

Washington's 2019 Transition Plan for the Carl D. Perkins Strengthening Career and Technical Education Act of 2018

May 24, 2019

Perkins Eligible Agency

Workforce Training and Education Coordinating Board
Eleni Papadakis, Executive Director
Perry England, Chair

Subrecipient Agencies

Office of Superintendent of Public Instruction
Chris Reykdal, Superintendent of Public Instruction

State Board for Community and Technical Colleges
Jan Yoshiwara, Executive Director

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

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

NOT REQUIRED

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

NOT REQUIRED

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

NOT REQUIRED

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

NOT REQUIRED

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

NOT REQUIRED

- c. **Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

NOT REQUIRED

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

NOT REQUIRED

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

- a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

POSTSECONDARY

All postsecondary professional/technical (CTE) programs offered by the state's 34 community and technical colleges are supported and approved by the Washington State Board for Community and Technical Colleges. The State Board and the college system's Centers of Excellence directly facilitate and support the development of common professional/technical programs and credentials supporting specific high demand industry sectors.

Programs of study are developed, maintained and revised through local articulation agreements between school districts and the community and technical colleges serving those school districts to meet the workforce needs of regional employers.

The State Board supports colleges in the development of professional/technical I-BEST programs. These programs are approved by the State Board. Professional/technical I-BEST is an integrated education model that co-enrolls students in adult basic education and college credit-bearing courses in in-demand career pathways that lead to living wage jobs. I-BEST accelerates students down their career pathway by contextualizing and team teaching the language, math, employability and other foundational skills needed to complete a college-level credential.

SECONDARY

The Career and Technical Education (CTE) Program standards are authorized by state law RCW 28A.700.010, and are established by the Office of Superintendent of Public Instruction, the agency that administers all secondary career and technical education programs in the state. The CTE standards are designed to ensure high-quality, consistent and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI with approval guidelines for CTE courses and guide the development and continuous improvement of Career and Technical Education programs in local school districts. Washington defines Career and Technical Education as, "a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education (RCW 28A.700.010). Only school districts with state approve career and technical education courses will be eligible recipients of Perkins V funding.

OSPI is committed to reviewing existing programs of study to refine and further develop defined program of study resources for use at the local level. Currently OSPI administers secondary CTE programs through 6 educational program areas; agriculture, business and marketing, family and consumer science, health science, skilled and technical science, and STEM. Within these 6 program areas, the 16 national career clusters are administered, and local districts have the choice of selecting CIP codes to build a coherent sequence of courses and program of study in a career cluster that leads to post-secondary opportunity.

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

Career Cluster	Current CIP codes	Current Career Pathways
Agriculture, Food, and Natural Resources	62	8
Architecture and Construction	12	2
Arts, Audio/Video Technology and Communications	24	6
Business Management and Administration	14	4
Education and Training	6	2
Finance	6	3
Government and Public Administration	2	1
Health Science	26	5
Hospitality and Tourism	10	4
Human Services	17	4
Information Technology	15	3
Law, Public Safety, Corrections and Security	11	3
Manufacturing	13	2
Marketing	12	7
Science, Technology, Engineering and Mathematics	26	2
Transportation Distribution and Logistics	15	2

OSPI has been reviewing the existing CIP code offerings to establish a state high-demand list, in cooperation with partners at the State Board of Community and Technical College (SBCTC), Workforce Board, and Employment Security Department (ESD). As this work evolves, we will look to eliminate duplicative and un-used course options, as well as any courses that no longer align with in-demand occupations or clear post-secondary articulated pathways. The Perkins V planning process will provide the opportunity to engage stakeholders to ensure high-quality programs of study, with updated resources and implementation guides. The programs of study will meet the Perkins V definition, align with the career clusters, and will clearly articulate the opportunities for registered apprenticeship, direct employment, military service, certificates and credentials of value and 2-year, and 4-year continuing education and training opportunities.

The established programs of study will be posted and re-evaluated every 2-years. The list of approved CIP code courses will be reviewed, approved, and posted on an annual basis, and will be reviewed based upon labor market data and the presence of clearly articulated post-secondary pathways. Transition plans for eliminated CIP codes will be developed and provided to local school districts. Timelines will be confirmed through stakeholder engagement protocol during the Perkins V planning year.

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

School districts will apply for Perkins funds on an annual basis, and will identify their programs of study as a component of the application. CTE courses will be approved through the course approval application within the CTE application, which will require course details including hours of instruction, course title, course description, identified career cluster and career pathway. The system will additionally require proof of a course framework demonstrating the academic, industry, and leadership and employability standards and assessments taught and assessed by unit, including the estimated hours of instruction. The extended leadership associated with the course must also be identified with a clear plan to meet the requirement. The sequence of courses will also be a required component, as well as the skill gap, showing that the course is in alignment with employment projection data and has achieved the needed minutes that show approval from the advisory committee. Program approval application will include all courses within a specific program, and requires proof of extended leadership and advisory committee approval of all courses. Every school district is aligned within one of five groups, and based upon the group, the required program approval, due on an annual basis is identified. The program review schedule can be found here:
<http://k12.wa.us/CareerTechEd/pubdocs/ReapprovalCycleCurrent-2018-19.pdf> .

The annual application for Perkins funds will require school districts to identify programs of study being offered, and the programs must align with courses and programs approved within the CTE application.

POSTSECONDARY



SBCTC Program
Approval Process.pdf

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

POSTSECONDARY

Postsecondary programs of 45 credits or more are required to include general education courses in composition, quantitative skills, and social science or the humanities. Each CTE program is guided by an advisory committee with membership from business and labor representatives from the field for which the program prepares employees. Programs are reviewed every three to five years by the program's advisory committee members, college faculty and administrators, and other stakeholders.

SECONDARY

The Washington CTE Foundation standards include that all students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach. Courses are approved through the Education Data System (EDS) Career and Technical Education (CTE) Application. Within the CTE Application, school districts submit course applications in the Course Approval system, and program applications in the Program Re-Approval system. All courses must be approved, before programs can be approved. Components of the course approval system include a course framework, which outlines the number of instructional hours, units of instruction, academic standards, industry standards, leadership and employability standards, and the formative and summative assessments to be aligned with standards.

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

The role of the state approved CTE equivalency course list will also promote continuous improvement in academic achievement, as the state has published model frameworks that provide equivalency credit in the academic areas of science, mathematics, and English Language Arts. There are currently 41 state approved equivalency course frameworks available for local implementation.

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

POSTSECONDARY

Many colleges develop recruitment and outreach materials specifically targeted to students representing special populations. Postsecondary advisors, specialists and faculty work with all students to provide necessary supports to remove barriers for students enrolled in CTE programs. Colleges often work with other agencies to leverage resources to assist special populations.

I-BEST and High School 21+ programs allow basic skills adults with or without a high school credential to access college-level professional/technical programs. Completed courses count towards both a Washington state high school diploma and college-level credentials in high demand industry sectors.

The State Board adopted a new policy two years ago ensuring access to postsecondary education for students with disabilities, as follows:

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

Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for students, employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

SECONDARY

The OSPI CTE department will work directly with the OSPI Special Education department to build consistent resource and communication tools for LEAs. Additionally, the CTE department will work with the OSPI Office of System and School Improvement (OSSI), the department that supports school improvement efforts and the implementation of the Washington School Improvement Framework (WSIF), a product of the state's Every Student Succeeds Act (ESSA) plan. Aligned disaggregated data reports will ensure equitable access, as well as support expanded access and intentional intervention for populations that are currently underserved in LEA's CTE programs. Cooperative professional development and development of communication and resource tools will be imperative to support CTE directors, educators, school counselors, district level administrators, and support staff that directly impact students that represent special populations as described in Perkins V. Additionally, the CTE office continues to support monitoring of equitable access to CTE programs for all students through the Consolidated Program Review (CPR) process, as well as the Methods of Administration (MOA) review process by CTE staff. These monitoring visits are another step in ensuring equitable access, and encouraging local districts to prioritize policy and funding to result in expanded access to underserved students. Professional development will be provided on best practices for recruitment of special populations into CTE programs.

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

POSTSECONDARY

All postsecondary CTE programs are approved by the Washington State Board for Community and Technical Colleges. Colleges must include the following information when submitting a program for approval:

- A description of the program structure, student outcomes and entire pathway for students including entry and exit points as well as options beyond a 2-year degree if appropriate.
- Labor market data that demonstrates a regional or statewide supply/demand gap for qualified employees for which the proposed program prepares individuals.
- Prevailing wages for employment in the entry-level positions within the region for which the proposed program prepares students.
- Required and optional work-based learning placements.

All postsecondary professional/technical education programs, including I-BEST programs, are required to include employability skills in the curriculum. Most professional/technical programs provide opportunities for students to participate in work-based learning opportunities to hone employability skills. Many programs simulate the work environment as much as possible to promote a better understanding of the workplace and reinforce employability skills. Often business and labor advisory committee members contribute their expertise by participating as guest speakers or mock interviewers to reinforce workplace expectations.

SECONDARY

The Washington CTE Foundation standards include that, "employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program." These standards also assert that, "CTE programs of study assist students with career planning, career development, and/or transition to employment and post-secondary options." As leadership and employability skills are a required and integral component of all CTE courses, school districts are required to demonstrate alignment to the leadership and employability standards within the CTE course framework to reflect in-class instruction based opportunities. Course applications include the additional requirement of demonstrating the leadership and

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

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

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

POSTSECONDARY

The State Board of Community and Technical College's website (www.sbctc.edu) features multiple pages dedicated to CTE programs, Guided Pathways, registered apprenticeships, and dual-credit programs (Running Start, CTE Dual Credit, College in the High School, and High School 21+). Links to the 2019 Field Guide ("Better Jobs, Brighter Futures, a Stronger Washington") and CTE Dual Credit Consortia are also available, which provide more specific information on each of the system's 34 colleges and the dual-credit opportunities they provide.

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

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

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

SECONDARY

OSPI will continue to develop resources to be shared through multiple mediums. The OSPI website, and associated CTE webpages are currently being updated. The CTE webpage, accessed at <http://www.k12.wa.us/CareerTechEd/default.aspx>, will be maintained with information accessible to sub-recipients and interested members of the public. All posted information on the OSPI website will be in alignment with ADA requirements. Google Translate will be standard across the entire OSPI website. The CTE website will continue to be the main source of CTE resources and information related to programs of study, and career pathways. The CTE department is currently updating the state's Worksite Learning Manual, which was originally published in 2012. This manual defines work-based learning, and the benefit of the student experience, as well as provides reference and direction for districts implementing high-quality This manual will describe the types of work-based learning which include worksite learning, guest speakers, structured field trips, school-based enterprises, job shadows, apprenticeship preparation, and internships. The Washington Foundational CTE standards require that work-based learning is an integrated element of all CTE coursework.

OSPI will continue to provide resource and outreach to school counselors and guidance counselors, school administrators, school board members, and community members including parents, students, and business and industry partners to determine knowledge and information gaps. OSPI will create resources to help support a broadened understanding of opportunities for programs of study, which may be delivered through published documents, web-posted documents, webinar, community forums, or existing professional development opportunities.

- ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**

NOT REQUIRED

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

NOT REQUIRED

- iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special**

populations;

NOT REQUIRED

- v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

NOT REQUIRED

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

NOT REQUIRED

- vii. **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

NOT REQUIRED

- d. **Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

SECONDARY / POSTSECONDARY

The Washington School Improvement Framework, a product of the state's Every Student Succeeds Act (ESSA) implementation process includes dual credit participation as a reported element of school quality or student success indicator. Dual credit access through CTE is a critical component to overall access, and a critical opportunity for students in a CTE program of study. OSPI looks to continue to broaden access to the state's dual credit menu, which include course and exam-based opportunities such as Advanced Placement, Cambridge International, and International Baccalaureate Programs. Running Start, which provides 11th and 12th graders the opportunity to take college courses on college campuses, as well as College in the High School, which provides 10th, 11th, and 12th graders the opportunity to take college level courses at high school campuses. While OSPI will continue to provide additional opportunities to access many types of dual credit programs where appropriate, the most common dual credit program aligned with CTE courses continues to be CTE dual credit (formerly Tech-Prep). OSPI is committed to working with our partners at SBCTC to build model articulation agreements to support consistent access to dual credit for secondary CTE programs that meet requirements, to try to lessen the pressure on local schools and colleges trying to facilitate localized agreements. RCW 28B.50.531 describes the legislature's intent to recognize and support the work of community and technical colleges, high schools, and skill centers in creating articulation and dual credit agreements for CTE students. OSPI will continue to work towards increasing and

streamlining articulation credit opportunities and CTE dual credit agreements for appropriate programs of study in our state.

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

The State Board of Education (SBE) provides guidance to school districts related to competency-based education and competency based credit. OSPI will continue to partner with the SBE to investigate policy, guidance, and resources related to competency based education, newly referred to as mastery based education in state legislation. Students are able to earn competency-based credit by demonstrating proficiency of knowledge acquired outside of the classroom setting. There are no prohibitive rules barring a school district from assessing students in CTE program areas, and conferring the appropriate school credit based upon a student’s demonstrated abilities. OSPI will continue to ensure communications and technical assistance provided to local education agencies include opportunities to increase student participation in dual credit and competency based education, when appropriate. While policy around opportunities for dual credit, concurrent enrollment, early college high school, and competency-based education largely remains a local decision, however OSPI will partner with SBCTC to create best practices guidance where appropriate.

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

NOT REQUIRED

- f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**

NOT REQUIRED

- g. **Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.**

NOT REQUIRED

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

We concur with OSPI. These definitions should be discussed as partners (WTB, OSPI and SBCTC) during the development of the state plan. Once we have initial thoughts put together, we could discuss with our stakeholders for input and revision.

SBCTC also requires each college funded with Perkins Basic funds to support a minimum of one program of study with a school district in its service area. As with the secondary level, programs of study should align with one or more professional/technical programs offered by the college. The program of study articulation may include one or more courses offered at the high school that allows students to earn CTE dual credit – the course meets high school graduation requirements and the student is also awarded college credit.

SECONDARY

This will be a critical question for feedback solicited through stakeholder engagement. Existing guidance is that Perkins funds are required to be used to provide services and activities that are sufficient size, scope, and quality to be effective. OSPI requires a minimum of one program of study being offered by any Perkins funded CTE program. OSPI will ensure that developed programs of study and corresponding Perkins guidance align with the Superintendent of Public Instructions Multiple Pathways initiatives. The CTE based pathway requires a student experience a sequence of CTE courses that lead to workforce entry, state or national approved apprenticeships, or postsecondary education that meet the minimum criteria identified in RCW 28A.700.030. These criteria include that a course include an opportunity to earn dual credit or an industry recognized credential or certificate. These criteria will influence the decisions made regarding to size, scope, and quality. Reaching a formalized definition that can be shared broadly will be a goal of the planning process. Factors to consider include but are not limited to; eligible recipients number of offered pathways, programs of study, or sequences of courses.

Meeting the Needs of Special Populations

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

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

Before Perkins funding is granted, colleges must agree in writing to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1991, section 504 of the Vocational Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, as it applied to this annual plan.

In the postsecondary system, training and resources to assist the colleges with development of strategies to mitigate achievement gaps experienced by student subpopulations is provided.

Gender equity in career and technical education remains a priority for Washington. Partners will use the new set aside for recruitment of non-traditional to organize a poster and marketing campaign designed to incent more non-traditional participation in programs.

- ii. **will not be discriminated against on the basis of status as a member of a special population;**

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

SECONDARY

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

Each school district must submit an Equity Assurance Report on an annual basis. In this report, each school district evaluates its compliance with specific requirements under chapter [392-190](#) WAC.

- iii. **will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

NOT REQUIRED

- iv. **will be provided with appropriate accommodations; and**

POSTSECONDARY

Postsecondary advisors, specialists and faculty work with all students to provide necessary supports to remove barriers for students enrolled in CTE programs. Colleges often work with other agencies to leverage resources to assist special populations. The State Board adopted a new policy two years ago ensuring access to postsecondary education for students with disabilities, as follows:

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

Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for students, employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

SECONDARY

A school district cannot categorically deny admission to a student because the student needs ELL services or special education or related aids or services. A school district must provide all students an equal opportunity to meet any appropriate minimum eligibility criteria for admission.

- v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

NOT REQUIRED

3. Preparing Teachers and Faculty

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

NOT REQUIRED

C. Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. **each eligible recipient will promote academic achievement;**
 - b. **each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
 - c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

NOT REQUIRED

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. **Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Approximately \$19.5 millions of Perkins Basic Grant funds for Washington are distributed to the local level for required and permissive uses of funds. The Workforce Training and Education Coordinating Board, the eligible agency in Washington, determines the relative portion of funds provided to the secondary and postsecondary partner agencies, respectively the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

In determining the secondary and postsecondary split, the Board examined enrollment and full-time equivalent counts for both systems' career and technical education students, as well as compared the distribution splits in other states. Based on this analysis, the Board has determined that the split between secondary and postsecondary systems is set at 44/56 percent of Basic Grant funds, respectively. The Board retains the authority to reexamine the data should additional information become relevant to the issue.

- b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The secondary system has approximately 100 districts that do meet the minimum \$15,000 Perkins grant. Of those, the majority request and are granted waivers. Presently, no consortia operate at the secondary level in Washington. The postsecondary system has only one institution that does not qualify (based on size of enrollment) for a \$50,000 minimum grant, so there are no postsecondary consortia in Washington.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how**

these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The secondary distribution will be based on:

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

2017-2018 Secondary Allocations:

Type	Organization Name	Allocations
Skill Center	Bethel School District	\$29,326.00
Skill Center	Bremerton School District	\$20,013.00
Skill Center	Bridgeport High School	
Skill Center	Evergreen School District (Clark)	\$58,603.00
Skill Center	Highline School District	\$62,881.00
Skill Center	Kennewick School District	\$71,954.00
Skill Center	Lake Washington School District	\$25,410.00
Skill Center	Manson School District	
Skill Center	Moses Lake School District	\$20,727.00
Skill Center	Mount Vernon School District	\$28,237.00
Skill Center	Mukilteo School District	\$55,086.00
Skill Center	Nooksack Valley High School	
Skill Center	Northwest Career & Technical Academy	
Skill Center	Oakesdale High School	
Skill Center	Seattle Public Schools	\$13,639.00
Skill Center	Spokane Area Professional-Technical Skills Center	
Skill Center	Spokane School District	\$65,695.00
Skill Center	Tumwater School District	\$39,636.00
Skill Center	Wenatchee School District	\$17,181.00
Skill Center	Wenatchee Valley Technical Skills Center	
Skill Center	Yakima School District	\$64,504.00
School District	Aberdeen School District	\$29,663.00
School District	Adna School District	\$5,257.00
School District	Anacortes School District	\$12,077.00
School District	Arlington School District	\$23,081.00
School District	Asotin-Anatone School District	\$3,913.00
School District	Auburn School District	\$109,826.00
School District	Bainbridge Island School District	\$14,008.00
School District	Battle Ground School District	\$59,520.00
School District	Bellevue School District	\$65,835.00
School District	Bellingham School District	\$64,007.00
School District	Bethel School District	\$100,723.00
School District	Blaine School District	\$13,311.00
School District	Bremerton School District	\$36,200.00
School District	Brewster School District	\$9,167.00
School District	Bridgeport School District	\$7,334.00
School District	Burlington-Edison School District	\$26,394.00
School District	Camas School District	\$21,556.00
School District	Cascade School District	\$10,119.00
School District	Cashmere School District	\$10,395.00

School District	Castle Rock School District	\$8,506.00
School District	Central Kitsap School District	\$43,948.00
School District	Central Valley School District	\$74,344.00
School District	Centralia School District	\$30,649.00
School District	Chehalis School District	\$16,502.00
School District	Cheney School District	\$27,430.00
School District	Chewelah School District	\$11,897.00
School District	Chimacum School District	\$6,161.00
School District	Clarkston School District	\$22,949.00
School District	Cle Elum-Roslyn School District	\$6,423.00
School District	Clover Park School District	\$114,811.00
School District	Colfax School District	\$4,755.00
School District	College Place School District	\$14,712.00
School District	Colton School District	\$1,276.00
School District	Columbia (Stevens) School District	\$2,675.00
School District	Columbia (Walla Walla) School District	\$5,032.00
School District	Colville School District	\$16,909.00
School District	Concrete School District	\$5,172.00
School District	Coulee-Hartline School District	\$1,613.00
School District	Coupeville School District	\$7,892.00
School District	Darrington School District	\$2,659.00
School District	Davenport School District	\$4,231.00
School District	Dayton School District	\$4,560.00
School District	Deer Park School District	\$15,505.00
School District	East Valley School District (Spokane)	\$31,081.00
School District	East Valley School District (Yakima)	\$14,459.00
School District	Eastmont School District	\$38,065.00
School District	Eatonville School District	\$7,631.00
School District	Edmonds School District	\$113,259.00
School District	Ellensburg School District	\$21,330.00
School District	Elma School District	\$15,151.00
School District	Enumclaw School District	\$21,438.00
School District	Ephrata School District	\$15,630.00
School District	Everett School District	\$113,899.00
School District	Evergreen School District (Clark)	\$154,744.00
School District	Federal Way School District	\$135,543.00
School District	Ferndale School District	\$34,017.00
School District	Fife School District	\$21,551.00
School District	Finley School District	\$5,034.00
School District	Franklin Pierce School District	\$60,789.00
School District	Freeman School District	\$3,578.00
School District	Garfield School District	\$535.00
School District	Goldendale School District	\$10,663.00
School District	Grand Coulee Dam School District	\$7,061.00
School District	Grandview School District	\$31,320.00
School District	Granger School District	\$13,243.00
School District	Granite Falls School District	\$9,509.00

School District	Highland School District	\$7,885.00
School District	Highline School District	\$108,102.00
School District	Hoquiam School District	\$16,249.00
School District	Issaquah School District	\$55,263.00
School District	Kalama School District	\$5,373.00
School District	Kelso School District	\$38,616.00
School District	Kennewick School District	\$102,035.00
School District	Kent School District	\$173,141.00
School District	Kettle Falls School District	\$6,575.00
School District	Kiona-Benton City School District	\$13,407.00
School District	La Center School District	\$3,538.00
School District	La Conner School District	
School District	Lake Chelan School District	\$10,737.00
School District	Lake Quinault School District	\$1,955.00
School District	Lake Stevens School District	\$32,310.00
School District	Lake Washington School District	\$88,693.00
School District	Lakewood School District	\$10,546.00
School District	Liberty School District	\$3,508.00
School District	Lind School District	\$1,896.00
School District	Longview School District	\$61,852.00
School District	Lopez School District	\$2,182.00
School District	Lynden School District	\$15,921.00
School District	Mabton School District	\$8,702.00
School District	Manson School District	\$4,592.00
School District	Mary M Knight School District	\$1,907.00
School District	Marysville School District	\$62,134.00
School District	Mead School District	\$44,041.00
School District	Medical Lake School District	\$8,845.00
School District	Mercer Island School District	\$12,659.00
School District	Meridian School District	\$8,458.00
School District	Methow Valley School District	\$5,751.00
School District	Mill A School District	
School District	Monroe School District	\$26,283.00
School District	Montesano School District	\$6,975.00
School District	Morton School District	\$2,879.00
School District	Moses Lake School District	\$44,191.00
School District	Mossyrock School District	\$4,573.00
School District	Mount Adams School District	\$9,032.00
School District	Mount Baker School District	\$14,652.00
School District	Mount Vernon School District	\$50,478.00
School District	Mukilteo School District	\$84,603.00
School District	Naches Valley School District	\$9,776.00
School District	Napavine School District	\$3,589.00
School District	Naselle-Grays River Valley School District	\$2,517.00
School District	Newport School District	\$10,525.00
School District	Nine Mile Falls School District	\$11,458.00
School District	Nooksack Valley School District	\$11,187.00

School District	North Beach School District	\$5,156.00
School District	North Franklin School District	\$17,842.00
School District	North Kitsap School District	\$27,803.00
School District	North Mason School District	\$16,079.00
School District	North Thurston Public Schools	\$87,164.00
School District	Northshore School District	\$64,560.00
School District	Oak Harbor School District	\$30,125.00
School District	Oakesdale School District	\$420.00
School District	Oakville School District	\$1,436.00
School District	Ocean Beach School District	\$6,874.00
School District	Ocosta School District	\$5,674.00
School District	Okanogan School District	\$10,026.00
School District	Olympia School District	\$48,157.00
School District	Omak School District	\$14,324.00
School District	Onalaska School District	\$4,716.00
School District	Orcas Island School District	\$4,295.00
School District	Oroville School District	\$8,672.00
School District	Orting School District	\$16,516.00
School District	Othello School District	\$27,771.00
School District	Palouse School District	\$1,706.00
School District	Pasco School District	\$114,115.00
School District	Pateros School District	\$2,345.00
School District	Pe Ell School District	\$1,887.00
School District	Peninsula School District	\$34,815.00
School District	Pomeroy School District	\$2,404.00
School District	Port Angeles School District	\$26,842.00
School District	Port Townsend School District	\$12,218.00
School District	Prescott School District	\$2,465.00
School District	Prosser School District	\$21,075.00
School District	Pullman School District	\$14,255.00
School District	Puyallup School District	\$104,601.00
School District	Quilcene School District	\$1,756.00
School District	Quillayute Valley School District	\$10,437.00
School District	Quincy School District	\$25,381.00
School District	Rainier School District	\$4,849.00
School District	Raymond School District	\$5,199.00
School District	Reardan-Edwall School District	\$4,676.00
School District	Renton School District	\$105,034.00
School District	Richland School District	\$54,490.00
School District	Ridgefield School District	\$8,814.00
School District	Ritzville School District	\$2,006.00
School District	Riverside School District	\$14,759.00
School District	Riverview School District	\$13,675.00
School District	Rochester School District	\$15,706.00
School District	Rosalia School District	\$1,181.00
School District	Royal School District	\$14,166.00
School District	San Juan Island School District	\$4,567.00

School District	Seattle Public Schools	\$289,463.00
School District	Sedro-Woolley School District	\$26,814.00
School District	Selah School District	\$20,719.00
School District	Selkirk School District	\$2,764.00
School District	Sequim School District	\$21,500.00
School District	Shelton School District	\$46,717.00
School District	Shoreline School District	\$40,439.00
School District	Snohomish School District	\$33,466.00
School District	Snoqualmie Valley School District	\$23,091.00
School District	Soap Lake School District	\$3,866.00
School District	South Bend School District	\$3,953.00
School District	South Kitsap School District	\$53,764.00
School District	Spokane School District	\$247,566.00
School District	Sprague School District	\$913.00
School District	Stanwood-Camano School District	\$22,163.00
School District	Steilacoom Hist. School District	\$14,946.00
School District	Stevenson-Carson School District	\$8,831.00
School District	Sultan School District	\$12,038.00
School District	Sumner School District	\$41,320.00
School District	Sunnyside School District	\$52,703.00
School District	Tacoma School District	\$257,560.00
School District	Tahoma School District	\$25,195.00
School District	Tekoa School District	\$684.00
School District	Tenino School District	\$8,244.00
School District	Toledo School District	\$3,986.00
School District	Tonasket School District	\$7,155.00
School District	Toppenish School District	\$38,348.00
School District	Toutle Lake School District	\$2,537.00
School District	Tukwila School District	\$23,001.00
School District	Tumwater School District	\$24,848.00
School District	University Place School District	\$28,813.00
School District	Vancouver School District	\$149,086.00
School District	Vashon Island School District	\$6,545.00
School District	Wahkiakum School District	\$3,436.00
School District	Wahluke School District	\$18,196.00
School District	Waitsburg School District	\$1,984.00
School District	Walla Walla Public Schools	\$51,159.00
School District	Wapato School District	\$33,118.00
School District	Warden School District	\$8,771.00
School District	Washougal School District	\$15,912.00
School District	Washtucna School District	\$315.00
School District	Waterville School District	\$3,351.00
School District	Wenatchee School District	\$39,091.00
School District	West Valley School District (Spokane)	\$20,276.00
School District	West Valley School District (Yakima)	\$23,415.00
School District	White Pass School District	\$3,042.00
School District	Willapa Valley School District	\$3,236.00

School District	Wilson Creek School District	\$571.00
School District	Winlock School District	\$6,771.00
School District	Woodland School District	\$13,804.00
School District	Yakima School District	\$154,658.00
School District	Yelm School District	\$39,738.00
School District	Zillah School District	\$6,946.00

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

Local allocations to postsecondary institutions are formula-based. The formula is based on 90 percent “Pell Plus,” 9 percent rural, and 1 percent high vocational numbers. Numbers used are unduplicated headcount, one-year numbers, with no caps.

The first 90 percent of funds that are distributed to the colleges are based on the “Pell Plus” formula, based on enrollment data. These are unduplicated students with a vocational intent who are Pell/BIA, Worker Retraining, welfare recipients and former welfare recipients, who are attending for employment related basic skills from the two years preceding the current fiscal year.

The remaining 10 percent is divided with 9 percent for rural schools and 1 percent to schools with a high percentage of vocational students.

The student intent code must be a vocational intent, the headcount is determined for each postsecondary institution. Those institutions where the headcount would result in an award of \$50,000 or more are allocated funds. The funds are then distributed based on this percent of total headcount.

Rural colleges are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island, King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

Colleges with high percentage of vocational students are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college’s annual student headcount.

The “Pell Plus” formula was approved by OVAE for use beginning with Perkins III and continues under Perkins V.

The secondary and postsecondary agencies will utilize the 10 percent reserve option for the basic grant funds to assist those districts and institutions identified as rural, or with a high number or high percent of CTE students.

SBCTC - FY19 Perkins Grants
(includes Basic, Reserve & Carryforward)

College	Perkins Basic Grant Award
Bates Technical College	\$322,646
Bellevue College	\$262,600
Bellingham Technical College	\$467,040
Big Bend Community College	\$178,389
Centralia College	\$267,819
Clark College	\$527,276
Clover Park Technical College	\$499,837
Columbia Basin College	\$370,901
Edmonds Community College	\$324,332
Everett Community College	\$326,944
Grays Harbor College	\$240,812
Green River College	\$337,628
Highline College	\$311,036
Lake Washington Institute of Technology	\$251,113
Lower Columbia College	\$317,339
North Seattle College	\$205,616
Olympic College	\$445,472
Peninsula College	\$214,481
Pierce College District	\$651,038
Renton Technical College	\$297,616
Seattle Central College	\$294,890
Shoreline Community College	\$218,437
Skagit Valley College	\$371,556
South Puget Sound Community College	\$246,692
South Seattle College	\$220,812
Spokane District Office	\$904,244
Tacoma Community College	\$280,407
Walla Walla Community College	\$446,468
Wenatchee Valley College	\$295,280
Whatcom Community College	\$220,988
Yakima Valley College	\$430,090

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

OSPI administers basic Perkins allocations to school districts that qualify, with a primary decision point being that approved state CTE programs are offered. At this time, there are no secondary charter schools that offer state approved CTE programs. While our state's tribal compact schools could be eligible institutions under Perkins V, our state planning process will inform whether these schools will be part of the basic allocation or continue to be funded by the Bureau of Indian Education (BIE). If charter schools or tribal compact schools that were not funded by BIE were approved to offer state CTE programs, our OSPI School Apportionment and Financial Services (SAFS) department would adjust the data used to determine new allocations to include all qualifying entities. The SAFS team would apply ratios using Free and Reduced Price Lunch (FRLP) data to their federal census counts. This adjustment has not been needed in recent years, but would be an annual consideration based upon any new entities becoming eligible to receive federal Perkins funds.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
- a. **include a proposal for such an alternative formula; and**
 - b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

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

NOT APPLICABLE

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
- a. **include a proposal for such an alternative formula; and**
 - b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

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

NOT APPLICABLE

8. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The state will continue with the current baseline:

Aggregate non-federal (state money) outlays into the career and technical education system in PY2018 totaled \$353,686,200 into the secondary system and \$274,923,132 into the postsecondary system, representing an aggregate expenditure level for the state of \$628,609,332.

Budget

Line PERKINS V: CAREER AND TECHNICAL A

1	Total Perkins V Allocation	\$ 22953427.00
2	State Administration	\$ 1147671.35
3	State Leadership	\$ 2295342.70
4	Individuals in State Institutions	\$ 229534.28
4a	Correctional Institutions	\$ 229534.28
4b	Juvenile Justice Facilities	\$ 0.00
4c	Institutions that Serve Individuals with Disabilities	\$ 0.00
5	Non-Traditional Training and Employment	\$ 150000.00
6	Special Populations Recruitment	\$ 2295.34
7	Local Formula Distribution	\$ 19510413.95
8	Reserve	\$ 1951041.40
9	Secondary Recipients	\$ 858458.22
10	Postsecondary Recipients	\$ 1092583.18
11	Allocation to Eligible Recipients	\$ 17559372.56
12	Secondary Recipients	\$ 7726123.93
13	Postsecondary Recipients	\$ 9833248.63
14	State Match (from non-federal funds)	\$ 1147671.35