Perkins Plan Report of Accomplishment 2023-2024

Document your college's speciﬁc accomplishments supported by Perkins Plan funding. It is important to provide outcomes and data speciﬁc to your college's accomplishments (i.e. highlight practices, personnel, events, acquisitions, and initiatives).

To minimize redundancy, it is recommended that you read all questions before responding to each. Please be succinct, but it is important that you respond to the questions in detail and provide speciﬁc examples when possible.

**This report is due in SurveyMonkey on Wednesday, July 31, 2024, and must be submitted online using this link:** [**https://www.surveymonkey.com/r/PerkinsPlan23-24**](https://www.surveymonkey.com/r/PerkinsPlan23-24). Questions should be directed to Kimberly Ingram, Program Administrator, at kingram@sbctc.edu.

1. **College Information**

College Name:

Contact Name:

Phone:

Email:

# Section 1: General

1. Please describe at least three of your college's most inﬂuential or innovative projects or initiatives undertaken in the past year. Please only list projects or initiatives that were supported with Perkins funding.

Project/Initiative #1:

Project/Initiative #2:

Project/Initiative #3:

Additional Projects/Initiatives:

1. **What were the most signiﬁcant challenges (e.g. funding, enrollment, recruitment/retention, equity, equipment, etc.) encountered by CTE faculty, staﬀ, or administration?**
2. **How has your college been supported by SBCTC in addressing these challenges?**
3. **Of the challenges noted above, do you have recommendations for how a SBCTC system-approach could help resolve them?**

# Section 2: Improving Equity and Access

*Special Populations:* homeless individuals; youth with active-duty military parents; individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional ﬁelds; single parents, including single pregnant women; out-of-workforce individuals (formerly “displaced homemakers”); English learners; and youth who are in, or have aged out of, the foster care system.

*Non-Traditional Fields*: means occupations or ﬁelds of work for which individuals from one gender comprise less than 25% of those employed in such ﬁelds.

1. **Using data and/or measurable outcomes to the extent possible, what was the most successful or noteworthy development with respect to Perkins Plan-funded initiatives, events, or strategies implemented in the past year pertaining to students who are members of special populations**.

Decreasing barriers to participation:

Ensuring equitable access to programs:

Increasing enrollment:

Improving completion rates:

Promoting and maintaining a discrimination-free environment:

1. **Using data and/or measurable outcomes to the extent possible, what was the most successful or noteworthy development with respect to Perkins Plan-funded initiatives, events, or strategies implemented in the past year pertaining to students who are members of non-traditional fields**.

Decreasing barriers to participation:

Ensuring equitable access to programs:

Increasing enrollment:

Improving completion rates:

Promoting and maintaining a discrimination-free environment:

1. **Select all methods, that were supported by Perkins Plan funding, to ensure equity in CTE programs and support historically underrepresented or underserved populations.** (Check all that apply)

Community-Based Organizations/Multi-Lingual Supports

Career Technical Student Org for Underrepresented Populations

Direct Perkins Assistance to Students

Equity Component in Program Review Process

Formal Partnerships with CBOs

Large-Scale Initiatives

Mentoring Programs

Non-Trad Recruitment Campaign

Required DEI Training of Staﬀ/Faculty

Tribal Outreach

Other (please specify)

# Section 3: Program Size, Scope, and Quality

1. **While colleges use a variety of funding sources to support CTE initiatives, in the past year, how did the college leverage Perkins Plan funding – in part or in whole – to develop or improve methods of assessing student learning or collecting and analyzing performance data? Please provide examples of software, instruments, standardized assessments, or other strategies and practices.**
2. **How has your college invested Perkins Plan funding to increase work-based learning opportunities into career and technical education programs?**
3. **Did the college invest Perkins Plan funding in technology or equipment used to improve content delivery or student performance? If so, please provide examples of products purchased exclusively with Perkins funds or in combination with other sources.**
4. **Select all methods, that were supported by Perkins Plan funding, to provide CTE students with experience in and an understanding of all aspects of industry. (Check all that apply)**

Capstone Projects

Career/Intern Fairs

CTE Student Orgs.

Industry Speakers

Internship/Clinical (non-paid)

Internship/Clinical (paid)

Mentoring

Simulations

Workplace Tours

Other (please specify)

# Section 4: Program Implementation and Partnerships

1. **How did the college utilize Perkins Plan funding to support the development or use of career pathways or roadmaps or otherwise infuse academic and career counseling with information on employment trends, wages, and opportunities to assist students as they plan their education?**
2. **Provide examples of Perkins Plan-funded partnerships between CTE staﬀ/faculty and outside non-proﬁt organizations, consortia, labor organizations, boards, councils, chambers of commerce, educational agencies, etc.**
3. **Select all methods, that were supported by Perkins Plan funding, to provide CTE students with labor market-informed guidance and coaching related to career discernment, academic transfer, and job search strategies.**

Career Interviews

Career Pathway Tools

Career Readiness Courses

Career Workshops

College Readiness Courses

College/Transfer Fairs

Online Job Search

Resume Workshops

WorkSource

Other (please specify)

1. **Select all methods, that were supported using Perkins Plan funding, to engage, recruit, and provide career and academic guidance to prospective students.**

Community-Based Organization Visits

Corrections Center Visits

CTE Open Houses

Faith-Based Organization Visits

High School Visits

Labor Union Visits

Program Mailings

Re-Entry Program Visits

Tribal or Cultural Center Visits

Try-a-Trade Events

TV or Web Video Ads

Veteran Center Visits

WorkSource Co-Location

Youth Re-Engagement Programs

Other (please specify)

# Section 5: Recruitment, Retention, and Training of CTE Educators

1. **Please provide one or more examples of Perkins Plan funded professional development opportunities in each of the following areas:**

Addressing the needs of special populations or students in non- traditional ﬁelds:

Improving the quality and integration of course instruction and content:

Developing and assessing student learning outcomes:

Other system-wide initiatives/priorities (I- BEST, Guided Pathways, E-Learning, Reading Apprenticeship, etc.):

1. **Provide list of CTE faculty or staﬀ who received industry-recognized credentials or certiﬁcation utilizing Perkins Plan funding.**
2. **In the past year, how has the college ensured that all CTE faculty are in compliance with the faculty certiﬁcation requirements outlined in WAC 131-16-094?**
3. **Using data and/or measurable outcomes, what was the most successful or noteworthy development with respect to CTE faculty and staﬀ recruitment, retention, and professional development in the past year?**
4. **Select all methods, that were supported using Perkins Plan funding, to provide professional development opportunities for CTE faculty and staﬀ (as deﬁned by the Perkins Plan Grant guidelines).**

Advanced Boot Camp

Basic Boot Camp

CTE Certiﬁcation Workshops

Data/Assessment Workshops

Deans Academy

Distance Learning Training

Faculty Peer Mentoring

Industry Conferences/Meetings

Industry-Based Trainings

Professional Development Days

Return-to-Industry

Technology/E-Learning Tools

Other (please specify)

# Section 6: Rural and High CTE Participant Count

If your college received rural or high vocational FTE funding, then this section is required.

Refer to the FY24 Perkins Initial Funding Awards document that was included in this email to determine if your college received these funds. They will be listed as Rural or High % Voc in the document.

These funds are awarded to:

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

**22. Indicate the major accomplishments as the result of receiving Rural or High % Voc funds that were included in the Perkins Plan funding.**