortening time to credential attainment.

The TAP plan also contains the Job Quality, Credentialing and Business strategic priorities, whereas Perkins aims to improve access to high-quality and high-demand CTE jobs by focusing on the local community that each college serves. Additionally, it is expected that decisions in both Perkins and TAP are informed by data and that there is additional emphasis on special populations, including through Methods of Administration. These correlate closely with the systems integration TAP strategic priority.

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

Following the July 2018 enactment of Perkins V, Washington state submitted a one-year transition plan covering FY 2019 (July 1, 2019 – June 30, 2020) and then a four-year State plan covering FY 2020-23 (July 1, 2020 –June 30, 2024).In order to receive its FY 2024 Perkins grant award, the state put forward non-substantive revisions to our previous four-year plan to include establishment of State Determined Performance Levels(SDPLs) for FY 2024-28.

Feedback for the 2024-28 overarching Talent and Prosperity for All, statewide workforce combined plan was solicited from a wide cross section of stakeholders in the fall of 2023. These stakeholders included business, industry, education, labor, state agencies, local Workforce Development Councils, community-based organizations and state associations. Stakeholder engagement took place at a wide variety of in-person events as well as virtual/online opportunities.

For the 2025-26 State Plan submission, Washington put forward changes to SDPL's only. No substantive changes or revisions were made to the previous state plan. Public comment was open for the SDPL's from January 24-March 14, 2025. No comments were received.

For the 2026-27 State Plan submission, Washington puts forward changes to SDPL's only. No substantive changes or revisions were made to the state plan. Public comment was open for the SDPL's from January 7-February 11, 2026.

Washington's Perkins state plan continues to focus on supporting high quality, data informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

SECONDARY

The Office of Superintendent for Public Instruction (OSPI) maintains regular engagement opportunities with the providers of secondary CTE through statewide conferences, regional leadership networks, and monthly two-way communication opportunities hosted by the office. With the acknowledgement of the unexpected and ongoing impact of the pandemic, and the timing of the pandemic in relationship with our initial Perkins V plan approval, it was a quick consensus that non substantive updates would be necessary to our Perkins plan. The priorities and focus needs of our secondary system are still well represented in our initially submitted plan.

For the purposes of updating secondary practitioners with requirements related to submitting a new or updated state plan, and to determine appropriate performance targets, OSPI engaged in feedback sessions with statewide leadership and attendees of the Washington Association of Career and Technical Educators (WA-ACTE), and Washington Association of Career and Technical Administrators (WACTA). The WA-ACTE organization is the state's largest professional membership organization of CTE educators and administrators, and the summer conference is the largest in-person convening of educators, supporters such as industry partners and CTSOs, and individuals providing direct programming for CTE. The WACTA organization represents the most representative membership of CTE administrators, which provide direct local administration of the Perkins plan.

Highlights include:

- August 2025- Summer WA-ACTE conference; general Perkins update, and annual requirements of Perkins application.
- April 2025 – Spring WACTA conference presentation and discussion of supporting academic achievement, CLNA, Perkins state targets and data.
- December 2023 - Presented the proposed state targets at the WACTA area leadership meeting. The leadership reviewed the proposed targets and has disseminated the documents to their members and asked for feedback. There was overwhelming support for the submitted 2025-28 state targets.

POSTSECONDARY

The State Board for Community and Technical Colleges (SBCTC) engages quarterly with workforce education leaders in our system specific to Perkins V and comprehensive local needs assessment (CLNA) planning, performance outcomes, industry engagement, programs of study, and professional development. Conversations related to the 2024-28 planning have included the following elements:

Presentations on significant areas of emphasis within the Strengthening Career and Technical Education for the 21st Century Act (Perkins V);

Opportunities to review performance indicators and disaggregated, college-specific data, including: student subgroups, special populations, and individual program performance;

Training on Opportunity Gap Analysis; In-depth training on the comprehensive local needs assessment (CLNA); and Quarterly office hours to support in-depth conversations and training for colleges SBCTC provides quarterly reports on Perkins V at Workforce Education Council meetings, representing the workforce administrators from each of the state's two-year colleges.

College stakeholder input is collected via annual reports, CLNAs, quarterly engagement and office hours, and professional development. This input informs the updates to the current state Perkins plan which is being developed in coordination with the Workforce Board and OSPI. SBCTC staff also provide group and individual technical assistance on the comprehensive local needs assessment and local application through in-person and virtual meetings, guidance documents, calls, and webinars.

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

N/A

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

SBCTC and OSPI CTE staff worked with respective individuals from the postsecondary and K- 12 systems for the plan submitted in 2020. These individuals provided feedback as the plan was developed. They shared their colleagues' input, which was brought before the plan-writing team for discussion and modifications.

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

The 2024-28 Talent and Prosperity for All combined state plan which included Perkins was made available for public comment starting in January 2024 on the website listed below. The deadline for feedback was in late March 2024. The notification of the posting was announced once again in the Board's newsletter.

For the 2025/2026 State Plan submission (SDPLs were put forward, with no other substantive changes to the State plan content) public comment was open for the SDPL's from January 24-March 14, 2025. The comment period was posted to the above listed board website for this date range and was also included in the Board's February 6 newsletter. No public comments were received.

For the 2026/2027 State Plan submission, Washington puts forward changes to SDPL's only. No substantive changes were made to the state plan. Public comment was open for the SDPL's from January 7, 2026 through February 11, 2026. No comments were received.

b. Program Administration and Implementation

1. *State's Vision for Education and Workforce Development*

PLAN CONTENT
Section 122 (d)(1)

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

State-supported workforce development activities include:

Registered Apprenticeship and Recognized Apprenticeship Preparation Programs

- Locally, Local Workforce Development Boards and their Title I youth, adult and dislocated worker programs partner and coordinate with labor, business, public community and technical colleges, apprenticeship training centers to develop pre-apprenticeship and registered apprenticeship opportunities for Title I participants.
- Mutual goals of fostering the apprenticeship training system in the state by developing and monitoring registered apprenticeship programs, promoting apprenticeships as a skills development system for employers as well as a postsecondary training choice for individuals with the goal of expanding apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs.

- The Governor and Legislature seek yearly General-Fund state appropriations to support the Registered Apprenticeship Program.
- At the state level, the State Workforce Development Board (WTECB), State Workforce Agency (ESD), and State Board for Community and Technical Colleges are ex-officio members of the Washington State Apprenticeship & Training Council (WSATC), which also includes ties to the state Department of Labor and Industries' Office of Apprenticeships.

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

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

Workforce Education (State Board for Community and Technical Colleges)

- Coordination between the Title I Dislocated Worker program and the state's Worker Retraining Program.
- Coordination between Title I local workforce boards and various Centers of Excellence, depending on the connection to key industry sectors and/or industry skill panels.
- Coordination between Title I and the state's employer-specific Job Skills Program and Customized Training Program.
- Coordination and administration of industry-specific programs and work groups such as the Aerospace and Advanced Manufacturing Advisory Committee and Hospital Employee Education and Training Grant.
- Alignment of student support programs such as WorkFirst and the Basic Food, Employment, and Training program with other Workforce funding programs and initiatives. Coordination with OSPI in the development and administration of CTE dual-credit pathways and programs of study.
- At the state level, WTECB and ESD are ex-officio members of the SBCTC Workforce Training Customer Advisory Committee (CAC).

- SBCTC is represented on a cross-agency work group for Career Connect Washington. It oversees the Career Launch endorsement review process and supports colleges in the implementation of Career Launch programs, a strategy for expanding and supporting work-based learning opportunities statewide.
- SBCTC is represented on the WTECB Board and ensures alignment of developing initiatives with the state's postsecondary workforce education (CTE) system.

Local non-profit workforce development activities

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

PLAN CONTENT
Section 122 (d)(2)

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

The state's workforce plan (Talent and Prosperity for All or TAP) guiding principles are to close economic disparities , deliver comprehensive support individuals with barriers to employment and to provide systemwide performance metrics and accountability.

Additionally, five strategic priorities were identified for the 2024-2028 TAP Plan. The system priority aims to integrate system services, data, accountability with clear partners and roles. The business priority centers around supporting business development and competitiveness by aligning with economic development and growth efforts. The youth priority aims to improve opportunities for young people to transition to an economically successful adulthood. The credentialing priority allows for exploration of credential reform to improve equitable access, mobility and long-term economic success. Lastly, the job quality priority focuses on developing a job quality framework to guide decisions and key investments in the delivery of business services.

The strategic priorities and guiding principles of the TAP Plan are in alignment with the state's Perkins Mission, Visi on, Values statements below:

Washington's Perkins Mission – Vision – Values MISSION:

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

VISION:

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

VALUES:

The Washington state agencies entrusted with administering the Perkins plan are committed to the following value s, which prioritize universal access for individuals served by Perkins:

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

Under the Talent and Prosperity for All Plan (TAP), Washington's strategic plan for workforce development, our vision is more Washingtonians finding and keeping jobs that lead to economic self-sufficiency; closing skill gaps for employers; and working together as a seamless unified system of partners to make this a reality for our state. It is the goal of this unified system of partners to maintain a single unifying vision for how funding from multiple federal education and workforce development programs can be brought together. This work will be accomplished with a focus on universal access and in-demand industry sectors and occupations including apprenticeships. CTE programs are integral to developing a skilled workforce in key industries such as semiconductors, broadband, electric vehicles, batteries, clean energy and infrastructure. Washington plans to take maximum advantage of IIJA, CHIPS, IRA, IIA, BIL to ensure our state has the workforce needed to fill the jobs created by these programs.

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

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

At the postsecondary level, provide incumbent worker training customized to meet the needs of the state's large, medium and small employers.

One example of the state's commitment to meeting the needs of existing and emerging in- demand industry sectors, is the model secondary program, Core Plus. Core Plus was developed in partnership with The Boeing Company, specifically to expose high school students to the competencies needed for in-demand jobs in the manufacturing and advanced manufacturing industry. This industry-based curriculum includes an industry certificate which provides students preferred interview status at many aerospace suppliers and manufacturers within Washington.

The "Core" of this curriculum builds basic manufacturing skills, while the "Plus" focuses on the advanced manufacturing in the aerospace field. This model demonstrates the partnership between secondary CTE programs and the workforce, as Core Plus has expanded to include curriculum options in construction and maritime industries.

Washington's Perkins V State Plan is intentionally aligned with the state's Combined WIOA Plan, creating a coherent workforce development strategy that links secondary and postsecondary CTE with adult education, Wagner-Peyser, and workforce training programs. This alignment emphasizes shared priorities—industry-driven pathways, universal access, and the use of data to improve program quality and labor market outcomes—so that CTE functions as a core component of the broader talent development system rather than a stand-alone effort. The Comprehensive Local Needs Assessment (CLNA) process operationalizes this alignment at the local level by requiring districts and colleges to regularly analyze labor market information, employer input, and student performance data to identify gaps and drive continuous improvement. Through structured engagement with regional employers, workforce boards, and economic development partners, the CLNA ensures that CTE programs remain responsive to evolving industry needs and aligned with WIOA sector strategies, supporting seamless career pathways that lead to in-demand credentials and employment.

Washington State's Perkins V State Plan also advances several of the pillars of America's Talent Strategy.

Demand-Driven Strategies: Expands work-based learning focused on industry-aligned models. See Program Administration and Implementation section 1 above for detail.

Worker Mobility: Focuses on helping CTE students enter the workforce by identifying the skills and credentials employers need from workers. See Section 2 of Implementing Career and Technical Education Programs of Study for detail.

Flexibility and Innovation: Promotes adaptation to rapid economic changes by fostering innovative training approaches. See Section 2 of Implementing Career and Technical Education Programs of Study for detail.

PLAN CONTENT
Section 122 (d)(3)

(c) Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried

out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.

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

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

Throughout the planning process, OSPI has relied heavily on decision points reflected in the state's ESSA plan to seek alignment for secondary schools. The Assistant Superintendent for Secondary Education and Pathway Preparation sits on the OSPI review committee for the state ESSA plan, and has provided updates to align with the Perkins plan. To the degree possible, data methodology and policy decisions within the ESSA plan have been reinforced in the state's Perkins plan. OSPI remains committed to aligning the ESSA and Perkins plan where appropriate in future iterations of either submission.

(d)Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

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

Leadership funding decisions include:

- The state shall reserve not more than 10 percent of leadership funds to carry out the following activities:
- 1% of the allocation to serve individuals in state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities.
- The allocation will be split 50% to SBCTC and 50% to OSPI.
- The state will set aside $60,000 for services that prepare individuals for non- traditional fields.
- The allocation will be split 50% to SBCTC and 50% to OSPI. While the $60,000 represents the minimum allocation set- aside, additional leadership dollars will be prioritized for all members of special populations, so investment can be made towards increasing all underrepresented populations within non-traditional employment and not be restricted to gender data only.
- The state will set aside an amount equal to 0.1 percent to support the recruitment of special populations to enroll in CTE programs.
- This allocation will be directed to the Workforce Board. The SBCTC and OSPI have prioritized spending to support special populations, which may include additional recruitment efforts, or other initiatives and activities based upon collected data.

- The remainder of the leadership funds will be administered by the Workforce Board, SBCTC, and OSPI in alignment with the General Authority and Permissible Uses of Funds articulated in the Perkins V Act.

In alignment with the Washington Perkins Mission, Vision, and Values, SBCTC and OSPI will commit to assessing and evaluating local and statewide performance data to identify performance and opportunity gaps and establish priorities for local and/or state funding. Highly informed by the local Comprehensive Local Needs Assessments (CLNAs), and state level data, and with a commitment to universal access the SBCTC and OSPI will invest leadership funding in the following areas:

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

Adapting Existing Programs: Examples include prioritizing program investment aimed at closing an opportunity or access gap; adapting programs to increase access to remote students including adopting hybridized learning models; increasing access to industry-recognized credentials; and adapting program offerings to meet employment trends in light of advancement in technology, automation, and artificial intelligence. Additionally, supporting investment in improved labor market tools that will support predicting new and existing employment opportunities and future trends.

Improving Access and Outcomes for Special Populations: Examples include investing in programs and activities that increase student access, engagement, and success in programs that serve members of special populations. These may include but are not limited to: partnerships with tribes and tribal organizations and business, industry, and labor leaders; supporting participation for non-traditional employment; lowering barriers identified by school districts/STECs and colleges in rural communities; and activities that eliminate inequities in access to high- quality programs.

Supporting Professional Development and Leadership: Examples include investing in professional learning opportunities for CTE educators, faculty, administrators, guidance counselors, and paraprofessionals. As required by the Perkins Act, activities must be high-quality, comprehensive, and support the most effective training options to individuals, and to the degree possible be coordinated with other professional learning opportunities. Additionally, investing in programs that serve students in alignment with the definition of CTSO; organizations for individuals enrolled in CTE programs, that engage in CTE activities as part of the instructional program. These investments will prioritize activities that support positive impacts to the performance indicators, and specifically serve students representing special populations.

Supporting Statewide and Regional Partnerships: Examples include: incentivizing a regional and/or statewide approach to planning and activities related to expanding CTE dual credit access; review and development of CLNAs; developing statewide programs of study aligned with high-skill, high-wage, in demand, and emerging

occupations; increasing community work-based learning opportunities for both secondary and postsecondary students; and facilitating career pathway development.

Facilitating Opportunities for Technical Assistance: Examples include activities that promote leadership, CLNA preparation, and professional development as well improving the quality of career and technical education teachers, faculty, administrators, and counselors.

PLAN CONTENT
Section 122 (d)(4)(A)

2. Implementing Career and Technical Education Programs and Programs of Study

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

SECONDARY

The Career and Technical Education (CTE) Program standards are authorized by state law Revised Code of Washington (RCW) 28A.700.010 and are established by the Office of Superintendent of Public Instruction, the agency that administers all secondary career and technical education programs in the state. The CTE standards are designed to ensure high-quality, consistent and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI with approval guidelines for CTE courses and guide the development and continuous improvement of Career and Technical Education programs in local school districts and State-Tribal Education Compacts (STEC).

Washington defines Career and Technical Education as, "a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education" (RCW 28A.700.010). Only school districts/STECs with state-approved career and technical education courses will be eligible recipients of Perkins V funding.

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

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

Career Cluster	Current CIP codes	Current Career Pathways
Agriculture, Food, and Natural Resources	62	8
Architecture and Construction	12	2

Career Cluster	Current CIP codes	Current Career Pathways
Arts, Audio/Video Technology and Communications	26	5
Business Management and Administration	14	4
Education and Training	6	2
Finance	6	3
Government and Public Administration	2	1
Health Science	28	5
Hospitality and Tourism	11	4
Human Services	18	4
Information Technology	17	3
Law, Public Safety, Corrections and Security	11	3
Manufacturing	20	3
Marketing	11	5
Science, Technology, Engineering and Mathematics	26	2
Transportation Distribution and Logistics	15	1

OSPI is committed to reviewing existing programs of study to refine and further develop defined program of study resources for use at the local level. OSPI has been reviewing the existing CIP code offerings and as this work evolves, we will look to eliminate duplicative and un- used course options, as well as any courses that no longer align with in-demand occupations or clear postsecondary articulated pathways.

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

Although qualifying programs may be supported with funds, the results of the Comprehensive Local Needs Assessment and district performance across all indicators may further impact how a district may spend Perkins funds. In cooperation with SBCTC, OSPI will continue to work towards the development of resource materials that support decision-making at the district and college level when considering adopting new programs of study, modifying existing programs of study, or eliminating programs of study. OSPI continues to support initiatives that

support quality programs of study, such as regional and statewide articulation agreements, and high-quality dual credit aligned with professional technical programs that provide meaningful and transferrable program specific (not elective) credit for secondary students.

POSTSECONDARY

Washington State's community and technical colleges offer over 1,100 associate's degrees in CTE fields and over 175 applied baccalaureate degrees in addition to providing non-degree- seeking students with opportunities to upskill by earning credentials of workplace value, obtaining credits for prior learning, accumulating stackable certificates, and designing individualized education programs to meet the career goals of individual students.

SBCTC, OSPI, and the Workforce Education and Training Coordinating Board will continue to investigate the feasibility of developing statewide alignment, articulation, and approval practices, especially in high-skill, high-wage, and in-demand industries and occupations.

However, Washington State's CTC system is highly autonomous with independently appointed Boards of Trustees and, therefore, there is no statewide approval process for local programs of study or career pathways. Locally, all colleges receiving Perkins Plan funding are required to feature at least one program of study and provide with their application a spreadsheet listing any updates to articulations for dual credit on an annual basis. Most colleges administer their dual- credit programs through one of the system's 17 dual-credit consortia, through which memorandums of understanding, articulation agreements, and curriculum alignment rubrics are developed. In addition, the Perkins Plan application requires all colleges to explain their articulation and program of study development, recruitment, and review processes in detail.

The state's community and technical colleges offer more than 100 programs of study with over 1,000 secondary schools and skills centers throughout the system. A sampling includes Business Law, Marketing, Criminal Justice, Welding and Fabricating Technology, Engineering Technology, Fisheries and Aquaculture Sciences, Information Technology, Agricultural Business, Unmanned Aerial Systems, and Mechatronics.

Dual-credit opportunities are provided to high school students through Running Start, CTE Dual- Credit (formerly Tech Prep), Advanced Placement, and College in the High School; however, the vast majority of professional/technical credits are earned through CTE Dual Credit and College in the High School. These programs are subject to the rigorous academic standards established by the college and must be taught by qualified instructors who meet the college's faculty appointment criteria.

PLAN CONTENT
Section 122 (d)(4)(B)

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

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii.support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

SECONDARY

School districts/STECs will apply for Perkins funds on an annual basis. Applications will require identification of their programs of study, course specification and progression, and alignment with local, regional, state, or tribal community workforce needs.

Every CTE course is approved through the Education Data System (EDS) and includes course frameworks, extended learning opportunities, skills gap information and assurance of advisory committee review. Frameworks are approved for new courses, and then updated regularly by the district. The framework and course approval process ensures academic rigor, alignment with state education requirements, including Washington State Learning Standards, and current industry standards. Each course approval includes hours of instruction, course title, course description, identified career cluster and career pathway. The process requires proof of required elements before approval is granted. The course approval process helps ensure strong relationships with local CTE advisory councils are maintained and essential in the design and delivery of CTE programs.

In addition to the course approval process, program level review and support is conducted regularly. Program level review and support ensures essential elements are included in the design and implementation of high quality CTE programming and aligned with industry standards and workforce needs.

The CTE course approval and program level review and support processes ensure alignment of CTE courses and programs to workforce development needs in the state. The annual application for Perkins funds will require school districts/STECs to identify a program of study offered, and the programs must align with approved courses within the CTE application.

POSTSECONDARY

All CTE programs offered at the state's 34 community and technical colleges are approved through the State Board of Community and Technical Colleges. SBCTC's professional/technical program approval process requires colleges to provide descriptions of the field's employment forecast, wage data, industry reports, work-based learning opportunities, potential conflicts with other colleges, and planning and/or advisory committee activities. The college must also submit documentation related to the demand, viability, curriculum, learning objectives, delivery, and administration of the program. Once a Program Approval Request (PAR) is endorsed by SBCTC and after system colleges have had the opportunity to provide feedback on the program request, the program will be entered on the college's inventory of approved professional- technical programs.

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

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

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

SECONDARY

The Washington CTE Foundation standards include that all students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach. Within the CTE Application, school districts/STECs submit course applications for approval. Components of the course approval system include a course framework, which outlines the number of instructional hours, units of instruction, academic standards, industry standards, leadership and employability standards, and the formative and summative assessments to be aligned with standards. In addition to the course approval process, program level review and support will be conducted. Program level review and support occurs regularly and ensures essential elements are included in the design and implementation of high quality CTE programming and aligned with industry standards and workforce needs.

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

The role of the state approved CTE equivalency course list will also promote continuous improvement in academic achievement, as the state has published model frameworks that provide equivalency credit in the academic areas of science, mathematics, and English Language Arts, social studies, art, and health . State legislation, passed during the 2019 legislative session, has also dictated that school districts must provide students with access to at least one state equivalency course until September 1, 2021. This legislation also directed that on and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit. There are currently 79 state approved equivalency course frameworks available for local implementation.

Washington requires students to demonstrate readiness through completion of one or more graduation pathways. Of the graduation pathways, completing a CTE sequence of courses that meet minimum statutory requirements was established. A student may show competency to exit the secondary system by earning two credits through CTE coursework in the same program area, with courses that include either the opportunity to earn dual credit or, the opportunity to earn industry certification or coursework that leads to industry certification. We believe this pathway reinforces the review of high-quality programs that support both academic and technical skill attainment. School districts/STECs may propose Local CTE Pathways which would meet the same criteria with the exception of

courses from more than one program area. These proposals must be approved by OSPI CTE. Once approved, the Local CTE Pathway may be adopted by other districts/STECs who have been approved for the same CIP codes and offer similar opportunities to earn dual credit or industry certification in the coursework.

POSTSECONDARY

Programs approved through SBCTC's Program Approval Request (PAR) process require the establishment of program Advisory Committees consistent with RCW 28B.50.252. Comprised of college, employer, and labor representatives, Advisory Committees contribute to program evaluation and technical skill assessment by ensuring alignment between the needs of business/industry and program curricula. Per SBCTC's Policy Manual, "A minimum of two Advisory Committee meetings must be held during each calendar year" to perform, in part, assessment-related duties, including:

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

With the expertise of faculty and input from employers and labor representatives on Advisory Committees, colleges rely on industry standards and, when applicable and available, incorporate standardized tests and certification exams into their curricula.

Colleges' adherence to expectations regarding continuous improvement is evaluated through application review, performance improvement plans, annual Report of Accomplishment, and monitoring visits. Colleges that do not achieve Perkins indicator targets are required to provide improvement plans. SBCTC works closely with colleges in reviewing their applications, Report of Accomplishments, and CLNAs to identify program achievements, changes, deficiencies, and performance gaps.

Informed by the aforementioned materials, the Program Administrator and/or Policy Associate for Workforce Education assess each college's risk and then perform desk audits and/or virtual/in-person monitoring visits, based on risk. Through college monitoring, SBCTC evaluates the composition and health of program Advisory Committees, compliance with faculty certification requirements, effectiveness of programs and initiatives, efficiency of recordkeeping practices, and overall progress towards meeting Perkins V requirements and performance targets. Summaries including commendations, recommendations, and follow-up items are sent after each visit. When significant deficiencies are noted or a college repeatedly fails to reach a performance target, improvement plans are required.

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

(b(ii) Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria

to assess the extent to which the local application under section 132 will—expand access to career and technical education for special populations;

SECONDARY

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

Washington's secondary education system utilizes targeted universalism as a core equity framework by establishing universal achievement goals for all students while implementing tailored instructional strategies and resource allocations to address the specific barriers faced by distinct student populations.

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

- Student Engagement and Special Programs, Office of Native Education, and Pathway Preparation and Title Programs: Working with the Program Review & Support Team Systems and School Improvement: Working with the Migrant and Multilingual Education, support programs such as Institutional Education, Homeless Education, Homeless Stability, and Foster Care.
- Teaching, Learning, and School Improvement: Work with content leads to ensure equitable academic supports and access to high quality education for all students. This is also the division that supports school improvement efforts and the implementation of the Washington School Improvement Framework (WSIF), a product of the state's Every Student Succeeds Act (ESSA) plan.
- Special Education: Partnering for Inclusionary Practices Professional development, which provides statewide supports on the provision of inclusionary practices within a multi-tiered system of supports (MTSS). This work has continued to expand as Washington's education culture continues to shift to be one that upholds the right of all students to be meaningfully included in the general education setting, both academically and socially to the maximum extent possible.
- Equity and Civil Rights Department: Expertise for alignment to civil rights policy, inform accessibility issues.
- Federal Fiscal Policy Department: Ensure alignment of Perkins administration and fiscal allocations with all federal policies.
- Data Governance and Student Information: Align state collected achievement data, student information, and publicly reported indicators to position state and local institutions in making data driven investments.

Collaborative professional development and development of communication and resource tools will be imperative to support CTE directors, educators, school counselors, district level administrators, and support staff that directly impact students that represent special populations as described in Perkins V. Additionally, the CTE office continues

to support monitoring of equitable access to CTE programs for all students through the Program Review process which is inclusive of Methods of Administration (MOA) review process by CTE and division staff. The Program Review process provides another step in ensuring equitable access and encouraging local districts to prioritize policy and funding to result in expanded access to undeserved students.

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

POSTSECONDARY

SBCTC is purposeful in requiring colleges to address equity and access in both its comprehensive local needs assessment (CLNA) and Perkins Plan application. With respect to the former, all colleges must articulate their approach to maximizing student potential in CTE programs, describe methods of providing outreach to special and/or historically underserved populations, list financial and support resources available to members of underserved populations, and explain how their implementation of programs of study ensures equal access to high-quality career and technical education. In addition, the following section of the CLNA requires an analysis of disaggregated performance data, and where deficiencies, discrepancies, or gaps in performance exist in either section, the college must develop an action plan to address them.

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

Common strategies outlined in college applications include the development of outreach and recruitment materials featuring underrepresented students; staff and faculty training, visits to community-based organizations and cultural centers; partnerships with student groups; and coordination with financial aid, admissions, and advising offices and personnel to braid available funding sources and leverage various resources and services to ensure that students are adequately supported. Discussed elsewhere, I-BEST, Guided Pathways, and High School+ are also noteworthy approaches to expanding access to CTE for special populations – some combination of which is featured at every community and technical college.

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

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

SECONDARY

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

Washington CTE 21st Century Leadership Skills, as influenced by the p21.org standards, are required in every course offered. Additionally, course frameworks require that every unit of instruction identify taught and assessed industry standards, based upon the career pathway or career cluster the course aligns with. Without these key requirements being met, the course would not achieve approval. Course approval is also contingent upon the course demonstrating the ability to meet the skills gap. Applicants show the occupation growth and projection data that supports establishing the course. The identified occupation and industry alignment help guide the necessary industry skills to be included in the courses. The leadership skills as adopted by Washington are available here as an appendix.

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

POSTSECONDARY

SBCTC and the community and technical colleges have embraced guided pathways reform as a framework to increase students accessing and earning high value postsecondary credentials. The 2019 State Legislature invested over $32 million to support implementation of the Guided Pathways framework across Washington's two-year college system.

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

Guided Pathways is an approach that reduces and simplifies the number of choices about course selection a student must make and directs students into an intentional, comprehensive program of study within one or two

terms. The process from college entrance to program selection to degree completion is streamlined, providing students with a clearer, more efficient path to completion. To support their efforts, SBCTC will provide colleges with technical assistance and coaches, convene teams twice a year, and facilitate opportunities for the colleges to learn from other Guided Pathways colleges in the nation and experts in the field of institutional change management. All of Washington's community and technical colleges will be encouraged to attend a subset of these events.

SBCTC also supports many I-BEST (Integrated Basic Education Skills and Training) CTE programs throughout the state. A nationally recognized model for engaging and supporting adult and out-of-school learners, I-BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job- and college-readiness skills simultaneously. As a result, students learn by doing and progress more quickly from basic skills to college-level content and, ultimately, certificates, degrees, and job placement. According to a Columbia University study, I-BEST students are three times more likely to earn college credit and nine times more likely to earn an award or certificate.

Reaching over 9,300 students across the state through 280 programs, Integrated Basic Education and Skills Training (I-BEST) is particularly well- suited to ESL, ABE, and GED students, teen parents, and returning adults and provide a dedicated pathway to Professional-Technical careers. Each I-BEST program is evaluated through a robust approval process that ensures a local and economic need is met in each in demand industry. The Workforce Development department also ensures living wages will be earned upon completion. The Basic Education for Adults department reviews curriculum in order to stay in alignment with industry standards and academic rigor. Examples of I-BEST programs include: Heating, Ventilation, Air Conditioning and Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Medical Reception, and Nurse Assistant.

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

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

SECONDARY

OSPI will continue to develop resources to be shared through multiple mediums. The CTE webpage, accessed at https://www.k12.wa.us/student-success/career-technical-education-cte, will be maintained with information accessible to subrecipients and interested members of the public. All posted information on the OSPI website will be in alignment with ADA requirements. Google Translate will be standard across the entire OSPI website. The CTE website will continue to be the main source of CTE resources and information related to programs of study, and career pathways. The CTE department published an updated version of the state's Work- based & Worksite Learning Manual in 2023, and will update the manual as needed. This manual defines work-based learning, and the benefit of the student experience, as well as provides reference and direction for districts implementing high-quality This manual will describe the types of work-based learning which include worksite learning, guest speakers, structured field trips, school-based enterprises, job shadows, apprenticeship preparation, and internships. The

Washington Foundational CTE standards require that work-based learning is an integrated element of all CTE coursework.

In 2021, OSPI underwent new division organization and secondary counseling was included in the same division with CTE. We will continue to work collaboratively and provide resources and outreach to school counselors and guidance counselors, school administrators, school board members, and community members including parents, students, and business and industry partners to determine knowledge and information gaps. OSPI continues to create resources to help support a broadened understanding of opportunities for programs of study, which may be delivered through published documents, web-posted documents, webinar, community forums, or existing professional development opportunities.

POSTSECONDARY

The State Board of Community and Technical College's website (https://www.sbctc.edu/) features multiple pages dedicated to CTE programs, Guided Pathways, registered apprenticeships, and dual-credit programs (Running Start, CTE Dual-Credit, College in the High School, and High School+). Links to the 2023 Field Guide ("Lifting Lives, Communities and the Economy") and CTE dual-credit consortia "https://www.sbctc.edu/colleges-staff/programs-services/cte-dual-credit/default.aspx" provide more specific information on each of the system's 34 colleges and the dual-credit opportunities they provide.

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

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

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

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

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

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

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

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

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

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

SECONDARY

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

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

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

POSTSECONDARY

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

If the program prepares individuals for employment in an emerging field where labor market data is not readily available, the college may provide employer survey results. The survey must ask employers for a description of typical job duties, how many job openings are anticipated in the next three years, and the required educational level of qualified candidates.

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

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

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

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

Methods of Administration coordinators at the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges develop annual plans. These plans are used to determine those high

schools and colleges that will receive monitoring and technical assistance visit to ensure compliance with state and federal Civil Rights guidelines.

Districts/STECs selected each year receive an exit report following the review which will either list the outstanding items that have not been fully implemented. The state agencies are required to follow up to ensure that the districts' corrective action addresses those areas identified as noncompliant. A biennial report is submitted to the U.S. Department of Education, Office of Civil Rights.

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

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

SECONDARY

OSPI reviews multiple data points to review and recommend targeting plans and program reviews to ensure school districts/STECs are providing equal access to CTE programs. This work is accomplished through the Program Review & Support process. Additionally, as sub- recipients apply for Perkins funds, they are assuring the district/STEC's adherence to the state and federal guidelines, including non-discrimination requirements.

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

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

POSTSECONDARY

SBCTC complies with the Department of Education's Office of Civil Rights' (OCR) Method of Administration (MOA) program designed to verify compliance with Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (34 C.F.R. Part 100, Appendix B). The program, which requires each state agency responsible for administration of CTE programs to conduct compliance reviews of subrecipients. The purpose of these reviews on-site review is to determine the college's compliance with the guidelines, federal laws, and regulations. SBCTC selects colleges for review based on the State of Washington's Method of Administration Plan, submitted to OCR in June 2020 and approved in December 2020.

This plan requires desk reviews of 7 to 9 colleges and physical accessibility reviews of 2 to 3 colleges annually. The targeting plan also uses other optional rating criteria for selection of colleges to be reviewed. These additional criteria include the length of time since a college was last reviewed and disparities between total completion rates and CTE completion rates on the basis of race, sex, and disabilities. More in-depth reviews are performed if significant risk and/or noncompliance is found in any area during the course of the desk reviews.

Following the completion of each review, the college receives a letter of finding (LOF) summarizing the results of the review and a voluntary compliance plan (VCP) to allow the college to begin corrections on the reviews findings. In the VCP, the college must provide a planned corrective action for each deficiency, the name of person responsible for ensuring the correction is completed, and a date by which the finding will be resolved. The SBCTC MOA coordinator for the compliance review continues to monitor the college and verifies each correction has been made. Once all noted findings have been resolved, the college is notified the review is complete. In addition, to findings, reports also include recommendations designed to notify leadership of areas of risks, demographic information that may indicate barriers to students, and ways in which the college may better serve, welcome and retain students.

In addition, to regular reviews, SBCTC submits a required biannual report to OCR containing a summary of all work performed in the prior two years, along with copies of all open reviews. The MOA coordinator also provides technical assistance and training to colleges to ensure compliance with all applicable civil rights guidelines.

SBCTC requires colleges to address their practices for ensuring equitable access and student support services in their CLNA and local application. Representatives of special populations and the offices and agencies that support them must be consulted in the development of the CLNA, and when deficiencies are noted through the process, the colleges are expected to address these in their application and drive funding towards remedying them.

Feedback is provided to colleges that do not adequately address equity-related findings and/or cannot articulate a deliberate strategy for ensuring access and supporting underrepresented students. Applications will not be approved until colleges have improved their responses, and technical assistance is provided to those who have challenges accomplishing this.

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

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

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

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

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

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

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

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

The state Perkins V administrator and oversight body, the Workforce Board, coordinates statewide CTE conversations and initiatives across all relevant stakeholders. CTE programs at the secondary and postsecondary level require the establishment and oversight of industry- specific CTE program advisory committees. Comprised of representatives from school/college administration, instruction, business/industry, labor, and other sectors, advisory committees ensure that CTE courses are taught to industry standards and ensure that there are meaningful opportunities for students to participate in the full continuum of work based learning experiences. Business and industry advisory committee members often volunteer their time, expertise, and workplaces to provide site tours, demonstrations, simulated work experiences, job shadows, and internship or clinical placements. They also ensure that classrooms are modeled on a typical workplace to the greatest extent possible, so students gain experience both in the use of industry-standard equipment and materials and in meeting workplace expectations. This contextualization extends to related instruction components (human relations, computation, and communication) so such concepts support and complement workplace skill development.

In 2018, the Washington State Legislature passed the Work-Integrated Learning Initiative [Engrossed Second Substitute House Bill (E2SHB) 1600], which created the Work-Integrated Learning Advisory Committee. The purpose of the committee is to advise the Legislature and the education and workforce sectors on creating

opportunities for students to: “Explore and understand a wide range of career-related opportunities through applied learning; engage with industry mentors; and plan for career and college success” [E2SHB 1600, Sec. 3 (1)].

Membership on this committee includes representation from the Workforce Board, OSPI, and educator/faculty representation from secondary and postsecondary CTE. The committee completed its work and published a final report to the legislature and the committee was extended to continue their work in 2023.

Governor Jay Inslee launched Career Connect Washington (CCW) in 2017 to help young people gain valuable, real-life work experience while they study. This ensures students receive not only high-quality classroom instruction, but hands-on work experience that helps them start a career with employers looking to hire. Career Connect Washington brings together higher education, business and industry leaders, government and state agencies, labor leaders, community leaders and nonprofits, and regional leaders to find ways to better link education and work. The Legislature provided funding for Career Connect Washington during the 2019 legislative session.

Part of the Career Connect Washington initiative, Career Launch programs provide students with real- life work experience related to their classroom studies. Students graduate with skills to be competitive in the job market and with a valuable credential beyond a high school diploma. Its goal: to have 60 percent of young adults beginning in the class of 2030 participate in a career launch program.

Career Launch programs can include:

- Registered apprenticeships (automatic Career Launch endorsement).
- A post-secondary institution participating in the Washington College Grant, College Bound Scholarship or Passport programs with a paid work-based learning component as a credentials requirement.
- A secondary career and technical education program that meet credential requirements and include a work-based component.

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

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

The state will analyze performance data for all disaggregated subpopulations to identify any gaps in performance outcomes. The state will work with the secondary and postsecondary administrators to determine how local districts and colleges can be assisted to improve outcomes for student sub- groups and special populations where there are gaps in performance outcomes. These gap findings will be reviewed by the Workforce Board on an annual basis to determine if action is needed to improve performance outcomes. Subrecipients will utilize the results of their CLNA, which will include performance gap review to determine strategic investment of Perkins allocations.

Accordingly, OSPI and SBCTC commit to the following strategies:

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

PLAN CONTENT
Section 122 (d)(4)(D)

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

The Washington School Improvement Framework, a product of the state's Every Student Succeeds Act (ESSA) implementation process includes dual credit participation as a reported element of school quality or student success indicator. Dual credit access through CTE is a critical component to overall access, and a critical opportunity for students in a CTE program of study. OSPI and SBCTC look to continue to broaden access to the state's dual credit menu for all students. These opportunities will include course and exam-based opportunities such as Advanced Placement, Cambridge International, and International Baccalaureate Programs.

Running Start provides 11th and 12th graders the opportunity to take college courses on college campuses, as well as College in the High School, which provides 10th, 11th, and 12th graders the opportunity to take college level courses at high school campuses.

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

In June 2023, the Washington legislature funded a CTE Dual Credit proviso (ESSB 5187), assigning the state board to administer a pilot program to increase career and technical education dual credit participation and credential attainment in professional technical programs. The state board, in collaboration with the office of the superintendent of public instruction, are committed to eliminating articulation agreements that only provide elective college credit for successful completion of CTE courses. It is critical for CTE dual credit articulation

agreements to be aligned with required credits for the professional/technical programs offered through the state's community and technical colleges. Including dual credit as a program quality indicator for secondary programs will encourage increased access for students as well.

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

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

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

PLAN CONTENT
Section 122 (d)(4)(E)

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

SECONDARY

School districts/STECs have identified new partnerships in light of the requirements of the CLNA. Prior state law required that advisory committees be made up of representatives of business, industry, and the local community. Additionally, representatives of labor and agriculture were specifically called out in state statute. While many school districts/STECs included CTE educators in the work of the advisory committee, many school districts/STECs have partnered to complete CLNA requirements. To eliminate duplication in requirements, many districts are expanding their advisory committees to include required stakeholders as described above.

POSTSECONDARY

Implementation of Perkins V has focused the colleges on their partnerships with a diverse range of stakeholders that are reflective of the communities they serve. The new Comprehensive Local Needs Assessment requires the colleges to seek meaningful input from stakeholders to help inform the colleges' workforce education policies, practices, and program development. SBCTC has developed guidance to help the college ensure their stakeholders

are well informed and prepared to provide thoughtful, reliable, and constructive feedback as part of a continuous improvement process.

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

PLAN CONTENT
Section 122 (d)(4)(F)

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

Note: The form templates submitted with the 2024 State Plan are unchanged

PLAN CONTENT
Section 122 (d)(4)(G)

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Note: The form templates submitted with the 2024 State Plan are unchanged

PLAN CONTENT
Section 122 (d)(4)(H)

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

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

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

An adequate number of qualified/certified instructors and support staff are associated with the programs to provide relevant instruction, quality student support, and appropriate course sequencing; and

The funding and resources available to the programs sufficiently supports their technology, equipment, facilities, and personnel needs and resources associated with outreach, recruitment, and program quality.

For secondary applicants only:

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

Scope:

For postsecondary applicants:

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

For secondary applicants:

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

For all applicants:

Eligible recipients are expected to include the following elements in their program planning and implementation efforts: Identify and communicate pathways to future education or employment;

Provide CTE-specific career and educational guidance and counseling; Include multiple entry and exit points;

Incorporate rigorous, relevant, and contextualized academic content;

Work in partnership to establish and communicate programs of study and dual-credit articulations to engage, recruit, and expand access to secondary students; providing them with increasingly specialized instruction leading to the attainment of postsecondary credentials of workplace value; and

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

Quality: Eligible recipients are expected to include the following elements in their program implementation and review:

Meet or make meaningful progress towards achieving the performance targets set for the postsecondary or secondary indicators required of Perkins V;

Evaluate the degree to which underrepresented students – including special populations and those in non-traditional fields – are provided with equitable access and opportunities and develop strategies for decreasing barriers and addressing achievement gaps in order to enroll and graduate a diverse cross-section of students representative of the communities in which they live;

Implement a comprehensive and reliable method of reviewing their programs and assessing their efficacy in preparing students for employment and alignment with the needs of industry;

Engage a diverse range of stakeholders in developing, evaluating, and improving their programs with an emphasis on labor market data and state or regional workforce priorities;

Ensure that all programs have active, well-functioning, and representative advisory committees consistent with the requirements of Perkins V and state law;

Demonstrate all CTE educators possess appropriate credentials and provide adequate support for faculty and staff professional development and return-to-industry opportunities to ensure that instruction and student services are current, relevant, equitable, and comprehensive;

Maintain in up-to-date and industry-standard equipment, technology, learning materials, and methods of delivery;

Programs offered consider labor market data and must align with in-demand occupations, as defined in the Perkins V plan; and

For secondary applicants:

Programs must be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous and lead to credentials of value for employment, state or nationally approved apprenticeship programs or postsecondary education/ advanced training in a related field;

Programs must offer access to high quality extended learning opportunities associated with each CTE course offered, under the direction of a certified CTE instructor. Extended learning is demonstrated at the highest level through state- approved Career and Technical Student Organizations; and

Secondary CTE educators should possess an initial or continuing CTE certificate, including the V-code alignment with CIP code, and should be supported in pursuing professional development that allows for renewal of certificates. Educators placed on conditional certificates should be supported to transition to initial or continuing certification.

PLAN CONTENT Section 122 (d)(9)

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

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

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

Our state's Comprehensive Local Needs Assessment includes disaggregated data reviews of enrollment and outcomes as well as a full section on improving equity and access for special populations. This tool will help

identify gaps in performance and outcomes, and will incent school districts/STECs and colleges to develop strategies and implement solutions that address the gaps and improve outcomes for all students.

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

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

The set aside for recruitment of special populations will be used for a CTE focused marketing campaign. The set aside will be designed to incent more special population participation in programs.

SECONDARY

OSPI ensures equal access to Perkins funded activities for all students, including members of special populations, through multiple monitoring activities. Compliance to federal and state laws is monitored through the Program Review & Support and Methods of Administration (MOA) processes. School districts, STECs, and skill centers provide evidence of access and support for all students, including members of special populations. MOA and Program Review administrators are engaged in desk audits, and providing technical assistance on civil rights and program requirement compliance to school districts/STECs. Equal access is additionally monitored and supported by the OSPI Civil Rights Department.

Secondary Perkins applicants must complete an Agency Application Assurances for school districts/STECs, which includes alignment to all applicable state and federal laws. Perkins Reserve Fund Projects have prioritized service expansion to members of special populations to support closing opportunity and performance gaps.

POSTSECONDARY

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

With respect to supporting equal access, the Opportunity Grant administered by SBCTC is noteworthy. Offered to low- income students (those with incomes at or below 200% of the federal poverty level), the state's Opportunity Grant specifically supports individuals in high- wage, high-demand programs. Of students receiving Opportunity

Grants, over 90% are typically enrolled in CTE programs and approximately 50% are students of color. Grant proposals require that colleges address skill gap shortages in a targeted industry, identify educational pathways linked to viable careers, demonstrate that completers will have job opportunities, and provide evidence of community partnerships. SBCTC approves only Opportunity Grant pathways that lead to minimum starting wages of $15/hour in King Country and $13/hour elsewhere in the state. In addition to providing funding for tuition, fees, and books, Opportunity Grant recipients are eligible for individualized tutoring, career advising, college success classes, emergency childcare, transportation, and an industry mentor through the Workforce Training and Education Coordinating Board's Opportunity Partnership Program.

Washington's commitment to Guided Pathways is also intrinsically tied to universal access to education. SBCTC's Guided Pathways initiative is focused on helping more of our students — especially low-income, first-generation students and students of color — earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market. A research-based approach to advising and instruction, Guided Pathways simplifies choices for students by grouping courses together to form clear pathways through college and into careers.

Likewise, I-BEST is a nationally recognized model for engaging and supporting underserved and special populations, such as adult and out-of-school learners and English language learners. I- BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job- and college-readiness skills simultaneously.

Reaching almost 6,000 students across the state through 146 programs, Integrated Basic Education and Skills Training (I-BEST) is particularly well-suited to ESL, ABE, and GED students, teen parents, and returning adults and provide a dedicated pathway to Professional-Technical careers. Each I-BEST program is evaluated through a robust approval process that ensures a local and economic need is met in each in demand industry. The Workforce Development department also ensures living wages will be earned upon completion. The Basic Education for Adults department reviews curriculum in order to stay in alignment with industry standards and academic rigor. Examples of I-BEST programs include: Heating, Ventilation, Air Conditioning and Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Composite Structures, Medical Reception, Facilities Maintenance Engineer, and Nurse Assistant.

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

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

SECONDARY

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

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

POSTSECONDARY

One of the goals in SBCTC's strategic plan is to "increase access and retention among populations who can benefit the most from college access" including the special populations group as mandated in Perkins V; individuals with disabilities, individuals from economically disadvantaged families including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women, out-of-workforce individuals, English learners, homeless individuals, youth who are in or have aged out of foster care, and youth who have a parent on active duty in the Armed Forces. 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 state legislative investments in our college system's equity efforts with the passage of SB5227 requiring 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.

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

SECONDARY:

LEAs will work to eliminate barriers by:

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

POSTSECONDARY

As part of their Guided Pathways efforts in fields such as Business, Healthcare, Education, Social Behavior Science & Public Service, STEM, and Computer & Information Technology, colleges provide student success classes, intensive advising, support services, and early intervention to keep students on-track. Data, apps, and electronic tools help students, faculty, and advisors monitor progress, while technology integration, on-line course offerings, and modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training.

Counseling and advising services for special populations are supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental instruction as well as applied math and writing courses support student success and completion. Funding is also expended for tutoring and interpretative services for student with disabilities.

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

competency-based high school completion program that results in a Washington state high school diploma. It awards credit for prior learning, military, training, and work experience.

Because it is competency-based, students can complete coursework through I-BEST and have that same coursework count toward the completion of a high school diploma through HS+, saving the student both time and money and accelerating Washington state toward its completion goals.

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

Worker Retraining: The Worker Retraining program can help pay for training expenses at Washington state's community and technical colleges and selected licensed private schools for those who have lost their jobs due to economic changes and for those receiving Unemployment Insurance (UI) benefits. Community and technical colleges also receive Worker Retraining funding to improve programs that prepare people for work. Based on input from local employers, government, and community, these funds are used to update equipment, revise curriculum, develop work experience opportunities and hire staff to advise Worker Retraining students and coordinate Worker Retraining program.

WorkFirst: WorkFirst is Washington state's welfare reform program that helps people in low-income families find jobs, keep their jobs, find better jobs and become self- sufficient. WorkFirst helps participants gain skills necessary for better jobs, higher wages and further advancement. As this goal is achieved, savings from reduced caseloads have been reinvested in targeted supports to help participants be more employable and move up the wage ladder.

BFET: The Basic Food, Employment and Training program (BFET), Washington's SNAP E&T, provides access and services to basic food assistance recipients in Washington state. Services include job search and job search training, education and skills training, and support services to Basic Food recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program.

Achieving the Dream: Adopted by 21 colleges, Achieving the Dream is a national initiative to help more community college students — particularly low-income students and students of color — succeed. The initiative works on multiple fronts — including efforts on campuses and in research, public engagement and public policy — and emphasizes the use of data to drive change. Strategies identified to help more students continue their studies and earn certificates and degrees include: Helping students better prepare for college-level work by focusing on precollege (remedial/developmental) education; engaging students in the classroom through new instructional techniques that include team learning and combined subjects to make learning more relevant to students' lives; and using student success courses to teach skills such as time management and effective study skills.

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

SECONDARY

A school district/STEC cannot categorically deny admission to a student because the student needs English Language (EL) services or special education or related aids or services. A school district/STEC must provide all students an equal opportunity to meet any appropriate minimum eligibility criteria for admission. During the Program Review process, school districts/STECs must provide evidence of services provided to school districts/STECs, including CTE educator involvement in the Individualized Education Program (IEP) and 504

processes as well as demonstrate how they are providing language access for EL qualified students. In addition, districts/STECs may demonstrate the professional development teachers have received regarding differentiating instruction specific to language acquisition and development for EL students and other students who may need such supports.

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

POSTSECONDARY

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

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

Finally, SBCTC's policy manual reads:

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

Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for students, employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content.

Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

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

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

SECONDARY

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

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

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

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

POSTSECONDARY

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

To identify and market internship and work-based learning experiences, many colleges offer internship fairs and a significant number employ Perkins-funded personnel dedicated to coordinating internships.

In 2025, there are just over 215 active apprenticeships (Washington State and Federally Registered) that partner with 17 of the 34 Community and Technical Colleges. The Washington State Registered Apprenticeship Program provides both on- the-job training that is employer sponsored and supervised by a journey-level craft or trade professional for minimum 2,000 hours/year, and related supplemental instruction (RSI) provided by training agent for minimum 144 hours/year that develop highly trained, knowledgeable, and skilled professionals. WA Labor & Industry registers qualified apprenticeship sponsors/employers who partner with a variety of training agents, including employer-sponsored schools, union-sponsored schools and Washington state's community and technical colleges (more information at RCW 49.04 and https://secure.lni.wa.gov/arts-public/#/program-search). Federally Registered Apprenticeships comprise of industry-driven career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable credential. Programs are approved and validated by the U.S. Department of Labor https://www.dol.gov/agencies/eta/apprenticeship.

PLAN CONTENT Section 122 (d)(6)

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

SECONDARY

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

Family and Consumer Sciences Educators (WA-FCSE), Washington Association of Marketing Educators (WAME), Washington Industrial Technology Education Association (WITEA), Washington Association of Skilled and Technical Sciences (WASTS), and Health Science Career and Technical Educators (HSCTE).

OSPI supports early career teachers, including CTE teachers both certificated and on conditional certificates, through a competitive grant program which serves 75 percent of Washington state’s first-year teachers. The Beginning Educator Support Team (BEST) grant supports districts in training mentor teachers and in the

implementation of induction standards. The program is also collaborating with preparation programs to train mentors for pre-service teachers. Additionally, OSPI supports professional learning for all educators through Title II, Part A federal Title funds. These funds support CTE teachers, and all educators with both district/STEC level and state level professional learning opportunities.

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

OSPI is a sponsor of both the fall and summer WA-ACTE conferences, and provides funds for school district/STEC employees to attend these and other professional learning opportunities. OSPI will continue to invest strategic professional learning funding; previous examples include targeted investments such as sponsorship of an annual CTE Boot-Camp, a professional development opportunity provided by the Southern Regional Educational Board (SREB), which was specifically intended for educators entering the field from industry – and focused on supporting pedagogy and classroom management. The investment of funds will be contingent on the providers meeting the definition of professional development found in Perkins V. OSPI will seek to provide funding to sponsor, or support the attendance of individuals at high quality development opportunities.

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

The Professional Educator Standards Board (PESB) is improving ability to collect and use data to identify preparation and educator shortage needs to better target and support educator preparation in those areas. Educator preparation programs are evaluated based on the percentage of educators prepared in educator workforce shortages, particularly special education. It is required that 20 percent or more of the certifications each year are in endorsements in shortage areas.

PESB provides feedback to the providers that they should expand the number of endorsements offered in those identified shortage areas. This feedback loop has led to a statewide increase in the number of providers offering

endorsements in shortage areas; and this process may be applied to help positively impact the shortage for CTE educators.

POSTSECONDARY

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

All professional/technical faculty and administrators must complete an initial three-year or on-going five-year professional development plan (PDP) to maintain their certification. Individual professional development activities must directly align with each instructor or administrator's plan and increase their knowledge of current practices in the field. Professional development activities may also support participation in recognized industry sponsored training programs that result in industry certification or offer comprehensive skills training resulting in a better match between employer expectations and the program content. Washington State Skills Standards for Professional/Technical Instructors is currently being reviewed and updated to include DEI competencies. These new standards are expected to be introduced and adopted in spring quarter of 2024. The current Standards for Professional/Technical Instructors and Industry Trainers incorporated in the PDP process include:

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

The State Board for Community and Technical Colleges will continue to facilitate statewide training and professiona l development to enhance the recruitment and retention of CTE faculty, administrators, and staff.

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

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

Finally, SBCTC will continue to provide system convenings to more efficiently and cost- effectively deliver Workforce Education training, technical assistance, and professional development. In the past year, SBCTC and the Workforce Education Council have collaborated to provide Opportunity Gap Analysis training, bringing together teams from across our system to engage colleges in deep learning and practical application of new skills.

c. Fiscal Responsibility

FISCAL RESPONSIBILITY

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*

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

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

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. Continuing with the 2023-24 school year the districts/STECs will continue working on their Comprehensive Local Needs Assessment (CLNA). Districts/STECs will continue to evaluate all of the performance targets and identify improvement plans for any failed indicators. Results of the CLNA will inform local investment of Perkins funds.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as described in the postsecondary waiver request section. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges via the Perkins Dashboard. The dashboard includes college-specific and statewide performance indicator data disaggregated by student subgroups, special populations, and professional/technical programs offered at the colleges, since reporting year 2015-2016. The colleges will analyze the data and discuss findings with their stakeholder groups as part of their Comprehensive Local Needs Assessment.

Performance will be addressed within a section of the local application. Colleges will be asked to identify strategies and develop a plan to lessen academic achievement gaps experienced by special populations, student subgroups, or students enrolled in specific programs that are performing poorly on 1P1, 2P1, and 3P1 indicators.

The application reflects the priorities and requirements of Perkins V. The Perkins Plan application focuses on the CLNA process; universal access; evaluation of student performance, program size, scope, and quality; programs of study and pathways, and recruitment, retention, and professional development of CTE educators as well as questions that reflect the requirements of Section 134(b) of the Strengthening Career and Technical Education for the 21st Century Act.

The application also includes a Budget Narrative section wherein colleges provide precise descriptions of how they will utilize Perkins funding in 16 categories. There are 16 questions in the Grant and Fiscal Accountability section and a required Perkins Plan Assurances document that must be signed by the college president.

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

PLAN CONTENT
Section 122 (d)(5)(B)

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

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. Districts/STECs will provide improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2023-24 application, the district/STEC will update the CLNA and describe specific plans to promote academic achievement. The Perkins application will include support on how the eligible recipient plans to promote technical skill attainment. This is further reinforced by the state's CTE graduation pathway option which requires students that utilize this pathway to complete two credits of CTE through courses with access to dual credit or include or lead to an industry recognized credential of value.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. SBCTC provides a data dashboard displaying each college's performance on each indicator that displays data disaggregated by student subgroup, special population, and CTE program, and is accessible to the colleges and the public. The dashboards are updated annually as enrollment and completion data from the previous year becomes available. The colleges will analyze the data and discuss the findings with professional/technical advisory committees and other stakeholder groups as part of their Comprehensive Local Needs Assessment. The college will also complete comprehensive reviews of their professional/technical programs on a periodic basis to ensure content is relevant to preparation for employment. Colleges will also analyze completion data to identify and mitigate barriers students may experience that negatively affect completions. Colleges will submit their strategic plan to promote skill attainment, including skill attainment that leads to a recognized postsecondary credential as part of their Local Application.

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

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

PLAN CONTENT
Section 122 (d)(5)(C)

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

SECONDARY

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

POSTSECONDARY

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

PLAN CONTENT
Section 122 (d)(8)(A)

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed;

(a)Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

Approximately 85% of Perkins Basic Grant funds for Washington are distributed to the local level for required and permissive uses of funds. The Workforce Training and Education Coordinating Board, the eligible agency in Washington, determines the relative portion of funds provided to the secondary and postsecondary partner agencies, respectively the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

In determining the secondary and postsecondary split, the Board examined enrollment and full- time equivalent counts for both systems' career and technical education students, as well as compared the distribution splits in other states. Based on this analysis, the Board has determined that the split between secondary and postsecondary

systems is set at 44/56 percent of Basic Grant funds, respectively. The Board retains the authority to reexamine the data should additional information become relevant to the issue.

PLAN CONTENT
Section 122 (d)(8)(B)

(b)among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.

The secondary system has 142 eligible recipients that meet the minimum $15,000 Perkins grant. Of those, all districts/STECs who apply for the grant request and are granted waivers. Presently, no consortia operate at the secondary level in Washington. OSPI has utilized Perkins Reserve funds in the past to incentivize small, rural districts/STECs to investigate possible consortia development, however there have been none established at this time. If a consortium is developed, the initial allocations based on the Perkins formula for all members will be combined and any incentive reserve dollars will be added to the consortium's allocation. School districts/STECs that apply for the waiver to the minimum allocation must demonstrate ability to meet the requirements for size, scope, and quality to be eligible recipients.

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

PLAN CONTENT
Section 131 (a-e, g)

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

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

SECONDARY

The allocation model uses the Small Area Income and Poverty Estimates (SAIPE) on the Census website.

Before any calculations are made, adjustments are made to the census data to account for non-census Local Education Agencies (LEAs) (State-Tribal Education Compacts and charter schools). These adjustments proportionally reduce 5-17 population counts and poverty counts of sending districts and assign those counts to the non-census LEAs that reside in the boundaries of the census LEA.

The secondary distribution will be based on:

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

After initial allocations are determined, school districts and non-census LEAs that do not serve high school students are not eligible for funding. Allocations from the non-high school districts are allocated to the districts in which those students are served.

Skill Center allocations are determined by considering the share of skill center FTE of the total vocational FTE, as reported by each sending district. Allocations from the sending district are reduced by the same proportion and assigned to the skill center.

FY 26 Secondary Allocations

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Aberdeen School District	$47,145
Adna School District	$5,724
Almira School District	$1,312
Anacortes School District	$15,593
Arlington School District	$42,948
Asotin-Anatone School District	$2,949
Auburn School District	$207,902
Bainbridge School District	$19,137
Battle Ground School District	$82,470
Bellevue School District	$124,196
Bellingham School District	$106,509
Bethel School District	$173,025
Bethel School District (Pierce County Skill Center)	$57,724
Blaine School District	$23,722
Bremerton School District	$52,326
Bremerton School District (West Sound Technical Skill Center)	$36,744

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Brewster School District	$16,614
Bridgeport School District	$10,842
Burlington Edison School District	$27,557
Camas School District	$31,634
Cape Flattery School District	$6,177
Cascade School District	$13,033
Cashmere School District	$12,099
Castle Rock School District	$15,256
Central Kitsap School District	$65,839
Central Valley School District	$110,515
Centralia School District	$57,413
Chehalis School District	$29,108
Cheney School District	$55,537
Chewelah School District	$17,332
Chief Leschi Tribal Compact	$6,506
Chimacum School District	$8,300
Clarkston School District	$36,933
Cle Elum-Roslyn School District	$11,740
Clover Park School District	$156,252
Colfax School District	$5,833
College Place School District	$20,100
Colton School District	$1,199
Columbia (Stev) School District	$2,840
Columbia (Walla) School District	$7,158
Colville School District	$23,477

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Colville School District (Colville Fish Hatchery)	$3,095
Concrete School District	$6,796
Coulee/Hartline School District	$3,081
Coupeville School District	$9,201
Crescent School District	$4,176
Creston School District	$1,121
Curlew School District	$3,640
Cusick School District	$5,111
Darrington School District	$2,923
Davenport School District	$6,293
Dayton School District	$6,145
Deer Park School District	$19,568
East Valley (Spokane) School District	$41,901
East Valley (Yakima) School District	$28,726
Eastmont School District	$59,797
Eatonville School District	$13,406
Edmonds School District	$192,901
Ellensburg School District	$34,832
Elma School District	$22,121
Entiat School District	$2,724
Enumclaw School District	$28,581
Ephrata School District	$28,949
Everett School District	$188,098
Evergreen (Clark) School District	$198,987
Evergreen (Clark) School District (Cascadia Technical Academy)	$77,358

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Federal Way School District	$272,279
Ferndale School District	$56,274
Fife School District	$33,221
Finley School District	$6,968
Franklin Pierce School District	$95,099
Freeman School District	$4,354
Garfield School District	$2,273
Goldendale School District	$13,904
Grand Coulee Dam School District	$12,990
Grandview School District	$54,940
Granger School District	$18,350
Granite Falls School District	$16,445
Harrington School District	$1,786
Highland School District	$7,197
Highline School District	$175,767
Highline School District (Puget Sound Skill Center)	$114,175
Hockinson School District	$9,422
Hoquiam School District	$25,432
Inchelium School District	$3,903
Issaquah School District	$111,102
Kahlotus School District	$452
Kalama School District	$9,416
Kelso School District	$66,381
Kennewick School District	$187,906
Kennewick School District (Tri-Tech Skill Center)	$121,853

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Kent School District	$335,287
Kettle Falls School District	$14,421
Kiona Benton School District	$12,196
Kittitas School District	$5,926
La Conner School District	$3,473
Lacenter School District	$8,606
Lacrosse Joint School District	$1,230
Lake Chelan School District	$13,614
Lake Stevens School District	$59,573
Lake Washington School District	$172,944
Lake Washington School District (WANIC Skill Center)	$47,857
Lakewood School District	$23,051
Liberty School District	$4,060
Lind School District	$3,717
Longview School District	$97,128
Lopez School District	$3,544
Lummi Tribal School District	$5,108
Lynden School District	$30,974
Mabton School District	$8,581
Mansfield School District	$871
Manson School District	$7,479
Mary M Knight School District	$1,937
Mary Walker School District	$10,057
Marysville School District	$110,232
Mead School District	$73,044

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Medical Lake School District	$13,189
Mercer Island School District	$21,504
Meridian School District	$13,537
Methow Valley School District	$9,753
Monroe School District	$38,426
Montesano School District	$9,948
Morton School District	$3,350
Moses Lake School District	$89,289
Moses Lake School District (Columbia Basin Technical Skill Center)	$46,786
Mossyrock School District	$5,834
Mount Adams School District	$9,334
Mount Baker School District	$22,104
Mount Vernon School District	$60,714
Mount Vernon School District (Northwest Career and Technical Academy)	$40,777
Muckleshoot Tribal School District	$5,381
Mukilteo School District	$161,925
Mukilteo School District (Sno-Isle Tech Skill Center)	$91,899
Naches Valley School District	$13,006
Napavine School District	$7,461
Naselle Grays Riv School District	$3,171
Newport School District	$19,426
Nine Mile Falls School District	$9,520
Nooksack Valley School District	$19,881
North Beach School District	$9,036
North Franklin School District	$14,920

School District/State-Tribal Education Compact/Skill Center	Final Allocation
North Kitsap School District	$43,022
North Mason School District	$30,024
North Thurston School District	$121,942
Northport School District	$3,770
Northshore School District	$118,817
Oak Harbor School District	$49,146
Oakesdale School District	$760
Oakville School District	$3,132
Ocean Beach School District	$13,739
Ocosta School District	$9,741
Odessa School District	$3,445
Okanogan School District	$11,382
Olympia School District	$74,366
Omak School District	$27,247
Onalaska School District	$8,167
Orcas School District	$6,427
Oroville School District	$10,289
Orting School District	$16,871
Othello School District	$58,938
Palouse School District	$1,365
Pasco School District	$208,920
Pateros School District	$3,156
Pe Ell School District	$1,859
Peninsula School District	$56,967
Pomeroy School District	$4,407

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Port Angeles School District	$45,044
Port Townsend School District	$13,190
Prescott School District	$4,365
PRIDE Prep School District	$2,056
Prosser School District	$24,771
Pullman School District	$33,090
Puyallup School District	$181,231
Quilcene School District	$3,239
Quileute Tribal Compact	$373
Quillayute Valley School District	$13,217
Quinault School District	$2,763
Quincy School District	$32,787
Rainier School District	$6,639
Rainier Valley Leadership Academy (Green Dot: RV) School District	$1,864
Raymond School District	$8,397
Reardan School District	$7,176
Renton School District	$179,295
Republic School District	$6,551
Richland School District	$111,595
Ridgefield School District	$17,325
Ritzville School District	$3,848
Riverside School District	$16,031
Riverview School District	$16,287
Rochester School District	$17,552
Rooted School District	$1,292

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Rosalia School District	$3,396
Royal School District	$17,126
San Juan School District	$7,638
Seattle School District	$514,867
Seattle School District (Seattle Skill Center)	$39,531
Sedro Woolley School District	$39,350
Selah School District	$37,848
Selkirk School District	$5,684
Sequim School District	$35,045
Shelton School District	$77,523
Shoreline School District	$66,746
Skykomish School District	$234
Snohomish School District	$53,723
Snoqualmie Valley School District	$34,755
Soap Lake School District	$12,010
South Bend School District	$4,560
South Kitsap School District	$82,547
South Whidbey School District	$11,127
Spokane School District	$321,473
Spokane School District (NEWTech Skill Center)	$91,980
Sprague School District	$2,166
St John School District	$1,363
Stanwood School District	$38,270
Steilacoom Hist. School District	$23,328
Stevenson-Carson School District	$12,093

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Sultan School District	$17,940
Sumner School District	$60,571
Sunnyside School District	$84,019
Suquamish Tribal Compact	$1,061
Tacoma School District	$338,007
Taholah School District	$3,616
Tahoma School District	$47,133
Tekoa School District	$1,561
Tenino School District	$9,410
Thorp School District	$2,362
Toledo School District	$6,286
Tonasket School District	$18,359
Toppenish School District	$43,847
Touchet School District	$1,704
Toutle Lake School District	$6,232
Trout Lake School District	$2,926
Tukwila School District	$31,919
Tumwater School District	$39,683
Tumwater School District (New Maket Skill Center)	$68,661
University Place School District	$41,476
Vancouver School District	$200,254
Vashon Island School District	$10,275
Wahkiakum School District	$6,589
Wahluke School District	$20,151
Waitsburg School District	$2,724

School District/State-Tribal Education Compact/Skill Center	Final Allocation
Walla Walla School District	$56,509
Wapato School District	$46,326
Warden School District	$11,593
Washougal School District	$21,083
Washtucna School District	$295
Waterville School District	$3,478
Wellpinit School District	$5,038
Wenatchee School District	$70,609
Wenatchee School District (Wenatchee Valley Technical Skill Cneter)	$22,683
West Valley (Spokane) School District	$25,512
West Valley (Yakima) School District	$51,947
White Pass School District	$6,684
White River School District	$24,347
White Salmon School District	$12,039
Wilbur School District	$3,726
Willapa Valley School District	$2,431
Wilson Creek School District	$1,006
Winlock School District	$7,930
Wishkah Valley School District	$2,023
Wishram School District	$1,918
Woodland School District	$13,169
Yakima School District	$266,251
Yakima School District (Yakima Valley Technical Skill Center)	$95,174
Yelm School District	$42,768
Zillah School District	$11,214

PLAN CONTENT
Section 132 (a)

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

POSTSECONDARY

Ten percent (10%) of the postsecondary Perkins Basic Grant is distributed using a formula to rural colleges and colleges that have a high percentage of CTE participants. Rural colleges receive nine percent (9%) of the reserve funds and are defined as those colleges that serve counties with population densities of less than 100 persons per square mile within their service district boundaries or counties smaller than 225 square miles. Population density determinations are based on data from the Washington State Office of Financial Management. College service areas are prorated to reflect the portions of the counties that meet the rural definition. Colleges with a high percentage of CTE participants receive one percent (1%) of the reserve funds and are those colleges that have fifty percent (50%) or more of their student populations enrolled in CTE programs. The percentage is calculated from the number of students with a workforce education intent code, divided by the college's annual student headcount.

Washington state distributes postsecondary Perkins basic grant as follows: ninety percent (90%) of funding will be distributed using a revised "Pell Plus" formula, nine percent (9%) will be distributed to colleges serving rural communities, and one percent (1%) will be distributed to colleges that have high CTE enrollments. The formula will use unduplicated enrollment data, analyzed annually from two years preceding the current fiscal year with no caps. (For example, FY27 awards will be based on FY25 enrollment data.) All students coded with a workforce intent will be included in the data and the headcount will be determined for each postsecondary institution. Those institutions with a headcount that will result in an award of $50,000 or more will receive funds. The funds will then be distributed based on the percent of the total headcount. Currently, only one community college in Washington will not qualify for basic grant funding. The first ninety percent (90%) of funds to be distributed to the colleges will be based on the revised "Pell Plus" formula using enrollment and financial aid data. It is the intent of the State Board for Community and Technical Colleges to identify all students participating in CTE programs and receiving need-based financial assistance to determine equitable distribution of Perkins Basic Grant funds to the colleges. The revised "Pell Plus" formula is described in Section 131(a)(3).

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

Nine percent (9%) of the funding will be distributed to colleges serving rural communities. Rural colleges are determined by using county-level data, based on population density, from the Office of Financial Management. The final one percent (1%) of funding will be distributed to colleges that have fifty percent (50%) or more of their student population enrolled in CTE programs. The percentage will be calculated from the number of students with a workforce intent code, divided by the college's annual student headcount.

SBCTC – FY26 Perkins Grants
(includes Basic, Reserve & Carryforward)

College	FY26 Grant Amount
Bates	$533,314
Bellevue	$294,473
Bellingham	$452,966
Big Bend	$278,698
Centralia	$263,872
Clark	$456,142
Clover Park	$549,896
Columbia Basin	$462,196
Edmonds	$355,822
Everett	$358,181
Grays Harbor	$224,144
Green River	$492,205
Highline	$432,744
Lake Washington	$345,912
Lower Columbia	$334,580
Olympic	$444,749
Peninsula	$318,616
Pierce	$391,215
Renton	$502,727
Seattle Central	$431,800
Seattle North	$352,047
Seattle South	$201,035
Shoreline	$285,507

College	FY26 Grant Amount
Skagit Valley	$499,763
South Puget Sound	$272,765
Spokane District	$1,460,223
Tacoma	$674,835
Walla Walla	$569,303
Wenatchee	$267,751
Whatcom	$180,742
Yakima Valley	$391,840
Total	**$13,080,063**

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

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

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

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)

a. include a proposal for such an alternative formula; and

b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

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

Agency Response:

Not applicable at this time.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)

a. include a proposal for such an alternative formula; and

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

Agency Response:

Not applicable at this time.

PLAN CONTENT
Section 211 (b)(1)(D)

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

Agency Response:

The state will continue with the current baseline:

Aggregate non-federal (state money) outlays into the career and technical education system in PY23 totaled $831,192,995 in Total Basic Grant to States, this includes $653,358,518 Local Uses of Funds, $177,379,254 in Leadership Funds and $324,817 for state administration into the secondary system. For the postsecondary system $275,207,858 in Total Basic Grant to States. This includes $274,883,041 Local Uses of Funds and $455,223 in state administration representing an aggregate expenditure level for the state of $1,106,400,853.

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

Agency Response:

SECONDARY

OSPI will continue to strategically invest reserve funds to incentivize progress in priority areas, as represented in the state's leadership investment priorities. Reserve funds will be distributed to local programs for qualifying sub-recipients. Reserve funds may be distributed to districts/STECs/skill centers that qualify by offering programs in

rural areas, programs with high percentages or high numbers of CTE students, or areas with gaps in performance between groups of students. These funds will be spent in alignment with the Perkins requirements to foster innovation and support programs of study that are aligned with high-skill, high-wage, or in-demand occupations or industries. Eligible recipients will meet the criteria above, and will have completed an approved Perkins application.

Reserve funds are distributed through grants are administered separate grant applications. The selection criteria are described within the application, and alignment of Perkins Reserve priority areas are described within the application. This process will continue to be used to award reserve funding.

POSTSECONDARY

Ten percent (10%) of the postsecondary Perkins Basic Grant is distributed using a formula to rural colleges and colleges that have a high percentage of CTE participants. Rural colleges receive nine percent (9%) of the reserve funds and are defined as those colleges that include counties with population densities of less than 100 persons per square mile within their service district boundaries. Population density determinations are based on data from the Washington State Office of Financial Management. Counties are prorated to reflect the portions of the counties that meet the rural definition. Colleges with a high percentage of CTE participants receive one percent (1%) of the reserve funds and are those colleges that have fifty percent (50%) or more of their student populations enrolled in CTE programs. The percentage is calculated from the number of students with a workforce education intent code, divided by the college's annual student headcount.

d. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

a. The percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;

See table below for performance indicator 5S1

b. The percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or

See table below for performance indicator 5S2

c. The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

See table below for performance indicator 5S3

2. Provide on the form in Section V.B, for each year covered by the State plan, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

States are now required to set and submit State Determined Levels of Performance annually to the U.S. Department of Education's Office of Career Technical and Adult Education. If the prior two years of actual

performance indicators do not meet the two-year average increase requirement, states must set revised targets for the coming program year. Below are the secondary and postsecondary system's performance indicators and proposed targets for the 2027 CAR reporting year, and corresponding methodology and reasoning. These indicators were published for public comment from January 7, 2026 through February 11, 2026. No comments were received.

Note: For both 3S1 and 1P1, the state is not able to gather placement data of CTE concentrators who, in the second quarter after exiting from secondary or postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD). Because Washington's plan has a focus on equity and access, it should be noted that the state recommends an expanded definition of "non-traditional" beyond gender, as defined by Perkins law. With the emphasis Perkins V places on closing performance gaps for sub-populations and special populations, it seems contrary to have a measure that is limited to only gender. SBCTC is working to implement a new gender option in data collection, allowing individuals to identify as gender X, male, or female. This is not an option when pulling or reporting data for federal programs. This will cause a disparity in our data collection.

SECONDARY

K-12 system consultation and input

The State Determined Performance Levels (SDPLs), OSPI used the last two years of available Concentrator data to determine the upcoming state targets. The proposed targets aligned Washington's proposed Every Student Succeeds Act (ESSA) targets for the Four-Year Graduation Rate (1S1) and the Extended Graduation Rate (1S2). All other targets were proposed using the last two years of available data with an increase each year.

OSPI applied the OCTAE formula beginning in 2025 to establish the 2026 state targets. Using continuous feedback from grant applicants, technical assistance activities, and data dashboards, OSPI continues to project state targets based on this formula.

Secondary Indicators - 2027

Proposed Indicators **Methodology: All targets are proposed averaging 2024 and 2025 Concentrator cohort data.**
CTE Concentrator Definition: A CTE Concentrator will be any student who earns two credits in a single career cluster within their four-year cohort. **CTE Participant Definition:** A CTE participant will be any student that earns a high school credit in a CTE course in a single school year as reported annually.

Indicator/Definition from Perkins 2027 1S1: Four-Year Graduation Rate

Defined as: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

96.2%

Numerator: CTE concentrators who graduate in the 4-year adjusted cohort.

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

Methodology/Background:

If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school, the student will be identified as a concentrator for the 1S1 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI's adjusted cohort methodology used for the official federal graduation rate calculation.

Indicator/Definition from Perkins 1S2: Extended Graduation Rate

Defined as: The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.

97.2%

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

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

Methodology/Background:

If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school they will be identified as a concentrator for the 1S2 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI's adjusted cohort methodology used for the official federal graduation rate calculation.

Indicator/Definition from Perkins 2S1: Academic Proficiency in Reading/Language Arts

Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

66.4%

Numerator: Any CTE concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan.

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

Methodology/Background:

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

Indicator/Definition from Perkins 2S2: Academic Proficiency in Mathematics

Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

33.5%

Numerator: Any CTE concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan.

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

Methodology/Background:

This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their math academic assessment. If a student becomes a concentrator in their 5th,

Indicator/Definition from Perkins 2S2: Academic Proficiency in Mathematics

Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.

For 2S1 and 2S2: The academic indicators in Washington's ESSA plan are related to proficiency on the statewide assessment for English Language Arts (ELA) and Mathematics. Washington uses the Smarter Balanced Assessment System, which is aligned to the Washington K-12 Learning Standards. Students currently take the statewide assessment for ELA and Mathematics in the 10th grade. The state ESSA plan articulates targets for all students, at all grade levels. Considering the

definition of CTE concentrator, high school students in grades 9-12 will contribute to the concentrator definition.

Indicator/Definition from Perkins 2S3: Academic Proficiency in Science

Defined as: CTE concentrator proficiency in the challenging State academic standards measured by the academic assessments in science.

39.80%

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

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

Methodology/Background:

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

There is no current academic indicator or metric in the ESSA plan for academic proficiency in science. The Washington Comprehensive Assessment of Science (WCAS) is aligned with the

Indicator/Definition from Perkins 2S3: Academic Proficiency in Science

Defined as: CTE concentrator proficiency in the challenging State academic standards measured by the academic assessments in science.

Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). Students are assessed through the WCAS in the 11th grade.

Indicator/Definition from Perkins 3S1: Postsecondary Placement

Defined as: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training*, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.*Washington does not collect data on "advanced training."2027 (2026 cohort data)

78.7%

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

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

Methodology/Background

This data is driven by performance 2 quarters after the student is expected to leave the system as part of the four-year adjusted graduation cohort. OSPI relies on the Education Research & Data Center (ERDC) to provide the data on post-high school activities (post-secondary education, military service or employment). OSPI will provide ERDC with the cohort of students that make up the denominator so that they can create the numerator. Students who continue enrollment beyond four years will not be included in this measure.

Indicator/Definition from Perkins 4S1: Non-traditional Program Enrollment

Defined as: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

43.8%

Numerator: Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE

Indicator/Definition from Perkins 4S1: Non-traditional Program Enrollment

Defined as: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

course that was designated as preparing students for non-traditional fields based upon the indicator on the CIP code chart, and the student's gender.

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

Methodology/Background:

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

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

Indicator/Definition from Perkins 5S1: Program Quality – Attained Recognized Postsecondary Credential

Defined as: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

42.7%

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

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

Indicator/Definition from Perkins 5S2: Program Quality – Attained Postsecondary Credits **Defined as: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.**
97.4% **Numerator:** Of students in the denominator, students that completed courses that provided dual credit. **Denominator:** All CTE concentrators in the four-year adjusted cohort who graduated.
Indicator/Definition from Perkins 5S3: Program Quality – Participated in Work-Based Learning **Defined as: The percentage of CTE concentrators graduating from high school having participated in work-based learning.**
84.8% **Numerator:** Of students in the denominator, CTE concentrators that participated in work-based learning. **Denominator:** All CTE concentrators in the four-year adjusted cohort who graduated.

POSTSECONDARY

College consultation and input

The 29 college districts, who submitted CLNAs and are eligible for Perkins Plan funding, were notified of these proposed targets on November 17, 2025. Colleges were asked to review the information and let SBCTC Perkins staff know if their college agreed or disagreed with the proposed state targets for reporting year 24-25. Responders were asked to provide questions and/or comments with their response.

As the formula for calculating the SDPLs was established in federal legislation, we acknowledged their concerns and questions, clarified the process and legislation, and committed to providing technical assistance. The performance indicators were set to conform to federal policy and to show our system's commitment to continuous improvement.

Proposed Indicators Methodology:

The proposed targets reflect our review of data provided by research and data services. This data informed the proposed changes to 1P1 and 2P1, which have been modified based on the two-year averages of our system. The target previously established for 3P1 does not require modification.

We have established our SDPLs beyond the two-year averages in support of improving student success, progression, and career mobility.

Definitions:

CTE Concentrator: At the postsecondary level, a student is an eligible recipient who has:

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
Exiter: Not enrolled in the CTC system the following year excluding enrollments in baccalaureate programs.

Postsecondary Indicators

Indicator/Definition from Perkins 1P1 Post College: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 20 2504(a)), or are placed or retained in employment.
41.5% **Numerator:** Cohort that has received a postsecondary credential and is an exiter as well as one of the following: in the L&I apprenticeship completers or active files, enrolled in Bachelor Program in our CTC system, found in post-secondary (National Student Clearinghouse) outside of our CTC system, or employed. **Denominator:** CTE Concentrator Cohort
Methodology/Background: For purposes of reporting 1P1 performance, SBCTC will include CTE completers who participated in registered apprenticeships, enrolled in postsecondary baccalaureate degree programs within the community and technical colleges system, those that enroll in postsecondary programs outside Washington's two-year college system, and those who were employed the second quarter following the completion year. Like most states, Washington is unable to report the number of program completers who transitioned to military service, a service program that receives assistance under Title 1 of the National and Community Service Act, or who transitioned to the Peace Corps. Additionally, the state is not able to gather placement data of CTE concentrators who in the second quarter after exiting from postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD).

Indicator/Definition from Perkins 2P1 Post College: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion
52.5% **Numerator:** Earned a postsecondary credential in the current or following academic year. **Denominator:** CTE Concentrator Cohort
Methodology/Background: SBCTC will include all CTE concentrators who completed a CTE credential and who were no longer enrolled at a community or technical college two quarters after their last credential award.
Indicator/Definition from Perkins 3P1 Post College: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
21% **Numerator:** Students who are in a non-traditional program and are not of the dominate gender are included in the numerator. **Denominator:** CTE Concentrator Cohort enrolled in programs that lead to employment in non-traditional fields.
Methodology/Background: For purposes of reporting 3P1 performance, SBCTC will include CTE concentrators from underrepresented gender groups (25% or less of the gender represented in the field) who were enrolled in CTE programs that lead to employment in non-traditional fields. Washington offers universal access to CTE opportunities, which remain open to all.

PLAN CONTENT
Section 122 (d)(10)

3. Description of the procedure the eligible agency will adopt for determining State determined levels of performance described in section 113, which, at a minimum shall include

(a) a description of the process for public comment under section 113(b)(3)(B) as part of the development of the State determined levels of performance under section 113(b);

(b) an explanation of the State determined levels of performance; and

(c) a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws.

(a) Following the July 2018 enactment of Perkins V, Washington state submitted a one-year transition plan covering FY 2019 (July 1, 2019 – June 30, 2020) and then a four-year State plan covering FY 2020-23 (July 1, 2020 – June 30, 2024). SBCTC and OSPI CTE staff worked with respective individuals from the postsecondary and K- 12 systems for the plan submitted in 2020. These individuals provided feedback as the plan was developed. They shared their colleagues' input, which was brought before the plan-writing team for discussion and modifications.

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

The 2024-2028 Talent and Prosperity for All combined state plan was made available for public comment starting in January 2024 on the website listed below. The deadline for feedback was in late March 2024. The notification of the posting was announced once again in the Board's newsletter. Feedback for the 2024-28 overarching Talent and Prosperity for All, statewide workforce combined plan was solicited from a wide cross section of stakeholders in the fall of 2023. These stakeholders included business, industry, education, labor, state agencies, local Workforce Development Councils, community-based organizations and state associations. Stakeholder engagement took place at a wide variety of in-person events as well as virtual/online opportunities.

https://wtb.wa.gov/planning-programs/washington-state-workforce-plan/

For the 2025-26 State Plan submission, Washington put forward changes to SDPL's only. No substantive changes or revisions were made to the previous state plan. Public comment was open for the SDPL's from January 24-March 14, 2025. No comments were received.

For the 2026-27 Perkins State Plan submission, Washington puts forward changes to SDPL's only. No substantive changes or revisions were made to the state plan. Public comment was open for the SDPL's from January 7-February 11, 2026. Washington's Perkins state plan continues to focus on supporting high quality, data informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

(b) an explanation of the State determined levels of performance

Washington State's proposed secondary and postsecondary performance indicators under Strengthening Career and Technical Education for the 21st Century Act (Perkins V) are aligned with the statutorily required core indicators of performance and reflect the state's commitment to advancing high-quality career and technical education. The state establishes performance levels through a rigorous analysis of historical performance data, consideration of state and regional context, and engagement with key stakeholders across the education and workforce systems.

In setting these performance levels, Washington intentionally balances the need for ambitious targets that promote improved student outcomes with the requirement that such targets remain realistic and attainable for local recipients. Performance levels are designed to support a continuous improvement framework, in which incremental, year-over-year progress is prioritized. This approach enables eligible recipients to make sustained gains in student achievement while accounting for differences in program size, student populations served, and local labor market conditions.

Through this methodology, Washington ensures that its performance indicators function to show measurable progress toward improved outcomes for all learners, including increased attainment of recognized postsecondary credentials and successful transitions to postsecondary education and employment.

(c) a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws

Washington state ensures that the core indicators of performance established by the eligible agency under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) maintain rigorous alignment with the statutory objectives of concurrent federal and state legislation. This alignment is facilitated through formalized interagency coordination and the strategic utilization of shared longitudinal data systems, unified priority frameworks, and standardized outcome metrics.

Specifically, the state conducts comprehensive reviews of performance targets in direct calibration with benchmarks established under the Workforce Innovation and Opportunity Act (WIOA) and relevant state-level education and workforce development mandates. This evaluative process ensures that performance thresholds are mutually reinforcing and strategically calibrated to advance shared goals, such as elevated academic and technical achievement, seamless transitions into postsecondary credentials, and equitable labor market outcomes for all learners. Furthermore, these efforts are underpinned by structured, sustained consultation with business and labor stakeholders, ensuring that state performance expectations are validated by industry expertise and remain highly responsive to both immediate and projected economic requirements.

PLAN CONTENT Section 113(b)(3)(B)

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

No comments were received.

PLAN CONTENT
Section 122(d)(11)

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

SECONDARY

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

If a district/STEC/skill center fails to meet the state target by at least 90%, they will complete a Performance Improvement Plan, to address action plans related to the indicator. In the second year a district/STEC/skill center fails to meet a local target, they will review CLNA and student performance results to inform amendments to their application and plan, and will prioritize funding to address gaps. These will be prioritized for technical assistance outreach by OSPI. In the third year of a failed indicator, the state will require technical assistance interaction

between OSPI and the district/STEC/skill center to support the area they have failed. This may be an in- person visit, webinar, professional development conference, or regular check-ins. In year 4 of a failed indicator, funding may be modified, withheld, or required to be used in a manner directed by OSPI. This will also be the basis to deny the approval or reapproval of one of more of the district/STEC's CTE programs, as permitted by RCW 28a.700.040.

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

POSTSECONDARY

SBCTC will review college-level data, the colleges' Local Comprehensive Needs Assessments, local applications, and annual performance snapshots to monitor progress on performance indicators. If a college fails to meet its negotiated target on one or more performance indicators, the college will be required to develop a performance plan related to that indicator(s) to address access/achievement disparities or gaps in the coming year. SBCTC will provide technical assistance as necessary. If a college fails to meet one or more performance indicators for three years in a row, the college will be required to reevaluate their current improvement strategies and Perkins allocation and percentages toward meeting SDPLs. In addition, SBCTC will increase support and monitoring, as deemed appropriate and necessary.

SBCTC provides a data dashboard displaying each college's performance on each indicator, that displays data disaggregated by student subgroup, special population, and CTE program, and is accessible to the colleges and the public. The public dashboard masks counts less than 10 to protect student's privacy and the protected dashboard is accessible only to authorized college staff. The dashboards are updated annually as enrollment and completion data from the previous year becomes available.

PLAN CONTENT
Section 122 (d)(12)

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

SECONDARY

School districts/STECs have identified new partnerships in light of the requirements of the CLNA. Prior state law required that advisory committees be made up of representatives of business, industry, and the local community. Additionally, representatives of labor and agriculture were specifically called out in state statute. While many school districts/STECs included CTE educators in the work of the advisory committee, many school districts/STECs have partnered to complete CLNA requirements. To eliminate duplication in requirements, many districts are expanding their advisory committees to include required stakeholders as described above.

POSTSECONDARY

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

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

PLAN CONTENT
Section 122(d)(13)

The *State plan shall include assurances that the State will comply with federal fiscal and programmatic elements of the State plan.*

The Workforce Board will upload and sign electronically all required assurance forms into the Perkins portal website administered by the Office of Career, Technical and Adult Education (OCTAE).