

**Perkins V Consolidated Annual Report – Postsecondary Education
Washington State Board for Community and Technical Colleges
Program Year 2022 - 2023**

Introduction

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

In their submitted 2022-2023 annual reports, colleges identified local, regional, and statewide challenges. The pandemic continued to impact enrollment, retention, and completion which was noted by 69% of the colleges. Sixty-six percent of colleges stated staff turnover in key positions, including recruitment/outreach positions, Career Technical Education administration, and faculty as a challenge. Many Workforce deans and directors stated that recruiting and retaining faculty is difficult due to the significant salary disparity between colleges and industry as well as lack of resources due to lower student enrollment and tuition revenue. Another area impacting colleges was the high cost of maintaining state-of-the-art technology and equipment for training students as well as appropriate classroom/lab space, as mentioned by 38% of respondents. Lastly, 21% of our colleges stated scheduling opportunities for faculty/staff professional development was a barrier due to existing/competing campus training dedicated to diversity and accessibility, during the limited times faculty could participate.

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

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

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

In 2022-2023, Corrections Education programs, at four colleges (Centralia, Edmonds, Tacoma, and Walla Walla), served 2,768 students and utilized \$81,651 in Perkins Leadership funds.

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

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

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

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

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

- *Bellingham Technical College (BTC) provided resources for the **Students Helping Build an Inclusive Future in the Trades (SHIFT)** initiative, designed to raise employee awareness of non-traditional student experiences and challenges, increase visibility for and access to BTC programming on the part of non-traditional students (prospective and current), and increase engagement and retention levels for BTC non-traditional students. In the 2022-23 academic year, SHIFT members increased levels of collaboration and alignment with BTC's new DEI area and with the DEI governance committee. This alignment, coupled with DEI-led activities, helped engage employees in exploration and development of strategies to enhance and/or develop practices to support college diversity, equity and inclusion goals. SHIFT project outcomes included:*
 1. Collaborated with advocacy and other community partners such as Washington Women in Trades, Apprenticeship & Non-Traditional Employment for Women (ANEW), North Puget Sound Carpenter's Sisters in the Brotherhood, and Construction Center of Excellence to participate in the EmPower Women's Leadership Conference.
 2. Worked with Marketing & Communications and BTC's Outreach & Admissions area to promote and host a Spring 2023 Try-a-Trade event that included a steel rose-making workshop open to the public. The event drew community members to BTC's campus and further advanced community awareness of SHIFT, BTC, and academic and career options for students interested in non-traditional programs.

The SHIFT faculty lead also worked with Marketing and Communications to produce SHIFT print materials, social media and YouTube content.

3. Held quarterly SHIFT team meetings involving at least 10 representatives from a variety of campus areas to guide action and fulfillment of non-trad grant objectives, aligning work with BTC's Diversity, Equity and Inclusion governance committee.
 4. The SHIFT faculty lead hosted a brownbag "lunch and learn" info session open to all BTC employees to increase understanding of SHIFT across campus, seek new methods of cross-area collaboration, and answer questions.
 5. Recruitment event included hosting a free community film showing of *The Fastest Woman on Earth* which included industry outreach tables with participation from employers and organizations such as Chuckanut Builders, BP Cherry Point Refinery, UA Local 26 Plumbers and Pipefitters, American Association of University Women, Northwest Carpenters Institute, and Apprenticeship and Nontraditional Employment for Women (ANEW). BTC's Automotive, Welding & Fabricating Technology, and Baccalaureate of Applied Science (BAS) programs were in attendance, as well as ASBTC students.
- *Peninsula College* sent 10 students and two staff/faculty, from their Welding and Construction programs, to the **2023 Empower Women's Leadership Conference**. This project helped improve completion rates by demonstrating to current students the value that women bring to the skilled trades. Faculty and students learned about the barriers that women in skilled trades face and how to adjust their curriculum to ensure equitable access, as well as maintaining a discrimination-free environment in their classrooms.
 - *Pierce College (PC)* created two **Nursing Program Admissions and Recruitment Videos**. Two videos for nursing program recruitment were created. The first video provided an overview of males in nursing based on research data and industry sector information. It focuses on interviews with five male nursing students. Pierce College Nursing Program is composed of 13% males so having five in one cohort was a story in and of itself. The intent of this video is to be used during nursing advising sessions, in prerequisite science courses, and in middle school and high school classrooms. The second video was a FAQs video to answer common admissions questions. It provides a visual resource for potential applicants with questions about the admissions process and frees up the nursing program manager to answer more specific questions. The FAQ video is narrated by Adrian Milanio who is the nursing simulation program manager. He's male and an Asian Pacific Islander and was asked to be in the video so potential non-trad students could see themselves in the program.
 - *Whatcom Community College (WCC)* organized workshops for their **Leading the Way: Health and Technology Career Pathways** initiative. Marketing and outreach developed materials to promote the Digital Download and Guys & Guts workshops featuring images of ethnically diverse students to reflect the pre-event survey participant demographics. To remove barriers for economically-disadvantaged populations, the workshops were offered at no cost to participants. Additionally, with support from the Area Health Education Center for Western Washington, transportation assistance was offered for Guys & Guts.

Three half-day workshops focused on exposing middle and high school students to non-traditional education and career pathways. Digital Download presented career opportunities for girls to learn about technology-oriented careers; Guys & Guts presented career opportunities for boys to learn about nursing and allied health careers. Digital Download was held on April 29, 2023, with 15 middle and 3 high school students participating in one combined workshop. Students chose two of three 75-minute labs in cybersecurity, engineering, and/or software development – each led by WCC faculty and program students. A sampling of hands-on activities enjoyed in each lab:

- Cybersecurity: Students did a forensic challenge in which they investigated a USB drive for codes to break into a bank (premise: they'd been hired as an ethical hacker to test a company's security).
- Engineering: Students worked in teams to solve an escape room style puzzle, through which they learned about engineering technologies such as laser cutting, 3D printing, microcontrollers, and electronic circuits
- Software development: Students sharpened their creative problem-solving and information-gathering techniques in client-developer role play activities.

In a post-event evaluation, 69% of Digital Download participants indicated their overall level of interest in technology and engineering career choices increased and 75% indicated their interest in attending college increased after attending the workshop.

Guys & Guts was held on June 3, 2023, with eight high school students participating in the morning workshop and 14 middle school students participating in the afternoon workshop. Students participated in three 50-minute workshops in which they enjoyed hands-on activities in medical assisting, nursing, and physical therapist assistant – each led by WCC faculty and program students. A sampling of hands-on activities in each lab:

- Medical assisting – Students drew “blood” from an artificial arm
- Nursing – Students inserted NG tubes into a simulation mannequin
- Physical therapist assistant - Students created and participated in an obstacle course composed of various tools used in the application of physical therapy

In a post-event evaluation, 95% said they knew “some” or “a lot” about healthcare career choices (vs. 30% in a pre-event survey); 55% said they were “likely” or “very likely” to go into healthcare career (vs. 35% prior to the event); 63.16% said they knew “some” about college options for healthcare careers (vs. 15% prior to the event); and 100% said they were “more interested” or “much more interested” in a healthcare career.

SBCTC has compiled all Non-Traditional Grant-funded projects since 2016, into a document. The Perkins Non-Trad Project Book was shared out system-wide to increase collaboration and sharing of best practices. It will be shared again when the Perkins Non-Trad application reopens for fiscal year 2025.

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

- *Bellevue College (BC)* funded **Career Development and Resume Support for Occupational & Life Skills** students. All Occupational and Life Skills (OLS) students are neurodivergent and identify as having learning disabilities. The program involves students in the business fabric of their communities via mock interviews, informational interviews, job shadows, industry tours, job fairs, etc. In their final year, every OLS student completes an internship of over 200 hours. The OLS program serves about 80 students per year with a consistently strong graduation rate (2P1). While post-graduation success rates (1P1) for students in the program are good, they are not as impressive as graduation rates, which is why the college is leveraging Perkins leadership funds to strengthen outcomes and close gaps. In April 2023, Bellevue College's OLS Program partnered with a professional resume writer to support their graduating students with improving their resumes to reflect their experiences upon graduation. One hundred percent of their 20 graduating students met individually with the resume writer and an OLS staff member for 30 minutes to develop their resumes. As part of the curriculum, students create a basic resume that reflects the first three years of their experience with OLS: their current education level, previous/current work experiences, volunteer experiences, certifications, and skills. In the spring quarter of 2023, the graduating students participated in a six-month internship in the field of their choice. For many, their internship is their first work experience. It is an opportunity to gain skills in their chosen work field, make meaningful industry connections, and pave the path for future employment opportunities.

The first place that the graduating students utilized their improved resumes was at the Bellevue College Job Fair, held on May 10, 2023. There was a 100% turnout rate for the Job Fair and all students were able to hand out at least three copies of their resumes to three different job vendors. Approximately 25% of the students received follow-up contact from the job fair and many of the recruiters encouraged students to apply for positions within the company. Upon graduation, 45% of the students were offered employment at their internship site. Thirty percent of those students accepted the offer upon graduation, while the remaining students declined the offers for various reasons. For the remaining students who were not offered employment immediately, approximately 50% of them began applying for jobs right after graduation using their resumes. Of those students, 30% were offered employment. BC believes that as the months progress, they will continue to see the positive benefits from their students' professional resumes in the workforce. Overall, the collaboration of OLS and a professional resume writer to provide a Resume Lab to graduating students has proven to be a successful investment.

- *Bellingham Technical College (BTC)* allocated funds toward purchasing **20 Infusion Pumps for the Nursing Program**. These pumps allowed students to work with the latest technology in intravenous infusion therapy in the simulation lab environments, better prepare them for success in their clinical experiences/workforce, and support the expansion of BTC's Nursing program. BTC has created a second Nursing simulation lab to better serve all students within the Nursing program, including additional students enrolled into the college's new, part-time RN cohort, which launched in Fall 2022.
- *Columbia Basin College (CBC)* revised their **Surgical Technology Curriculum**. The changes were necessitated by the updated national curriculum guidelines outlined in the Association of Surgical Technologists (AST)'s Core Curriculum for Surgical Technology (7th edition). They developed new courses and curriculum, including a notable course on advanced surgical lab skills, meticulously aligned their course outcomes in areas such as pharmacology, sterile processing, minimally invasive surgical procedures, and robotic surgery to the new Core Curriculum requirements. CBC held a meeting with their program advisory committee to ensure the program changes aligned with local industry standards and needs. The committee members, who are well-versed in the practical needs and requirements of the field, unanimously approved the revised curriculum. The Perkins funding was instrumental in these improvements, underwriting the costs associated with the course redesign, creation of new lab assessments, review, and alignment of curriculum, and the development of new course outcomes.
- *Edmonds College* used Leadership Block Grant funds for program adaptation and updates in the following fields:
 - **Family Support Studies**- Course Learning Outcomes were reviewed for duplication and accuracy and compared to the industry standards. Researched job opportunities and skills required by regional employers. Created a program map that outlined required courses, sequence of courses, and important milestones.
 - **Mechatronics**- All courses were updated to reflect industry standards. Met with other mechatronics programs and advisory committee members to identify gaps in education. Created a list of standard industry equipment to purchase.
 - **Data Analytics Certificate**- Created materials and labs for data analytics certificate courses. Researched workable datasets for student projects. Created a computing pathway chart to help students identify various options at Edmonds College.
- *Lake Washington Institute of Technology (LWIT)* focused their funds on **Toolboxes for Low-Income Trades Students**: Three toolkits were purchased for Diesel and Heavy Equipment Technology (DHET) and 2 toolkits for Auto Body students. These kits removed one of the biggest financial obstacles for students in Trades. LWIT collaborated with high school programs and doubled the number of kits for these programs. Students who were hesitant to join trades due to requiring expensive tool are motivated to join their program. As of July 2023, the new Fall 2023 cohort had 11 students registered with two more months of open registration window for DHET compared to Fall 2022 start had seven students registered.

- *Spokane Falls Community College (SFCC)* used Leadership Block Grant funds for program adaptation and updates.
 - **Orthotics and Prosthetics**- The Orthotics and Prosthetics (O&P) overhauled the curriculum and credentials. SFCC created a new certificate coming online fall of 2023 and a second certificate coming online fall of 2024. These certificates are stackable and equate to an AAS. These credentials are intended to revolutionize O&P training and have been fully adopted by the national accreditor as the new path forward.
 - **Business Management**- SFCC determined that they have many credentials in business and their pathways in this field were unclear to students. Pathways were streamlined to ensure they are student centered and achievable.
 - **Allied Health** - Each year SFCC's specialized accreditors require a specific number of courses that are officially reviewed for relevancy and effectiveness. This year seven Physical Therapy and two Occupational Therapy courses were examined.
- *Whatcom Community College (WCC)* used leadership funding for an **Analytics, Marketing, Research, and Strategy** project. WCC developed three new courses to further develop a new marketing-focused certificate: BUS 114 – Search Engine Marketing, BUS 215 – Digital Marketing Campaign, and BUS 216 – Marketing Strategy. Each course was developed with general input from the college's Business Administration program advisory committee and was reviewed for approval by the college's curriculum committee following established approval procedures.

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

During FY23, SBCTC subcontracted with eight community colleges to operate programs within Washington state prisons to provide education reentry services to justice-involved individuals. These programs were comprised of associate workforce degrees, vocational skills training, pre-college courses, basic education for adults, English as a second language/English language acquisition, and Associate of Arts programs. Second Chance Pell and private funds contributed to the support/completion of Associate of Arts degrees.

In addition to enrollment and completion targets, DOC, SBCTC and colleges worked to achieve seven primary goals during the 2022-23 year:

- 1) Offer workforce programs that are high-wage/high-demand, aligned to a career pathway, connected to apprenticeships where applicable, and achieving completion targets.
- 2) Increase the number of individuals released from DOC with a High School credential.
- 3) Build IT infrastructure that will allow education programs to deliver flipped classroom and web-enhanced instruction, while exploring secured internet access for education classrooms. A flipped classroom reverses traditional teaching methods by having students learn lecture- oriented content outside the classroom, online. Instructors then use classroom time to further explain difficult concepts, help students work through challenges, and engage students in exercises, projects, discussions or other in-person, interactive activities.

- 4) Create a seamless pathway from prison to postsecondary education with points of contact on community and technical college main campuses, crosswalks for workforce programs and connections with community-based programs.
- 5) Explore approval with DOC to provide digital literacy competencies for individuals as a reentry priority.
- 6) Pursue opportunities to increase our delivery of anti-racist and anti-bias curriculum.
- 7) Engage in professional education opportunities that emphasize trauma-informed instruction.

Corrections Education programs at (Centralia, Edmonds, Tacoma, and Walla Walla) utilized \$81,651 in Perkins Leadership funds and served 2,768 students. The activities funded through Perkins Leadership include:

- *Centralia College* funded equipment such as sliding miter saw, line lasers, top-handle jigsaws, open stand bandsaws, aluminum frame clamps, and a heavy-duty wet/dry shop vac to enhance hands-on skills training for their Construction Trades Apprenticeship Program (CTAP).
- *Edmonds Community College* bought math, English, environmental science textbooks as well as graphing calculators for their Associate in Applied Science-Transfer Business Management program, allowing for 11 students to graduate in spring 2023. Additional textbooks were purchased for the CIS computer programming certificate course which resulted in 11 students that graduated in spring 2023. Thirty-one students were able to take a marketing class in spring 2023 since marketing textbooks were also purchased.
- *Tacoma Community College* purchased Microsoft Office 2019, web development, social media, and floriculture textbooks as well as totes to ensure safe laptop transport. Additionally, FemSTEM was used to develop curriculum and course learning outcomes for a new sociology course. The course focuses on women in STEM from a social justice perspective to understand the history and social context of marginalized groups within the industry.
- *Walla Walla Community College (WWCC)* supported the expansion of the automotive program from a one-year certificate to an Associate of Applied Sciences Degree in Automotive Repair Technology. WWCC started their first cohort of students in spring quarter and are on track to graduate at the end of fall quarter.

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

- CTAP is a pre-apprenticeship program serving incarcerated individuals. The CTAP program provides preferential entrance to the union apprenticeship programs for formerly incarcerated people, dramatically improving their equity and inclusion in the living wage market. Learning skills with safe and modern industry tools and materials improves the transferability of learning to the actual job site. Many of the students have never used hand and power tools or been exposed to the construction trades as a career pathway. The CTAP program provides exposure to the proper and safe use of a variety of equipment and tools and the numerous career opportunities available in the construction trades.

- The purchase of updated textbooks and appropriate calculators addresses DEI issues by ensuring that each student has the same resources for the class. This update provides all students with the most current resources which makes them more competitive in their academic career, and ultimately, in their employability upon release. Due to the inherently diverse student population, several of Edmond College's students come from underserved backgrounds. Equipping the classrooms with the most up-to-date materials provides students with opportunities they may not have had otherwise. Providing the materials for the academic support classes allows the AAS-T graduates to transfer directly into the Bachelor of Applied Science program at Central Washington University, giving them an academic advantage when they release.
- Tacoma Community College stated that the primary goals of the projects were twofold. One was to provide equitable access to current text and resources that meet academic expectations for students in a correctional facility on par with their peers on campus. Secondly, it was to develop a curriculum that supports the department's Web Development/Coding Certificate program by focusing on social justice realities and cultural practices in the STEM/Tech industry that affect historically marginalized and underrepresented populations.
- Funding the expansion of the automotive program to an associate degree impacts the increased retention and success of Perkins subgroups. Walla Walla Community College's current AAS cohort is made up of predominately BIPOC students.

In fiscal year 2023, SBCTC continued to train faculty and staff in culturally responsive and anti-bias teaching practices. Additionally, 250 corrections education professionals from across the state attended SBCTC's biennial corrections education conference, which was titled "Building Bridges to Success, A better Washington Through Education." Held May 2023, this first, post-pandemic conference offered professional development opportunities specifically tailored to our corrections education staff. The conference covered a variety of topics including, but not limited to, trauma-informed education, classroom best practices, and enhanced technology in corrections education.

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

In 2022-2023, \$112,447 in Perkins Leadership funding was awarded to faculty and staff professional development activities, however, only \$95,259 was spent (85%). Expenditures have increased from 2021-2022 when \$85,830 was approved and 73% spent. A standalone component of each college's Leadership Block Grant, Industry-Based Professional Development, accounted for 21% of all Leadership Block Grant funds awarded, and 10 of 20 (50%) applicants earmarked funds for this purpose. As a result, 54 faculty completed over 1,571 hours of professional development which is an increase in 26.6% more hours in professional development than last year. The chart highlights where Perkins Leadership funding was used to support faculty and staff professional development.

Professional Development Summary	
Number of Participants	54
Total Number of Professional Development Hours	1571
Certificates or Licenses Earned	14

Type of Training	Total Number of Trainings
<i>Industry-Based</i>	43
<i>Professional Association Conference/Meeting</i>	15
<i>Return to Industry</i>	14

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

- Industry-Based Trainings and Conferences:** CallisonRTKL, Mithune, NAC, NBBJ, Grahm Baba, Olson Kundig, and Cushing Terrel (Interior Design), Swedish Medical Center (Nursing – Advanced Life Support), Swedish Medical Center First Hill (Radiation Therapy), Providence Lacey Family Medicine (Radiation Therapy), IVES Training Group (Diesel), FANUC Material Handling Cert Program (Electronics, Robotics, Automaton), Olympic Sports & Spine, PLLC (Physical Therapist Assistant), Rehab Without Walls (Occupational Therapy Assistant), Auto Rehab/John Day Polaris (Welding Technology), Basic Robotics Arc Welding Training (Welding), Advanced Robotic Arc Welding Training (Welding), FANUC Robotics Training (Welding), National Cybersecurity Training & Education Center (Cybersecurity), American Society of Brewing Chemists (Craft Brewing), NLN Education Summit (Nursing), American Culinary Federation Annual Conference (Culinary), NACAT Conference (Diesel), American Welding Society Summit (Welding), Farm & Food Symposium (Agriculture Systems), PNW Direct Seed Cropping Expo (Agriculture Systems), Fab Tech (Welding), NW Diesel Instructor Conference (Diesel), VetGirl (Veterinary Technology), Persyst Software Computer Assisted Review of EEGs (Neurodiagnostic Technology)
- Professional Association Conference or Meeting:** American Welding Society ASME Section IX Workshop (Welding), 2023 Pharmacology & Prescribing in Older Adults Conference (Nursing), International Simulation in Healthcare (Nursing), Organization for Associate Degree Nursing (Nursing), Association of Women’s Health, Obstetric and Neonatal Nurses (Nursing), NCWE Conference (Automotive), Facility and Staff of Color Conference, OSAP Conference (Dental), Health CON (Medical)
- Return-to-Industry:** Ken Mandler (Orthotics), Tana Tenold (Occupational Therapy), Lewis County Senior Center/AARP (Accounting), KMB (Architecture, Engineering, and Construction Technology), Patrick Harron Associates (Architecture, Engineering, and Construction Technology), PeaceHealth St. Joseph Medical Center (Nursing), Pacific Northwest Urology (Medical Assisting), PeaceHealth Orthopedic & Sports Medicine (Medical Assisting)

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

- Professional-Technical Faculty Boot Camps:** Basic Boot Camps are intensive, 3-day, 3-credit, courses for professional-technical faculty who have limited or no teaching experience. Qualified instructors/facilitators introduced and modeled essential components of classroom management, adult learning, and facilitating skills. Emphasis was on practical and real-life applications. The courses offered used the “Flipped Classroom” model. Course materials focused on the Washington State Skills Standard for Professional-Technical Instructors and Industry Trainers: Manage Learning Environments, Develop Outcomes, Assessment and Curricula, Provide Student Instruction, Develop and Review Programs, Provide Student Instruction, and Create and Maintain a Professional Environment. Fifty-five faculty participated in one of the four sessions of Basic Boot Camp.

Advanced Boot Camps are 3-day intensive professional development opportunities for the instructor who has a solid foundation in place and is eager to learn more. The 2022-2023 Advanced Boot Camp covered the following topics: Creating an Inclusive Classroom, Practicing Mindfulness as an Instructor, Technology Tips and Tricks – AI in the Classroom, Outcomes/Assessments, Instructional Design, Integrating Service Learning in the Classroom, Demystifying Accessibility, Incorporating OER in the Classroom, Ways to Increase Enrollment with Engagement/Research, and Fostering Professional Resilience & Social/Emotional Well Being. Between the two Advanced Boot Camps, 23 faculty participated.

- Dean’s Academy:** In existence since 2005, Washington's Workforce Deans Academy (WDA) is a year-long, grow-your-own training for community and technical college employees aspiring to higher level workforce leadership positions.

 1. Successfully completed the 2022-2023 Academy with all 16 participants graduating by spring 2023.
 2. Implemented a more robust self-assessment process for participants.
 3. Collected detailed evaluations from 100% of participants throughout the year, utilizing data to continuously improve the academy's structure, curriculum, and processes.
 4. Designed and developed the new WDA 2.0 program, now named "WDA: Next Level Learning," with input from the existing cohort to cater to the participants' needs and preferences.

The Workforce Deans Academy remains steadfast in its dedication to equity, diversity, and inclusion principles and in its mission to serve underrepresented populations within the community college system. The Academy's objectives are intrinsically aligned with fostering an inclusive and equitable learning environment:

1. **Developing Equity-Minded Leaders:** The WDA places a primary focus on cultivating equity-minded leaders equipped with the practical knowledge and skills necessary to support quality workforce education and development across the entire CTC system. By incorporating DEI principles into the curriculum and training, the Academy prepares leaders who champion diversity and inclusivity within their respective institutions.

2. **Building a Collaborative Network:** Through the Academy, we actively encourage and facilitate ongoing collaboration among workforce leaders. This collaborative network serves as a platform for continued learning, exchange of best practices, and collective efforts to drive systemic change that fosters diversity and inclusivity.
 3. **Promoting Meaningful Dialogue and Learning:** The WDA fosters an inclusive environment that encourages meaningful, open, respectful, and courageous conversations. By creating safe spaces for diverse perspectives, the Academy empowers participants to engage in transformative learning experiences, broadening their understanding of the challenges faced by underrepresented populations and fostering a commitment to creating positive change.
 4. **Incorporating DEI principles into all aspects of the Academy's operations,** from participant selection to curriculum design, ensures that the WDA's impact extends beyond individual leaders. By promoting equitable leadership practices, fostering an inclusive network, and encouraging open dialogue, the WDA aims to serve underrepresented populations in the community college system and contribute to the development of a more diverse, inclusive, and equitable educational landscape.
- **Skills Standards—Phase II:** Green River College, in collaboration with the Center of Excellence for Careers in Education, was awarded funds to manage the comprehensive update of the statewide 2012 Skill Standards for Professional Technical instructors, in addition to the identification and alignment of implicit bias and diversity, equity, and inclusion (DEI) competencies. Accomplishments included:
 1. **Successful Verification Survey:** The Verification Survey was launched in January and received an overwhelming response of 745 completed surveys, surpassing the target of 400. Personalized communication with colleges played a significant role in achieving this success.
 2. **Alignment with Focus Group Findings:** The survey results aligned with the insights gathered from faculty focus groups during Phase II, reinforcing the validity of the updated Skill Standards.
 3. **Comprehensive 100+ Page Final Report:** The development and completion of the final 2023 edition report is a notable accomplishment. This extensive report comprises detailed insights from faculty focus groups, in-depth analysis by the consultants and facilitators, survey results from the verification process, and the updated Skill Standards presented and approved by the Workforce Education Council in the spring.
 4. **Presentation and Approval at Spring Workforce Education Council:** The updated 2023 Edition of the Professional Technical Skill Standards was presented at the Spring Workforce Education Council meeting and received approval.
 5. **Decision on DEI Competencies:** A DEI subject matter expert was engaged to develop a framework for the integration of DEI competencies into the remaining Critical Work Functions, paving the way for Phase IV.
 6. **Updated Editions Available at No Cost:** The newly updated 2023 Edition of the Professional Technical Skill Standards (and subsequent version) will be made available to all community and technical colleges in the state at no cost in a digital format, ensuring equitable access to the latest standards.

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

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

- **Communication:** SBCTC Perkins staff communicate updates on Perkins-related matters through a listserv. Specific topics or concerns are addressed during Workforce Education Council (WEC) meetings where workforce deans and directors from the colleges come together quarterly.
- **Webinars/Presentations:** SBCTC provided nine webinars or presentations in 2022-2023. In response to the CLNA, SBCTC presented “Comprehensive Local Needs Assessment: Findings from 2020-2022” with challenges/needs and best practices from each element at the Workforce Education Council’s fall meeting. Additional presentations included the Perkins Data Dashboard, Perkins Workforce Grants Information Session, Perkins Data, Coding, and Allocation Formula, general Perkins information at the winter and spring Workforce Education Council meetings and CTE Dual Credit Listening Sessions.
- **Virtual Office Hours:** In program year, 2022-2023, SBCTC offered 13 opportunities for office hours. Topic areas consisted of best practices for successfully meeting performance indicators, grant information, and application assistance.
- **Feedback:** Each college was provided specific feedback for all of their Perkins applications. The goal is to assist colleges in submitting stronger applications and to remind colleges of their accountability to the performance indicators. Additionally, colleges are provided information about the amount of the grant funds that have been invoiced vs awarded so that they can make any adjustments.

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

At the foundation of SBCTC is a focus on diversity, equity, and inclusion. The vision statement, “Leading with racial equity by working to dismantle racist policies and practices throughout our community and technical college, and ensuring our students of color and other minoritized students reap the benefits that come with higher education: higher incomes, better health, and greater social and economic mobility that passes from generation-to-generation” serves as a framework for how we prioritize funding. One of the goals in the strategic plan is to “increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.”

Additionally, the implementation of Guided Pathways, through our community and technical colleges, creates more inclusive campuses by focusing on increasing the diversification of students that access and earn credentials. These efforts are supported by legislative investments in our college system’s equity efforts with the passage of [SB5227](#) requiring DEI training and assessments at institutions of higher education and [SB5194](#) providing for equity and access in the community and technical colleges.

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

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

CBO Visits	48%	Re-Entry Program Visits	10%
Corrections Center Visits	10%	Tribal or Cultural Center Visits	21%
CTE Open Houses	66%	Try-a-Trade Events	41%
Faith-Based Organization Visits	7%	TV or Web Video Ads	31%
High School Visits	86%	Veteran Center Visits	14%
Labor Union Visits	7%	WorkSource Co-Location	31%
Program Mailings	17%	Youth Re-Engagement Programs	10%

Decreasing Barriers to Participation

- *Cascadia College*—Paid for access to the “Go to College for Free” online tool housed with Seattle Colleges IT staff. The online web tool acts as a sorting device asking students/potential students questions to determine their eligibility for specific workforce grant funding as well as information about programs at colleges. Cascadia received 23 referrals this year through the portal and each one received follow-up communication from the workforce team. Three ultimately turned into registered students. With the anticipated addition of new professional technical programs, Cascadia plans to revise their program information on the portal, and we hope to see an increase in 2023-24.
- *Clark College*—Funded the CTE Showcase which introduced K-12 participants to the college’s CTE programs, specifically about program requirements and employment opportunities and wages.

- *Pierce College*—Created videos focused on nursing program recruitment by telling the stories of five male students.
- *Skagit Valley College (SVC)*—SVC Recruitment and Outreach held multiple events on campus to recruit special populations into professional/technical programs. Perkins funding supported marketing efforts and partially funded recruitment specialist that coordinated these events. The Recruitment and Outreach office also partnered with organizations to provide information sessions on-site, which included Goodwill, Anacortes Shelter, Helping Hand Foodbank, Foundation for Academic Endeavors, etc.
- *Tacoma Community College*—Hired two Pathways Specialists in Business, Paralegal, Technology (BPT) and Healthcare. These positions are integral in moving the college’s commitment to guided pathways forward. The Pathway Specialists have the following impacts: coordinate and deliver targeted recruitment and outreach activities both internally and externally for pathway programs including information sessions, assist with special events that highlight program pathways and options for students, represent the college and pathway programs in the community with industry and other partners at outreach and recruitment events, work with the Entry and Outreach Services, Workforce Education and departments to support and increase enrollment and outreach activities to diverse communities and organizations and work to decrease equity gaps in access and onboarding, engage students to support enrollment and increase retention and completion by identifying and mitigating individual circumstances through coordination of college support services with Entry Services, Advising, Workforce and other campus departments to best support student success.

Ensuring Equitable Access to Programs

- *Bates Technical College*—Perkins provided funding for a full-time career advisor to support student recruitment and retention of males in healthcare programs and business/communication programs, traditionally highly enrolled by female students. A full-time disabilities coordinator was supported by Perkins, to support student recruitment and retention of students with disabilities.
- *Bellingham Technical College (BTC)*—To improve equitable practices in recruitment and outreach, BTC has shifted from reactive to proactive outreach practices and provides key outreach services to all students. BTC’s Outreach and Admissions and Navigation areas developed a new student survey to be administered prior to or during “GET Started” sessions to identify students’ financial and accessibility needs. Applicable staff will see results and be able to proactively connect that student to resources for which they are eligible. This survey is planned for Summer or Fall 2023 implementation. BTC employees, including those partially funded through Perkins, worked in collaboration with Marketing and Communications, Outreach and Admissions and Navigation to develop automated communications based on a prospective student’s program of interest by designing an initial plan for content and timing of automated text messages during the onboarding process. In another example, BTC’s DEI staff and committee led the equitable bathroom project, which included updated signage across campus for all bathrooms, the addition of changing tables, and converting selected multi-stall bathrooms to all-gender bathrooms.

This project helped provide equitable support for and access to BTC programs and services not only for non-binary persons but student parents and students with disabilities. During the 2022-23 academic year, BTC also finalized Policy 342.0 (Academic Adjustments for Students with Limited English Proficiency). As part of this process, Student Services standardized a process where all new students are notified during “GET Started” sessions that they can access additional time on tests and other additional academic supports while in their courses and programs.

- *Green River College*—Supported 0.5 FTE of a Career Advising position in the Career and Advising Center that supports prospective students interested in CTE programs and career paths.
- *Skagit Valley College*—Perkins partially funded a recruitment specialist and a communication specialist who coordinated accessible events and outreach efforts on recruiting diverse students into professional/technical programs. Perkins funded audio language interpreting support to ensure access to academic coursework.
- *Whatcom Community College (WCC)*—Two medical assisting faculty and two medical assisting students attended a Learning with Leaders career event at Options High School where they introduced approximately 80 high school students to the medical assisting program and profession via hands-on activities and information-sharing. Options HS is an alternative high school in which the total minority enrollment is 30% and 57% of students are economically disadvantaged. One CIS/cybersecurity faculty attended the Mount Vernon annual science night for K12 students where he introduced approximately 12 students to the CIS/cybersecurity program and profession. Mount Vernon is in the rural area designated in Skagit County. Featuring two female students enrolled in WCC’s software development program (launched fall 2021), WCC created a video to recruit prospective students to the software development program with an emphasis on recruiting women. The video will be integrated into the program website and will be part of the college’s social media campaign planned for 2023-24 to reach special populations.

Increasing Enrollment

- *Centralia College (CC)*—Funding made it possible to provide inclusive printed outreach and recruitment materials. For this project, CC updated their CTE program viewbook to better reflect the latest program offerings including their certificates, associate degrees, and bachelor’s degrees. In addition to the program updates, the information was translated into Spanish.
- *Renton Technical College (RTC)*—RTC filled two important vacancies in their outreaching team, the Director of Outreach and Recruitment and the High School Program Outreach & Recruitment Manager.
- *Seattle Colleges*—The Perkins-supported Outreach & Recruitment Specialist played an important role in recruitment with the high schools by setting up and coordinating high school visits and presentations. The specialist also provided tours and new student services functions onsite.

Discover Seattle Colleges, a series of virtual and in-person events around each area of study, highlighted programs on each campus with details about careers, wages and education pathway.

Events included interactive virtual sessions with faculty and on-campus Open House events with opportunities to tour program spaces and connect with staff from financial aid, registration, advising and workforce education departments. In 22-23, the reach and participation in Discover Seattle Colleges continued to grow with more than 400,000 online impressions, 2,000 link clicks from digital ads, 545 RSVPs, and a combined online/in-person prospective student and guest participation of more than 450 people. The 2023 videos are posted on the Discover Colleges website and are featured in social media every Tuesday in the Discover Tuesday series.

The colleges funded a Career Specialist who works with CTE students in specific Programs of Study to offer career resources and services to keep students engaged throughout their program, internships, and employment opportunities. This includes marketing and awareness to students for Handshake, one of the leading student-centered job boards in the country. Over 400,000 employers, including many in the region, use Handshake to recruit current college students and recent graduates for careers. All Seattle Colleges students and alumni have free access to Handshake. The Career Specialist organized two events, Headshots and Handshake, for students to get free professional headshots and to sign up for Handshake at the same time. The college had 225 students participate in these events. To date, 1600 students have created profiles in Handshake. The Career Specialist also provided support for the creation of an automotive technology internship this summer and connected with students in the program to inform them of the opportunity. Seattle's Advisors are also steeped in Guided Pathways and have been instrumental in the development and usage of program maps when advising CTE students and keeping them on track with their educational plans.

- *Skagit Valley College*— Perkins partially funded a recruitment specialist who provided targeted outreach and recruitment to professional technical students to increase enrollment. This recruitment specialist coordinated a Try-A-Trade event and hosted approximately 135 students from ten local high schools.
- *Spokane Community College*—Perkins funding was used in the following: 1) Purchased commercial airtime and a variety of ads for YouTube, OTT, SnapChat, and Facebook. These targeted adults 25-45, head of household income under \$50K in Ferry, Stevens, and Pend O'Reille Counties; 2) Used a targeted geofence at the NE WA State Fair with animated GIFs to college program pages; 3) Direct Mail (oversized postcard promoting Business Certificates and Degrees) to 20,500 households in Ferry, Pend Oreille and Stevens counties focusing on tribal populations and out of work individuals; 4) Print advertising ran for Accounting, Marketing, Entrepreneurship, and Management to recruit underrepresented minorities into these programs, out of work individuals, and non-trad students; and 5) Live radio remotes on KCVL at the NE WA State Fair in Colville. The results were combined enrollment in SCC business courses increased from 83.9 FTE in Fall 2021 to 89.5 FTE in Fall 2022 which is a 6.6% increase which is a reversal of a three-year enrollment decline. SCC business class enrollment went from 102.6 FTE Fall 2019 to 91.7 FTE Fall 2020 to 83.9 FTE Fall 2021. This increase can be attributed (at least in part) to the increased recruiting efforts.

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

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

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

- Curriculum creation or revisions to respond to industry demand in nursing, water resource management, advanced manufacturing, surgical technology, family support studies, mechatronics and automation, data analysis, orthotics and prosthetics, business management, allied health, marketing (1P1 and 2P1)
- Investment in pathways for transitional studies students (primarily English Learners) to strengthen and streamline the flow into certificates for Information Technology and Bookkeeping (1P1, 2P1, and 3P1)
- Articulation agreements with postsecondary partners to support seamless student transitions in professional-technical pathways (2P1 and 3P1)
- Partnerships that help decrease barriers to accessing college by subscribing to the Go to College Free Consortium and CTE Dual Credit consortiums (1P1, 2P1, and 3P1)
- Creation of outreach and recruitment materials, events, social media ads, website updates, and videos to promote non-trad enrollment into CTE programs (3P1)

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

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

- **Centralia College: CTE Dual Credit Night.** Centralia held a dual credit night for local school district CTE administrators and teachers which provided an opportunity to enhance partnership and collaborate on timelines to streamline efforts with K12 requirements with Office of Instruction of the Superintendent. College faculty reviewed district framework documents alongside college course outlines. This resulted in stronger, and more appropriate, articulations with local districts. These districts include those within their service district, alongside additional districts: Tumwater School District and New Market Skills Center. Funds went to faculty stipends to attend the evening program and/or review frameworks. (2P1)
- **Pierce College: Washington Career Pathways Project (WACAPA).** Leadership funding supported the Washington Career Pathways project through a part-time manager and technical staff salaries. The current project manager (PM) promotes WACAPA resources and increases awareness of how resources support college and K-12 CTE pathways work via social media interaction, conference presentations, and collaboration with partner organizations. Multiple templates for roadmaps and stakeholders are developed and used for career roadmaps and resources on the website and with K-12 school districts. With a refocus on CTE pathways, this project is having an impact on Guided Pathways communication and connections with potential partners, community members, and students. (1P1 and 2P1)

Fiscal Responsibility

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

2022-2023 Data

Column A: Name of Institution	Column B: IPEDS #	Column C: Eligible Allocation	Column D: Actual Allocation	Column E: Member Type	Column F: Consortium Member	Column G: Consortium Fiscal
Bates Technical College	235671	\$461,793	\$461,793	0	NA	NA
Bellevue College	234669	\$312,163	\$312,163	0	NA	NA
Bellingham Technical College	234696	\$526,392	\$526,392	0	NA	NA
Big Bend Community College	234711	\$248,644	\$248,644	0	NA	NA
Centralia College	234845	\$265,060	\$265,060	0	NA	NA
Clark College	234933	\$469,134	\$469,134	0	NA	NA
Clover Park Technical College	234951	\$670,699	\$670,699	0	NA	NA
Columbia Basin College	234979	\$473,408	\$473,408	0	NA	NA
Edmonds College	235103	\$464,186	\$464,186	0	NA	NA
Everett Community College	235149	\$462,116	\$462,116	0	NA	NA
Grays Harbor College	235334	\$219,120	\$219,120	0	NA	NA
Green River College	235343	\$517,819	\$517,819	0	NA	NA
Highline College	235431	\$426,230	\$426,230	0	NA	NA
Lake Washington Inst. of Technology	235699	\$387,124	\$387,124	0	NA	NA
Lower Columbia College	235750	\$286,481	\$286,481	0	NA	NA
Olympic College	236188	\$409,135	\$409,135	0	NA	NA
Peninsula College	236258	\$218,975	\$218,975	0	NA	NA
Pierce District	235237	\$442,307	\$442,307	0	NA	NA
Renton Technical College	236382	\$501,778	\$501,778	0	NA	NA
Seattle Central	236513	\$371,925	\$371,925	0	NA	NA
Seattle North	236072	\$322,735	\$322,735	0	NA	NA
Seattle South	236504	\$180,307	\$180,307	0	NA	NA
Shoreline Community College	236610	\$298,154	\$298,154	0	NA	NA
Skagit Valley College	236638	\$502,657	\$502,657	0	NA	NA
South Puget Sound Comm. College	236656	\$311,310	\$311,310	0	NA	NA
Spokane District	236692	\$1,395,472	\$1,395,472	0	NA	NA
Tacoma Community College	236753	\$503,148	\$503,148	0	NA	NA
Walla Walla Community College	236887	\$516,637	\$516,637	0	NA	NA
Wenatchee Valley College	236975	\$280,115	\$280,115	0	NA	NA
Whatcom Community College	237039	\$306,588	\$306,588	0	NA	NA
Yakima Valley College	237109	\$539,416	\$539,416	0	NA	NA

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

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

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

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

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

- *Bellingham Technical College*: Multiple Perkins-funded staff members serve on and support the college's SHIFT team. Since 2017, SHIFT has explored a variety of methods to increase non-traditional student enrollment and program completion, with special focus on women in historically male dominated training pathways and careers. In recent years, SHIFT has seen the most success from a targeted recruitment and outreach campaign that has consisted of local and regional outreach, hands-on and educational campus events, networking with local industry partners, and collaboration with regional advocacy groups.

- *Big Bend Community College*: Intentional outreach to outlying communities and establishing two offsite locations in Mattawa and Othello in order to provide classes. Offered the ECE initial certificate in Spanish with Spanish language support on site for two cohorts.
- *Community Colleges of Spokane*: Perkins funding continues to be critical for CTE programming at CCS's four rural campuses in northeastern Washington. Perkins funding helped with business student outreach efforts and purchased an autoclave to support allied health students at the Colville Center.
- *Grays Harbor College*: Supporting CTE administration helps promote the exploration and adoption of new CTE programs that lead to high-wage, in-demand occupations. Grays Harbor's CTE administration is partnering with other colleges to offer Network Operating Security Systems and Computer Science. Funds support initiatives across all CTE programs including accounting, business management, welding, diesel technology, carpentry, automotive, nursing, medical assisting, human services, criminal justice, natural resources, and CDL.
- *Lake Washington Institute of Technology*: The funds supported ongoing efforts to improve the representation of diverse students. Promotional materials were used to "refresh" existing campaign materials to recapture community interest as the impacts of the pandemic continue to lessen. Two new programs were also implemented to meet in-demand occupations: Funeral Directing and Management AAS-T (Associate of Applied Science Transfer) and Education Paraeducator AAS-T. Funeral Services is a continuously expanding field in need of management at a higher level as new methods of decedent preparation are adopted. Local school districts reinforce the lack of certified paraeducators, and this new pathway extends directly into local bachelor's degree programs.
- *Lower Columbia College*: LCC utilized Perkins funding to further support the development and revision of new CTE programs to align with economic demand. Based on significant input from local employers and industry leaders, new programs such as the Paraeducator program and the Bachelor of Science in Nursing program have been developed. Perkins funding continues to provide resources to gather employer feedback and expertise through professional-technical advisory committees, community forums/listening sessions, and employer surveys.
- *Peninsula College*: Funds were used to foster innovation through the identification and development of several new employer informed programs such as automotive electrical vehicle technician, natural resources, virtual office assistant, and marine technology. New curriculum and over 40 classes were developed in partnership with employers to ensure career pathways align with high-skill, high-wage, in-demand occupations or industries in Clallam and Jefferson Counties.
- *Renton Technical College*: Funding has been used to support Renton's Automotive Technology evening program and provide professional development activities for automotive instructors. The evening automotive program has provided the community an opportunity to learn automotive technology during off work hours. Faculty were able to attend an automotive conference and professional development classes that exposed them to new technology emerging in the automotive industry. This new knowledge has been implemented into the automotive curriculum. Renton also invested funds into curriculum development for welding fabrication classes.

- *Wenatchee Valley College (WVC):* Wenatchee has a very large service district, at over 10,000 square miles. Many students, or potential students, live in rural areas, which is why WVC has incorporated technology in various locations to serve these students. Funds were used to fortify partnerships with the Colville Confederated Tribes. Programs in Early Childhood Education, Business Computer Technology, and Adult Basic Education are able to offer classes at their Omak campus and other satellite locations such as Bridgeport and Nespelem, a tribal campus. These areas are also being served by Zoom technology, allowing students in these rural areas to take other courses online by connecting them to other faculty at Wenatchee and Omak. Wenatchee worked with their rural partners to identify qualified CTE instructors that can teach on site versus using the zoom option.
- *Whatcom Community College:* Though student demographics are not tracked by rural versus urban, they are by zip code. Based on a sampling of Whatcom County zip codes, roughly 40% of WCC students enrolled in professional-technical programs in the 2022-23 academic year were from rural communities. One CIS/Cybersecurity faculty attended the annual science night for K12 students in Mount Vernon, a rural designated area. He introduced approximately 12 students to the CIS/cybersecurity program and profession. Of the 38 middle and high school students who participated in the Digital Download and Guys & Guts workshops for non-traditional fields, 45% indicated they attended schools located in the more rural communities outside of the urban center of Bellingham.

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

1P1: Postsecondary Placement

The Perkins V State Determined Performance Level (SDPL) is 39.5%, whereas the actual performance was 39.9% in 2021-2022, exceeding the SDPL. Performance on this target was up by .6% from 2020-2021 data based on 8,601 out of 21,550 students succeeding at Postsecondary Placement. While the state did meet the target, we still have populations that require additional support and dedicated focus.

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

- Investment in CTE career advising
- Funding staff positions that focus on employer relations/partnerships
- Hosting job fairs, seminars for small business owners, resume workshops
- Building meaningful CTE Dual Credit pathways
- Dedicated Pathways Navigators for Health and Business

1P1 Performance Disparities (State Performance Target 39.5%)

Populations	2020-21 State Average %	2020-21 Outcome/Status	2021-22 State Average %	2021-22 Outcome/Status
SPECIAL POPULATIONS				
Economically Disadvantaged	42.0	Achieved	41.0	Achieved
English Learner*	23.3	Not Achieved	32.4	Not Achieved
Foster Care Youth*	31.2	Not Achieved	34.5	Not Achieved
Individuals in Non-Trad Fields*	7.54	Not Achieved	7.9	Not Achieved
Individuals w/Disabilities	35.3	Achieved 90% +	38.1	Achieved 90% +
Out of Work*	33.1	Not Achieved	30.8	Not Achieved
Single Parent	36.5	Achieved 90% +	39.5	Achieved
GENDER				
Female	42.4	Achieved	43.0	Achieved
Male*	34.8	Not Achieved	35.5	Achieved 90% +
RACE				
American Indian*	33.8	Not Achieved	32.5	Not Achieved
Asian	39.8	Achieved	41.1	Achieved
Black/African American*	28.7	Not Achieved	33.7	Not Achieved
Hispanic	35.8	Achieved 90% +	38.6	Achieved 90% +
Multi-Racial	38.2	Achieved 90% +	39.0	Achieved 90% +
Other Race	38.2	Achieved 90% +	33.8	Not Achieved
Pacific Islander	31.6	Not Achieved	36.0	Achieved 90% +
White	41.2	Achieved	42.0	Achieved
ACTUAL STATE AVERAGE				
Overall	39.3%	Achieved	39.9%	Achieved

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

2P1: Earned Recognized Postsecondary Credential

The Perkins V State Determined Performance Level (SDPL) is 53.5%, whereas the actual performance was 49.5% in 2021-2022, meeting 92.6% of the SDPL. Performance on this target fell 1.2% from 2020-2021 data. SBCTC's actual performance is based on 10,677 out of 21,550 concentrators meeting the desired outcome. In 2020-2021 we reported performance of 50.7% based on 11,580 out of 22,851 concentrators meeting the desired outcome.

- [SBCTC's Credentials Awarded Dashboard](#) shows a decline of 10.9% from 20-21 to 21-22 for all credentials awarded. Between 21-22 and 22-23 there was a slight drop (11.3%) in credentials awarded statewide. Specific to associate degrees, there was a 12.7% decrease in academic degrees awarded comparing 21-22 to 22-23 compared to 8.3% in workforce degrees. Across all credentials awarded, Workforce programs were reported with a 12.2% decline.
- As stated often in college's annual reports and local applications, a barrier to completion are students entering industry before completing their degree due to the high wages. This is supported by the Washington State Employment Security Department's [2022 Labor Market and Economic Report](#), which noted that "unemployment fell to near-historic lows". Wages continued to rise with a 1.2 percent increase.

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

- Revising curriculum to require corequisites and embed supplemental instruction decreases need for separate remedial courses

- CTE Advisors leading program mapping and degree audit (courses toward degree completion) efforts
- Providing more holistic student support services
- Offering supplemental instruction
- Locating the Worker Retraining Coordinator at the same site as WorkSource to allow for interaction with staff and customers from Employment Security, Career Path Services, and partnering agencies
- Providing tool kits and book lending libraries

2P1 Performance Disparities (State Performance Target 53.5%)

Populations	2020-21 State Average %	2020-21 Outcome/Status	2021-22 State Average %	2021-22 Outcome/Status
SPECIAL POPULATIONS				
Economically Disadvantaged	52.9	Achieved 90% +	49.9	Achieved 90% +
English Learner*	40.3	Not Achieved	41.2	Not Achieved
Foster Care Youth*	39.3	Not Achieved	43.2	Not Achieved
Individuals in Non-Trad Fields*	9.73	Not Achieved	9.7	Not Achieved
Individuals w/Disabilities	51.5	Achieved 90% +	50.1	Achieved 90% +
Out of Work	52.4	Achieved 90% +	44.2	Not Achieved
Single Parent*	46.8	Not Achieved	46.9	Not Achieved
GENDER				
Female	53.8	Achieved	52.5	Achieved 90% +
Male*	46.2	Not Achieved	45.2	Not Achieved
RACE				
American Indian*	43.4	Not Achieved	41.1	Not Achieved
Asian	54.6	Achieved	55.3	Achieved
Black/African American*	39.8	Not Achieved	42.9	Not Achieved
Hispanic	49.8	Achieved 90% +	48.3	Achieved 90% +
Multi-Racial	47.9	Achieved 90% +	46.4	Not Achieved
Other Race	51.8	Achieved 90% +	46.6	Not Achieved
Pacific Islander*	41.1	Not Achieved	42.4	Not Achieved
White	52.0	Achieved 90% +	50.8	Achieved 90% +
ACTUAL STATE AVERAGE				
Overall	50.7%	Achieved 90% +	49.5%	Achieved 90% +

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

3P1: Non-Traditional Program Concentration

The Perkins V state performance target is 19%, whereas the actual performance was 20.12% in 2021-2022. Performance on this target decreased by 0.4% from 2020-2021 data based on 3,403 out of 16,911 students enrolling in non-traditional programs. For 2021-2022, all categories met the state target except for males and English Learners. CIP Groups that include this non-traditional enrollment which also did not meet the state target are Communications, Construction trades, Education, Health Sciences, Home Economics, Law and Legal Studies, Mechanics and Repairers, Multi/Interdisciplinary Studies, Precision Production Trades, and Transportation and Materials Moving Work. Additionally, the following groups decreased since last year: females, males, American Indian, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islanders, White, English Learner, Foster Care Youth, Individuals in Non-Trad Fields, Individuals with Disabilities, and Single Parents.

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

- Investment in developing relevant and updated outreach materials, videos, and social media highlighting non-traditional populations
- Focus on hiring faculty and inviting potential advisor committee members that reflect non-traditional populations
- Curriculum review, including DEI inventories, to improve teaching and learning practices
- Funding summer events and camps to highlight non-traditional fields for K-12 students
- Intentional focus on non-trad outreach and recruitment
- Texting services for non-trad students to increase communication, enrollment, and retention

3P1 Performance Disparities (State Performance Target 19%)

Population	2020-21 State Average %	2020-21 Outcome/Status	2021-22 State Average %	2021-22 Outcome/Status
SPECIAL POPULATIONS				
Economically Disadvantaged	20.9	Achieved	21.4	Achieved
English Learner	19.8	Achieved	17.7	Achieved 90% +
Foster Care Youth	23.2	Achieved	20.7	Achieved
Individuals in Non-Trad Fields	20.5	Achieved	20.1	Achieved
Individuals w/Disabilities	23.3	Achieved	20.2	Achieved
Out of Work	20.3	Achieved	21.4	Achieved
Single Parent	20.7	Achieved	20.4	Achieved
GENDER				
Female	23.1	Achieved	22.9	Achieved
Male	16.9	Achieved 90% +	16.2	Not Achieved
RACE				
American Indian	29.6	Achieved	20.6	Achieved
Asian	20.7	Achieved	20.2	Achieved
Black/African American	19.4	Achieved	19.1	Achieved 90% +
Hispanic	20.3	Achieved	19.2	Achieved 90% +
Multi-Racial	21.3	Achieved	21.6	Achieved
Other Race	20.2	Achieved	21.2	Achieved
Pacific Islander	20.7	Achieved	20.3	Achieved
White	20.4	Achieved	20.2	Achieved
ACTUAL STATE AVERAGE				
Overall	20.5%	Achieved	20.1%	Achieved

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

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

Washington State achieved or exceeded 90% for all three postsecondary performance indicators.

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

Demographic Subgroup/Special Population Categories, by Performance Indicator, Not Successful at Meeting State Target: A Comparison Across Indicators

POPULATION	1P1	2P1	3P1
DEMOGRAPHIC SUBGROUP: GENDER			
Male	Achieved at least 90% of state target	Not Achieved	Not Achieved
Female		Achieved at least 90% of state target	
DEMOGRAPHIC SUBGROUP: RACE			
American Indian or Alaskan Native	Not Achieved	Not Achieved	
Black or African American	Not Achieved	Not Achieved	Achieved at least 90% of state target
Hispanic or Latino	Achieved at least 90% of state target	Achieved at least 90% of state target	Achieved at least 90% of state target
Native Hawaiians or Other Pacific Islanders	Achieved at least 90% of state target	Not Achieved	
Two or More Races	Achieved at least 90% of state target	Not Achieved	
White		Achieved at least 90% of state target	
Other/Unknown Race	Not Achieved	Not Achieved	
SPECIAL POPULATIONS			
English Learners	Not Achieved	Not Achieved	
Individuals from Economically Disadvantaged Families		Achieved at least 90% of state target	
Individuals Preparing for Non-traditional Fields	Not Achieved	Not Achieved	
Individuals with Disabilities	Achieved at least 90% of state target	Achieved at least 90% of state target	
Out of Workforce Individuals	Not Achieved	Not Achieved	
Single Parents		Not Achieved	
Youth in Foster Care	Not Achieved	Not Achieved	

Note: Blank cells represented that the category met the state target for that performance indicator.

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

ACTION STEP	Timeline Staff Member(s)
1. Provide Workforce Education Deans and Vice Presidents of Instruction a snapshot of state target performance from the past three years in addition to information about the revised state targets.	Prior to February 2024 SBCTC Perkins Program staff
2. Facilitate presentations about current state of performance indicators to Workforce Education Council (WEC) members and appropriate college leadership.	Prior to March 2024 SBCTC Perkins Program and Policy Research staff
3. Facilitate presentations/trainings about current state of performance indicators to Workforce Education Council (WEC) members and appropriate college leadership i.e., continuing Opportunity Gap Analysis training, best practices for special populations/subgroups with gaps	Prior to March 2024 SBCTC Perkins Program and Policy Research staff
4. Review allocation of Perkins Leadership funding toward strengthening performance outcomes and reducing gaps.	Prior to April 2024 SBCTC Perkins Program staff
5. Collaborate with SBCTC’s Equity, Diversity, and Inclusion office, Director of Tribal Government Affairs, and Director of Educational Resources and Innovation to discuss how to support college’s efforts to increase access and retention of subgroups and special populations with gaps.	by June 30, 2024 SBCTC Perkins Program Staff, Director of Equity, Diversity, and Inclusion, Director of Tribal Government Affairs, Director of Educational Resources and Innovation, and Director of Student Success Center
6. Adopt new Professional-Technical Faculty Skills Standards/DEI Standards, focused on training faculty to create more inclusive teaching and learning environments.	By June 30, 2024 SBCTC Perkins Staff, Workforce Education Council, and Instruction Commission
7. Compile a database of all CTE Dual Credit Articulations in the state	June 30, 2024 SBCTC Perkins Program staff

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