



PERKINS PLAN

2023-24 GRANT GUIDELINES

Workforce Education Department
Washington State Board for Community and Technical Colleges
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Olympia, WA 98504
SBCTC.edu

The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

Deadlines and Milestones

Milestone	Dates (subject to change)
Applications available in OGMS	March 2, 2023
Applications due in OGMS	April 6, 2023
Applicants notified of approval status	Late June 2023
Grants begin	July 1, 2023
Final budget revision deadline	June 15, 2024
Projected end date of grant	June 30, 2024
Report of Accomplishment due	July 31, 2024

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Overview

The purpose of the Perkins Act is to prepare students to enter the workforce with the academic and vocational skills needed to compete successfully in a knowledge and skills-based world economy. Perkins supports career and technical education that prepares students both for further education and the careers of their choice. Perkins funds help ensure that career and technical programs are challenging and integrate academic and technical education to meet the needs of business and industry.

Applicant Guidelines

Who May Apply

Eligible community and technical colleges in Washington state receive Perkins funding based on a "Pell-Plus" formula. Please see "[Funding](#)" section on page five for additional details on the formula.

How Does the Provider Apply

Eligible colleges may access the 2023-24 Perkins Grant Application through the Online Grant Management System ([OGMS](#)). This grant is open to community and technical colleges in Washington State as defined under [RCW 28B.50.030](#).

If you do not have an account, contact your organization's [Security Contact](#) for access; you will also need your Security Contact to give you permission for FY24.

Submit completed grant applications for continuation of funding to the SBCTC through OGMS no later than April 6, 2023, at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on April 6, 2023.

Size, Scope, and Quality

Pursuant to Section 135(b) of the Strengthening Career and Technical Education for the 21st Century Act, eligible community and technical colleges are expected to demonstrate in their application that their programs are of sufficient size, scope, and quality to be effective. As outlined in the State Plan, Washington defines size, scope, and quality as follows:

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

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

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 all applicants:

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

1. Identify and communicate pathways to future education or employment;
2. Provide CTE-specific career and educational guidance and counseling;
3. Include multiple entry and exit points;
4. Incorporate rigorous, relevant, and contextualized academic content;
5. Work in partnership to establish and communicate programs of study and dual-credit articulations to engage, recruit, and expand access to secondary students; providing them with increasingly specialized instruction leading to the attainment of postsecondary credentials of workplace value; and
6. Provide exposure to all aspects of industry and employers through work-based learning and/or training in environments that replicate the workplace by featuring industry-standard equipment or simulated exercises.

Quality: Eligible recipients must:

1. Meet or make meaningful progress towards achieving the performance targets set for the postsecondary or secondary indicators required of Perkins V;
2. Evaluate the degree to which underrepresented students – including special populations and those in non-traditional fields – are provided with equitable access and opportunities and develop strategies for decreasing barriers and addressing achievement gaps in order to enroll and graduate a diverse cross-section of students representative of the communities in which they live;
3. Implement a comprehensive and reliable method of reviewing their programs and assessing their efficacy in preparing students for employment and alignment with the needs of industry;
4. Engage a diverse range of stakeholders in developing, evaluating, and improving their programs with an emphasis on labor market data and state or regional workforce priorities;
5. Ensure that all programs have active, well-functioning, and representative advisory committees consistent with the requirements of Perkins V and state law;

6. Demonstrate all CTE educators possess appropriate credentials and provide adequate support for faculty and staff professional development and return-to-industry opportunities to ensure that instruction and student services are current, relevant, equitable, and comprehensive;
7. Maintain in up-to-date and industry-standard equipment, technology, learning materials, and methods of delivery; and
8. Programs offered consider labor market data and must align with in-demand occupations, as defined in the Perkins V plan.

Programs of Study

Programs of study are a requirement for eligibility to receive Perkins funding. These are expected to be developed in collaboration with secondary and business/industry partners to align with local needs and provide students with exposure and on-ramps to emerging, in-demand, high-skill, and/or high-wage professional/technical careers. According to the Strengthening Career and Technical Education for the 21st Century Act:

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

1. incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
2. addresses both academic and technical knowledge and skills, including employability skills;
3. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
4. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
5. has multiple entry and exit points that incorporate credentialing; and
6. culminates in the attainment of a recognized postsecondary credential.

Accountability

State policy and local planning must reflect an increased emphasis on accountability and the use of data to direct improvements. Likewise, Perkins V requires a Comprehensive Local Needs Assessment (CLNA) to be conducted on a biennial basis, the results of which must be incorporated into the local application. The next CLNA will be due with the Perkins Plan application submitted in 2024. The SBCTC is directed by the Workforce Training and Education Coordinating Board (WTECB) to negotiate levels of performance with local colleges. Local colleges will either accept the state performance levels for Performance Indicators 1P1, 2P1, and 3P1 or negotiate with the SBCTC on new local levels (reference [Perkins V Legislation](#) Section 113.4.A) If the local college fails to meet at least 100 percent of a performance level on any indicator, they must develop and implement an improvement plan.

Performance Indicators*

Performance Indicator	Definition ¹	Reporting Year 20-21
Indicator 1P1	The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are placed or retained in employment.	39%
Indicator 2P1	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation or within 1 year of program completion.	53%
Indicator 3P1	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	18%

*The request to adjust performance targets, based on impacts of the pandemic and prior year's performance, were submitted to Workforce Training and Education Coordinating Board (WTECB) in December 2021. The motion to approve the modified 1P1 and 2P1 targets were accepted during the April 2022 WTECB meeting. These changes are still pending federal approval.

Disclaimer

SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant's ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding.

Funding

The first 90 percent of funds that are distributed to the colleges are based on the "Pell Plus" formula. This formula is based on enrollment data of unduplicated students with a professional/technical intent who are Pell/BIA, Worker Retraining, Opportunity Grant, Washington College Grant, WorkFirst, and BFET recipients enrolled with a vocational intent from the two years preceding the current fiscal year award. (Example: Fiscal year 2024 awards are based upon academic year 2021-2022 enrollment data.) Numbers used are unduplicated headcount, one-year numbers with no caps.

The remaining 10 percent of Perkins funding is divided with nine percent for rural schools and one

¹ Perkins V Cohort Table Data Dictionary (sbctc.edu)

percent for schools with a high percentage of professional/technical students. All funds are intended to support work that meets federal Perkins requirements, state goals, and local priorities. The required and permissible uses of Perkins funds are listed in Appendix D.

Review Process

Applications will be reviewed by SBCTC staff and approved or returned to colleges for revision in late May. College revisions to applications should be returned promptly. All plans must be substantially approvable before July 1, 2023.

Attachments are used for the Assurances and the Program of Study spreadsheet.

Reporting

A final report must be submitted to the SBCTC no later than July 31, 2024. The 2023-24 Perkins Report of Accomplishments link will be posted on the SBCTC website and emailed. The Report of Accomplishment will be submitted online through a digital platform (Google Forms, SurveyMonkey, etc.) and not submitted through OGMS.

Appendix A: Definitions of the Strengthening Career and Technical Education for the 21st Century Act

If you have any questions regarding Perkins Performance Indicators or the planning process, please contact [Kimberly Ingram](#), Program Administrator, at (360) 704-3988.

SEC. 3. [20 U.S.C. 2302] DEFINITIONS.

Unless otherwise specified, in this Act:

1. ADMINISTRATION – The term “administration”, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.
2. ALL ASPECTS OF AN INDUSTRY – The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
3. AREA CAREER AND TECHNICAL EDUCATION SCHOOL– The term “area career and technical education school” means–
 - A. A specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market;
 - B. the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations, that are available to all students;
 - C. a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or
 - D. the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.
4. ARTICULATION AGREEMENT– The term “articulation agreement” means a written commitment–
 - A. that is agreed upon at the State level or approved annually by the lead administrators of–

- i. a secondary institution and a postsecondary educational institution; or
 - ii. a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
 - B. to a program that is--
 - i. designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
 - ii. linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).
5. CAREER AND TECHNICAL EDUCATION-- The term “career and technical education” means organized educational activities that--
- A. offer a sequence of courses that--
 - i. provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - ii. provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and
 - iii. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
 - a. include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
 - b. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
 - c. may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).
6. CAREER AND TECHNICAL STUDENT ORGANIZATION --
- A. IN GENERAL -- The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

- B. STATE AND NATIONAL UNITS -- An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.
 - C. Student Leadership organizations must be skills-oriented, provide leadership, participate in competitions, and have state or national affiliation with a recognized career leadership organization.
7. CAREER GUIDANCE AND ACADEMIC COUNSELING -- The term “career guidance and academic counseling” means guidance and counseling that--
- A. provides access for students (and, as appropriate parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future;
 - B. provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
 - C. may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.
8. Career Pathways --The term “career pathways” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
9. CHARTER SCHOOL -- The term “charter school” has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965.
10. COOPERATIVE EDUCATION -- The term “cooperative education” means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation--
- A. shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and
 - B. may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.
11. CREDIT TRANSFER AGREEMENT --The term “credit transfer agreement” means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.
12. CTE CONCENTRATOR --The term “CTE concentrator” means --
- A. at the postsecondary level, a student enrolled in 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.
13. CTE PARTICIPANT – The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.
14. DIRECTOR – The term “Director” means the Director of the Institute of Education Sciences.
15. DUAL OR CONCURRENT ENROLLMENT PROGRAM –The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
16. EARLY COLLEGE HIGH SCHOOL –The term “early college high school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
17. EDUCATIONAL SERVICE AGENCY – The term “educational service agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
18. ELIGIBLE AGENCY – The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.
19. ELIGIBLE ENTITY –The term ‘eligible entity’ means a consortium that includes the following:
- A. Representatives of not less than 2 of the following categories of entities, 1 of which shall serve as the fiscal agent for the consortium:
 - i. A local educational agency or a consortium of such agencies.
 - ii. An educational service agency serving secondary school students.
 - iii. An area career and technical education school or a consortium of such schools.
 - iv. An Indian Tribe, Tribal organization, or Tribal educational agency.
 - v. An institution of higher education whose most common degree awarded is an associate degree, or a consortium of such institutions.
 - vi. An institution of higher education whose most common degree awarded is a bachelor’s or higher degree, or a consortium of such institutions.
 - vii. A State educational agency.
 - B. One or more business or industry representative partners, which may include representatives of local or regional businesses or industries, including industry or sector partnerships in the local area, local workforce development boards, or labor organizations.
 - C. One or more stakeholders, which may include—
 - i. parents and students;
 - ii. representatives of local agencies serving out-of-school youth, homeless children and

youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6472));

- iii. representatives of Indian tribes and Tribal organizations, where applicable;
- iv. representatives of minority-serving institutions (as described in paragraphs (1) through (7) of section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q(a)), where applicable;
- v. representatives of special populations;
- vi. representatives of adult career and technical education providers; or
- vii. other relevant community stakeholders.

20. ELIGIBLE INSTITUTION –The term “eligible institution” means –

- A. a consortium of 2 or more of the entities described in subparagraphs (B) through (F);
- B. a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry recognized credential, a certificate, or an associate degree;
- C. a local educational agency providing education at the postsecondary level;
- D. an area career and technical education school providing education at the postsecondary level;
- E. an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;
- F. a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);
- G. a tribally controlled college or university; or
- H. an educational service agency.

21. ELIGIBLE RECIPIENT – The term “eligible recipient” means --

- A. a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or
- B. an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

22. ENGLISH LEARNER –The term “English learner” means—

- A. a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or
 - B. an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and –
 - i. whose native language is a language other than English; or
 - ii. who lives in a family environment in which a language other than English is the dominant language.
23. EVIDENCE-BASED – The term “evidence-based” has the meaning given the term in section 8101(21)(A) of the Elementary and Secondary Education Act of 1965.
24. GOVERNOR – The term “Governor” means the chief executive officer of a State.
25. HIGH SCHOOL – The term “high school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
26. IN-DEMAND INDUSTRY SECTOR OR OCCUPATION – The term “in-demand industry sector or occupation” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
27. INDIAN; INDIAN TRIBE –The terms ‘Indian’ and ‘Indian Tribe’ have the meanings given the terms ‘Indian’ and ‘Indian tribe’, respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).
28. INDIVIDUAL WITH A DISABILITY –
- A. IN GENERAL – The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).
 - B. INDIVIDUALS WITH DISABILITIES – The term “individuals with disabilities” means more than 1 individual with a disability.
29. INDUSTRY OR SECTOR PARTNERSHIP –The term “industry or sector partnership” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
30. INSTITUTION OF HIGHER EDUCATION – The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.
31. LOCAL EDUCATIONAL AGENCY – The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
32. LOCAL WORKFORCE DEVELOPMENT BOARD –The term “local workforce development board” means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3122).
33. NON-TRADITIONAL FIELDS – The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

34. OUTLYING AREA – The term “outlying area” means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.
35. OUT-OF-SCHOOL YOUTH –The term “out-of-school youth” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
36. OUT-OF-WORKFORCE INDIVIDUAL –The term “out-of-workforce individual” means –
- A. an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
 - B. an individual who –
 - i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - ii. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 - iii. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
37. PARAPROFESSIONAL –The term ‘paraprofessional’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
38. PAY FOR SUCCESS INITIATIVE –
- A. IN GENERAL –Subject to subparagraph (B), the term ‘pay for success initiative’ means a performance-based grant, contract, or cooperative agreement awarded by a State or local public entity (such as a local educational agency) to a public or private nonprofit entity—
 - i. in which a commitment is made to pay for improved outcomes that result in increased public value and social benefit to students and the public sector, such as improved student outcomes as evidenced by the indicators of performance described in section 113(b)(2) and direct cost savings or cost avoidance to the public sector; and
 - ii. that includes –
 - a. a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness;
 - b. a rigorous, third-party evaluation that uses experimental or quasi experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes;
 - c. an annual, publicly available report on the progress of the initiative; and
 - d. a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in sub-clause (II).

- iii. EXCLUSION –The term ‘pay for success initiative’ does not include any initiative that—
 - a. reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act; or
 - b. otherwise reduces the rights of a student or the obligations of an entity under the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), or any other law.

39. POSTSECONDARY EDUCATIONAL INSTITUTION –The term “postsecondary educational institution” means—

- A. an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
- B. a tribally controlled college or university; or
- C. a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

40. PROFESSIONAL DEVELOPMENT –The term “professional development” means activities that —

- A. are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and
- B. are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that —
 - i. improve and increase educators’—
 - a. knowledge of the academic and technical subjects;
 - b. understanding of how students learn; and
 - c. ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - ii. are an integral part of eligible recipients’ improvement plans;
 - iii. allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
 - iv. support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;
 - v. advance educator understanding of —

- a. effective instructional strategies that are evidence-based; and
- b. strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;
- vi. are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;
- vii. are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
- viii. as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;
- ix. are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- x. include instruction in the use of data and assessments to inform and instruct classroom practice;
- xi. include instruction in ways that educators may work more effectively with parents and families;
- xii. provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
- xiii. promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or
- xiv. increase the ability of educators providing career and technical education instruction to stay current with industry standards.

41. PROGRAM OF STUDY – The term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that –

- A. incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. addresses both academic and technical knowledge and skills, including employability skills;
- C. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- D. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

- E. has multiple entry and exit points that incorporate credentialing; and
 - F. culminates in the attainment of a recognized postsecondary credential.
42. QUALIFIED INTERMEDIARY – The term “qualified intermediary” means a nonprofit entity, which may be part of an industry or sector partnership, that demonstrates expertise in building, connecting, sustaining, and measuring partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, Indian tribes or Tribal organizations, and workforce systems to broker services, resources, and support to youth and the organizations and systems that are designed to serve youth, including—
- A. connecting employers to classrooms;
 - B. assisting in the design and implementation of career and technical education programs and programs of study;
 - C. delivering professional development;
 - D. connecting students to internships and other work-based learning opportunities; and
 - E. developing personalized student supports.
43. RECOGNIZED POSTSECONDARY CREDENTIAL –The term “recognized postsecondary credential” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
44. SECONDARY SCHOOL – The term “secondary school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
45. SECRETARY – The term “Secretary” means the Secretary of Education.
46. SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL –The term “specialized instructional support personnel” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
47. SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES –The term “specialized instructional support services” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
48. SPECIAL POPULATIONS – The term “special populations” means –
- A. individuals with disabilities;
 - B. individuals from economically disadvantaged families, including low-income youth and adults;
 - C. individuals preparing for non-traditional fields;
 - D. single parents, including single pregnant women;
 - E. out-of-workforce individuals;
 - F. English learners;
 - G. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

- H. youth who are in, or have aged out of, the foster care system; and
 - I. youth with a parent who –
 - i. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - ii. is on active duty (as such term is defined in section 101(d)(1) of such title.
49. STATE – The term “State”, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.
50. SUPPORT SERVICES – The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.
51. TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY – The term “tribally controlled college or university” has the meaning given the term in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)).
52. TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION – The term “tribally controlled postsecondary career and technical institution” means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that -
- A. is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian Tribe or Indian Tribes;
 - B. offers a technical degree or certificate granting program;
 - C. is governed by a board of directors or trustees, a majority of whom are Indians;
 - D. demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated Tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations or tribal lands;
 - E. has been in operation for at least 3 years;
 - F. holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and
 - G. enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.
53. TRIBAL ORGANIZATION –The term “Tribal organization” has the meaning given the term ‘tribal organization’ in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).
54. UNIVERSAL DESIGN FOR LEARNING –The term “universal design for learning” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
55. WORK-BASED LEARNING –The term “work-based learning” means sustained interactions with

industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

Appendix B: WIOA Infrastructure Funding Agreement and Additional Cost Negotiations

This guidance will support cost-sharing negotiations with the local workforce development council as required under federal law, and help colleges be aware of specific constraints or opportunities for different funding sources associated with workforce programs at our colleges.

Background on WIOA

The Workforce Innovation and Opportunity Act (WIOA) replaced the previous federal workforce law in 2015. WIOA asks the workforce development system to reimagine delivery of the many different types of services offered to job-seekers and employers into an integrated, aligned, and client-centric approach. It is worth noting that much of the philosophical underpinnings of WIOA are echoed in the multiple student success and guided pathways initiatives our colleges are actively pursuing.

The community and technical college (CTC) system is a critical partner to the successful implementation of WIOA, and our colleges have been deeply engaged in planning for implementation and have begun to make the law operational in partnership with local workforce development councils and other partners.

Requirement for Local Agreements to Fund WorkSource

A long-standing requirement of the federal workforce law (previously known as "WIA") is for local areas to negotiate funding agreements among mandatory one-stop partners in support of the one-stop career centers. In Washington, those centers are known as WorkSource. Cost sharing is retained in WIOA, with the added element of requiring the governor to intercede if local areas cannot come to agreement on how to split the infrastructure costs of operating the WorkSource. Broad principles for this intervention are described in the law, but the Washington state process for the governor's intervention hasn't yet been defined.

Programs required to be physically present in a comprehensive WorkSource center must contribute to the infrastructure costs as well as costs associated with assuring career services are offered at the WorkSource. Other additional costs may also be negotiated based on local needs. In all circumstances, the cost borne by required programs must be proportionate and have relative benefit to the users of the program.

Infrastructure funding types include cash and non-cash, as well as in-kind resources by a non-one-stop partner. Non-cash contributions by WorkSource partners are expenditures incurred by the partner on behalf of the WorkSource or goods and services contributed by a partner program and used by the WorkSource center. Non-cash contributions must be fairly valued as provided in 2 CFR 200.306.

WIOA does not include caps on the amount or percentage of overall funding a WorkSource partner may contribute, except that each partner program's contributions must be consistent with the program's authorizing statute and regulations, as well as with the Uniform Guidance. No partner may contribute more than its proportionate share based on relative benefit and use by the program.

Which Programs are Required to Support WorkSource?

Washington's federally required WIOA plan (called Talent and Prosperity for All or "TAP") identifies three different types of programs within Washington's workforce development system:

- Programs explicitly named as TAP partners are a required WorkSource partner. Because these programs must have a physical presence in the local comprehensive WorkSource, the law requires these programs to contribute to infrastructure costs and some additional costs (note that career services contribution is mandated).
- Programs with requirements of participation in the WorkSource system in the program's authorizing law but are not TAP partners.
- Programs which are critical to the success of the larger workforce development plan in Washington, but are not required WorkSource partners (these are described in the table below).

WIOA Combined Plan (TAP) Named Partner/ Required WorkSource Partner	Required WorkSource Partner, not TAP partner	Workforce System Partner Program
<ul style="list-style-type: none"> • TANF (WorkFirst)* <p>*CTCs provide TANF services under contract with DSHS</p> <ul style="list-style-type: none"> • Basic Education for Adults (WIOA Title II) 	<p>Postsecondary career and technical education programs authorized under Carl D. Perkins Career and Technical Education Act, i.e. all approved professional-technical programs on college campuses</p>	<ul style="list-style-type: none"> • Apprenticeship • Customized Training Program • Job Skills • BFET • Worker Retraining • Workforce System Partner Program

While this constellation is complex, it is clear that the CTC system is a significant partner in Washington's workforce development system, delivering the lion's share of training and education as well as serving as a key connector to local employer communities.

For Consideration While Negotiating with Your Local Area

Contributions to the local WorkSource system will need to be developed with a holistic approach, considering multiple requirements and opportunities to bring greater resources and opportunities to our students. While many of our programs are not required to pay into the WorkSource system, we do expect the colleges will be braiding funds to meet the need of their local area in order to reduce the burden on any one program.

Any agreement for a college's financial and/or in-kind contribution to the WorkSource system in your local area should be proportionate to the use of the WorkSource system by college programs and students and should be reached collaboratively and by consensus with the other local

partners. The mantra is “allowable, reasonable, necessary”.

Questions to consider as the college works with the local area to determine a proportionate and fair contribution:

- Where are the current intersections for our students and college programs/staff with the WorkSource system?
- If we were to improve the service we get from the workforce system, what would it look like and how would our investment help evolve the system towards the vision?
- What is the status of the Title II (BEdA) negotiations for the college? Can the total college investment be made under a single agreement and incorporate Title II contributions with the contributions supporting other customers of WIOA (i.e. workforce students and programs). Important: The Title II contribution cannot be the sole contribution from the college because other college programs, such as Perkins, are required to contribute.
- If more than one college is included in a local workforce area, are all the included colleges communicating and creating a collective plan for the WorkSource contribution? If not, what are other colleges within your Workforce Development Area (WDA) doing? Are you working on an “umbrella” agreement, to include all colleges within the WDA, or doing it individually?

Options for Braiding Funding Sources to Meet WorkSource Infrastructure Requirements

While negotiating a local agreement for funding the local WorkSource, colleges could consider using non-partner program resources towards the total contribution, preventing a burden on any one required partner program. In determining the source of WorkSource infrastructure funding, please be aware of non-supplanting rules.

The following funds are either required or optional contributors to WorkSource which a college could consider for braiding together the total payment as defined in the local agreement. Constraints for each program are identified to help inform decision making.

Perkins V Requirements (required WorkSource partner)

Federal Perkins Plan funds made available for local administration of postsecondary programs and activities may be used to pay infrastructure costs. Contributions from Perkins must be from local administrative funds only. Contributions made using administrative funds may not exceed the amount available for administrative costs (currently 5% of Perkins Plan grant).

Non-Federal resources that are cash, non-cash, or third-party in-kind contributions, and other funds made available by the State to postsecondary programs may also be used to pay infrastructure costs and fulfill the Perkins contribution requirement. Colleges can consider state allocated funds such as Worker Retraining, Opportunity Grant, discretionary grant funds and general allocation as non-federal resources. Please be aware of the non-supplanting rules.

Basic Education for Adults – WIOA Title II programs (required WorkSource partner)

Any ABE Grant funds used for WorkSource infrastructure must be categorized as administrative. If funding allocated to the one-stop by a BEdA provider goes over the set 5% administration cap, BEdA providers can request a transfer of funds from their main grant to increase their administration cap within the BEdA Office.

Temporary Assistance for Needy Families (required WorkSource partner)

Temporary Assistance for Needy Families (TANF), titled WorkFirst in Washington, is a required partner in TAP. The Department of Health and Human Services (DSHS) will be leading negotiations and entering into MOUs on behalf of TANF. Please note, as a service delivery provider of TANF, WorkFirst colleges must reach out to their one-stop partners to collaborate on integrated service delivery and co-enrollment efforts. WorkFirst programs must ensure access to services, including co-enrollment of WorkFirst student in other WorkSource services.

Basic Food Employment & Training (BFET)

BFET is a federally funded program and part of the TAP plan, however it is not required to make any infrastructure contributions to WorkSource. Colleges are encouraged to collaborate with partners to ensure access to BFET services and access for BFET students to other WorkSource services.

Worker Retraining

Worker Retraining is a state-funded program. Worker Retraining students are a subset of our students who most frequently access existing WorkSource resources as many are UI recipients. Colleges have found benefit to their students and their programs by co-investing with WorkSource for staff who are expert in both UI and federal workforce programs as well as the college programs funding workforce students. These co-located staff were initially underwritten by additional funds directed to the colleges many years ago. Co-location funds are still part of the annual allocation and are additional funds above and beyond the per-FTES funding in the allocation. These funds are highly flexible and could be used, along with the enrollment support portion of the WRT FTES, to contribute to the WorkSource. The financial aid portion of the WRT allocation cannot be used for WorkSource costs. WRT Financial Aid funds must only be used to directly support individual WRT students.

Activities funded by Worker Retraining, such as advising, navigating, career services, employer engagement and more might be considered as part of a non-cash contribution.

Opportunity Grant

Opportunity Grant is a state funded program supporting workforce education students. A small portion of the OG FTES is dedicated to providing wrap-around services to eligible OG students. While cash support from OG does not seem to be a good fit for contributing to the WorkSource, colleges may have existing OG-funded activities, such as student success classes, could be seen as a non-cash contribution.

Discretionary Grant Funds

Competitive state-funded grants administered by SBCTC are not permanent funding sources and should be carefully considered for contributions. These grants often have a cap on administrative costs which would need to be maintained. Non-cash contributions could be possible with existing activities, such as navigation, employer engagement or career services.

Resources

[Washington State Perkins Plan](#)

Training and Employment [Guidance Letter](#) regarding operation on one-stops

Information on local [workforce plans](#)

[Washington's WIOA Plan/Talent and Prosperity for ALL \(TAP\)](#)

Appendix C: Required and Permissive Uses of Perkins Funds

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

SEC. 135. 20 U.S.C. 2355

LOCAL USES OF FUNDS

1. GENERAL AUTHORITY—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).
2. REQUIREMENTS FOR USES OF FUNDS—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—
 - A. provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - i. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - ii. readily available career and labor market information, including information on—
 - a. occupational supply and demand;
 - b. educational requirements;
 - c. other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - d. employment sectors;
 - iii. programs and activities related to the development of student graduation and career plans;
 - iv. career guidance and academic counselors that provide information on postsecondary education and career options;
 - v. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - vi. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
 - B. provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

- i. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - ii. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - iii. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - iv. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - v. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - vi. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - vii. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - viii. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - ix. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- C. provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- D. support integration of academic skills into career and technical education programs and programs of study to support —
- i. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and

Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

- ii. CTE participants at the postsecondary level in achieving academic skills;
- E. plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
- i. a curriculum aligned with the requirements for a program of study;
 - ii. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - iii. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
 - iv. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - v. a continuum of work-based learning opportunities, including simulated work environments;
 - vi. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - vii. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - viii. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
 - ix. expanding opportunities for students to participate in distance career and technical education and blended- learning programs;
 - x. expanding opportunities for students to participate in competency-based education programs;

- xi. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - xii. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - xiii. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - xiv. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - xv. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - xvi. making all forms of instructional content widely available, which may include use of open educational resources;
 - xvii. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - xviii. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - xix. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
 - xx. other activities to improve career and technical education programs; and
- F. develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).
3. **POOLING FUNDS** —An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection (b)(2).
4. **ADMINISTRATIVE COSTS** —Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.

Appendix D: Guidelines for Utilizing Perkins Grant Funding for Direct Assistance to Students

Eligibility

Section 135(b)(5)(S) of Perkins V and guidance provided in Office of Career, Technical, and Adult Education's (OCTAE) 2016 Q&A permits the use of grant funding to support students in need of additional financial assistance. As the grant is intended to supplement, not supplant, existing programs and resources, the use of Perkins funds for this purpose is contingent upon the depletion of all other sources of financial aid available to a student. Hence, an institution providing direct assistance to students must demonstrate that it has investigated and exhausted all financial aid options before disbursing Perkins funds in this manner.

In addition, the following conditions must be met and documented to determine a student's eligibility for Perkins direct assistance:

1. The student must be enrolled at least half-time in a professional-technical program;
2. The student must be a member of a special population* as defined in Perkins V;
3. The student must complete the FAFSA;
4. The student must be eligible for the federal Pell Grant;
5. The student must maintain a 2.0 cumulative GPA;
6. The student must complete an application for assistance on an annual basis.

Perkins direct assistance may not exceed a student's financial need and is intended to be used only for tuition and fees to the extent that it addresses barriers to a student's participation in professional/technical programs. To that end, Perkins funds must be paid directly to the college, and not disbursed to students directly. It is also expected that direct assistance to students be part of a broader system-wide effort to support members of special populations.

Special populations, as defined by Perkins V, are:

- 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 described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who –
 - is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - is on active duty (as such term is defined in section 101(d)(1) of such title.

To ensure an equitable distribution of funds, if the college intends to provide direct assistance to students, the application process must be broadly marketed and made available to all eligible students. Criteria for awarding Perkins funding should be clearly communicated and distribution prioritized by highest need.

Recordkeeping

State law and federal guidelines require that custodians of grant funds maintain records demonstrating eligibility of any recipient or participant in a program paid in full or in part by federal funds.

Along with an application outlining the criteria above, the college must supply documentation of a Pell Grant award to verify a recipient's eligibility for Perkins funds.

It is also recommended that colleges institute uniform procedures for eligibility determination for individuals that have no proof of eligibility. This population may include young adults that have not previously worked and were previously a dependent, homeless individuals, or anyone who has no work or tax filing history.

Historically, many colleges have adopted a practice of only attesting that they have reviewed required documentation without maintaining copies of items reviewed. Records relating to grants, however, must be maintained in accordance to federal grant guidelines or the Washington State records retention requirements (see below), whichever is longer.

Please refer to the Perkins Plan Fiscal Guidelines for additional information.



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Washington State Board for Community and Technical Colleges