



Highline Public Schools Board Action Report

DATE: December 12, 2022

FROM: Dr. Ivan Duran, Superintendent

LEAD STAFF: Juan Lozano, Principal/Director of Puget Sound Skills Center

For Introduction: January 18, 2022 For Action: February 1, 2022

I. TITLE PSSC Perkins Grant

Select one: New Item Renewed Item Annual Item Revised Item

II. WHY BOARD ACTION IS NECESSARY

It is an established HPS standard that the Board approve the Perkins grant.

III. BACKGROUND INFORMATION

PSSC has a long history of involving our business/industry partners in program curriculum development and program design, through our advisory committee involvement and associated professional entities. PSSC is working on two specific high-demand areas at this time and will use Perkins funds to support these efforts. Automotive Technology is in process of obtaining ASE certification and our Construction Tech program is engaged with our industry partners in the development of a pre-apprenticeship agreement. In addition, PSSC is actively engaged in the "Personalized Pathway" legislation and collaborating with our sending school staff to integrate PSSC preparatory programs into our sending school course schedules. Pathways are being identified within our sending schools if they offer exploratory programs that would naturally connect with our Preparatory programs.

IV. RECOMMENDED MOTION

I move that the Highline School Board approve the PSSC Perkins Grant in the amount of \$67,958.

V. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$67,958 from budget code 4601 from the general fund.

The revenue source for this motion is OSPI Perkins grant for the skills center.

Expenditure: One-time Annual

VI. APPLICABLE POLICY(S)

This action is in compliance with the following:
OSPI requires Board approval for this grant.

VII. ALTERNATIVES

The impact of no board action on the skills center Perkins grant would result in the loss of student opportunities to earn certifications within their target industries, as well as professional leadership participation opportunities in the region.

VIII. COMMUNITY ENGAGEMENT

Community Engagement Required: Yes No

IX. ATTACHMENTS

- Perkins Application

274 Perkins V Application (Skill Centers Only)
Fiscal Year: 22-23
Milestone: Final Approval Issued (Printed 12/12/2022)

District: Highline School District
Organization Code: 17401
ESD: Puget Sound Educational Service District 121

Page 1

| | |
|--|----------------------------------|
| Grant Administration Timeline for Substantially Approvable Status (SAS) | Link To Document |
|--|----------------------------------|

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient’s 2021-22 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2022-23 program year and in subsequent program years.

| (For OSPI Use Only) | | |
|-----------------------------|------------------------------------|-----------------------|
| OSPI Approval Status | SAS Further Action Required | SAS Approval |
| | <input type="radio"/> | <input type="radio"/> |

Request SAS Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Skill Centers **will not be able to Request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the applicant must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the skill center if further action is necessary or if SAS approval has been issued.

NOTE: If an applicant does not request SAS they will only be able to obligate funds once the Perkins V application has reached Final Approval status.

| | |
|--|---------------|
| Preliminary Allocation: \$3,231 | |
| SAS Process | Select |
| If not requesting SAS approval, follow the steps below: | |
| | |

| | |
|--|--|
| Step 1: | Make sure "No" is displayed in the drop-down list. |
| Step 2: | Press the Mark Completed icon on this page. |
| Step 3: | WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED. |
| If requesting SAS approval, follow the steps below: | |
| <ol style="list-style-type: none"> 1. Choose "YES" from the drop-down list to the SAS Process question 2. Complete all sections of the Perkins Assurances - <ol style="list-style-type: none"> a. Choose an answer under Question 5 b. Click, read and certify each Perkins Assurance c. Fill out the Authorized Representatives Signature Block 3. Press the Mark Completed icon on this page. 4. Send email message (displayed after pressing Mark Completed icon). | |

Perkins Assurances

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the skill center has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in skill center files for monitoring/auditing purposes.

Yes Upon written request, will the skill center consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

The applicant hereby assures compliance with the following requirements under each section:

FEDERAL

- [The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

STATE

- [Washington State Perkins Plan Requirements](#)
- [Washington Administrative Code \(WAC\)](#)

- [Revised Code of Washington \(RCW\)](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)
- [Career and Technical Education Program Standards](#)

OSPI

- [Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, the skill center agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

| Authorized Representatives Signature Block | |
|---|--------------------|
| Superintendent: | Ivan Duran |
| Section 504 Coordinator: | Rovina Johnson |
| Title IX Officer: | Isuzu Niizuma |
| General Advisory Chair: | Billy Hetherington |
| Board Chair: | Aaron Garcia |
| CTE Director/Administrator: | Chance Gower |
| Date: (MM/DD/YY) | 11/9/2022 |

Waiver Request

ATTENTION: Applicants with allocations of more than \$15,000 may skip this page and mark it N/A.

Applicants with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer 3.1 through 3.3. In order to receive a waiver, skill centers must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

2.1 Is your skill center located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

2.2 What effort did the skill center make to enter into a consortium during the 2021-2022 school year? If no effort was made, please explain why joining a consortium was not a viable option for your skill center.

2.3 Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The skill center's statutory eligibility for a waiver, per responses to the above questions.
- The quality of the applicants entire Perkins Local Plan.
- The applicant’s historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).

2.4a If this application is reflective of a consortium, please identify ALL skill centers/districts/STECs involved. **If not** a consortium, leave this question blank.

| Skill Center/District/STEC Name(s) | CTE Director(s)/ Administrator(s) | Phone Number | Current Allocation |
|------------------------------------|-----------------------------------|--------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

2.4b Which skill center/district/STEC will be the fiscal agent for the consortium?

Final Allocation Amount: \$67,958

Required Uses of the Funds (Section 135)

Requirements for Uses of Funds (Sec. 135)

Funds made available to skill centers under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review [Section 135, Local Uses of Funds](#) and review the full list of required uses of funds.

- If funds will not be spent in an area, please leave blank.
- Enter whole dollar amounts.
- Totals on this page must equal final allocation amount minus Indirects (if taken).

| Required Uses of Funds Categories | Amount of Perkins funds to be used |
|---|------------------------------------|
| Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)</i> | \$27,064 |
| Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2. (A-I))</i> | \$8,000 |
| Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i> | \$10,000 |
| Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i> | \$2,000 |
| Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student | \$16,375 |

| | |
|---|-----------------|
| achievement of the local levels of performance established under section 113. <i>(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)</i> | |
| Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). <i>(Examples may include costs associated completion of CLNA and program evaluation.)</i> | \$2,000 |
| Total: | \$65,439 |

Local Application for Funds (Section 134(b))

Please provide a narrative response to each of the required questions below. Each question is a required component of the Perkins V local application.

The state negotiated level of performance for each of the core indicators are listed on Page 8.

4.1 Describe the career and technical education course offerings and activities that the skill center will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

PSSC is focusing on two high-demand career areas that would benefit from Perkins funds:

*Automotive Technology and its pursuit of Automotive Service Excellence (ASE) certification. Facility and equipment needs will be the priority.

*Construction Technology and the development of pre-apprenticeship links to the industry. Curriculum alignment and staff support for industry connections the priority.

PSSC is excited about the local development of the Personalized Pathway legislation within our sending school partners. Some Perkins funding may be utilized to integrate PSSC CTE programs into our sending school career pathways structure.

4.2 Describe how the applicant, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

(a) career exploration and career development coursework, activities, or services;

(b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

PSSC has a long history of involving our business/industry partners in program curriculum development and program design, through our advisory committee involvement and associated professional entities. PSSC is working on two specific high-demand areas at this time and will use Perkins funds to support these efforts. Automotive Technology is in process of obtaining ASE certification and our Construction Tech program is engaged with our industry partners in the development of a pre-apprenticeship agreement.

In addition, PSSC is actively engaged in the "Personalized Pathway" legislation and collaborating with our sending school staff to integrate PSSC preparatory programs into our sending school course schedules. Pathways are being identified within our sending schools if they offer Exploratory programs that would naturally connect with our Preparatory programs.

- 4.3** Describe how the skill center will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

PSSC is actively engaged in aligning program frameworks with current academic standards. A key indicator of our commitment to this initiative is the amount of equivalencies that are available to PSSC students...the amount available is significant and we are proud of our accomplishments in this area. PSSC program staff and administration continually work at the local and state level to adjust our curriculum in the development of new equivalent agreements. Our staff is currently working at the state level in the development of statewide equivalencies for 1.0 lab science in Fire & Emergency Services and Dental Assisting.

- 4.4** A description of how the skill center will:

(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(b) prepare CTE participants for non-traditional fields;

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

PSSC's service area has a student population where approximately 74% identify as non-white. We are located in the middle of one of the most culturally diverse areas of the United States, with over 100 languages spoken in our students homes. Our student population is a mirror of this statistic. We find ourselves not needing to market specifically to special populations but rather focus on how our programs can lead to great opportunities and how cultural diversity can be a positive situation, as an example in speaking a second language.

PSSC provides multiple opportunities for secondary students to learn about CTE programs before they enroll:

*Tours of CTE programs

*Open House

*Summer school for 9th and 10th graders to explore CTE programs and earning credit towards graduation

*PSSC attends middle and high school career fairs to inform them of PSSC's CTE programs

*Currently enrolled PSSC students have the following opportunities

*Golden Ticket to learn which skills and certifications specific to their CTE program

*College & Career Fair in the fall

*Hiring Fair in spring

*Exit Ticket to document skills and certifications earned over the school year and plans after graduation

*Dual credit college articulations

*Portfolio work and presentation (resume, cover letter, thank you letter, interview skills, career exploration, colleges with their program of study,

*Guest speakers from industry in CTE career pathway

*College visits to explore campus and programs that have articulated dual credits between PSSC and college programs

*Work Based Learning opportunities: job in career pathway, internships, apprenticeships, job shadows, etc.

- 4.5** A description of the work-based learning opportunities that the skill center will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

Almost all PSSC instructional staff have a WSL endorsement and WSL coordination campus wide is assigned to our Dean of College & Career Success. We have noted a drop in our WSL participation due to the school closure issue, but look to increase these activities once we return to a normal school year. One focus will be the development of WSL participation for returning second-year students as part of their school year.

- 4.6** A description of how the skill center will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the skill center will expand aligned programs of study with postsecondary partners, including articulation agreements.

PSSC is proud of its dual credit opportunities and we are always looking for improved dual credit opportunities. We have a dedicated staff member, a Dean of College & Career Success, to coordinate our dual credit agreements and to educate our students on how to access them. We deal with five different college consortiums so this is a major effort on this staff members part as well as our staff as a whole.

- 4.7** A description of how the applicant will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

PSSC is fully integrated with current Highline Public School (HPS) training. As our host district, Highline includes our staff in all trainings that are offered to Highline employees. Current trainings include Social & Emotional Learning (SEL) training for all our staff and a major focus starting this year involving Race & Identity. Several of our staff have been identified for district training and they will bring the content back to PSSC staff in the form of continued inservice.

Ink addition:

*PSSC sends staff to OSPI offered conferences on a regular basis.

*HPS includes our new staff in the district mentorship program for one year after hire.

*PSSC encourages our staff to attend business/industry trainings.

*HPS Human Resources now allows PSSC to advertise available positions within business/industry structures.

- 4.8** A description of how the skill center will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

PSSC has always offered a competency-based curriculum, which allows students to advance within our programs at an individual pace. Students are assessed as they enter our programs and begin instruction at the skill level they have demonstrated. This individualized approach allows us to accommodate students at different levels of mastery and honors previous experiences. '

In addition, the Personalized Pathway legislation we hope will allow for increased success and access in our preparatory CTE programs by encouraging coursework that aligns with their career interests that better prepares them for the link to our CTE programs.

Comprehensive Local Needs Assessment (CNLA)

Skill Centers may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Most of the data must be collected on each individual school/Skill Center's programs to meet the Perkins V requirements for the CLNA.

2022-23 FP 274 Perkins V Application: Eligible recipients will:

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

| School Year | CLNA Requirement | Perkins V Application Requirement |
|--------------------|---|---|
| 2022-23 | Full CLNA process is required, including expanded stakeholders and all elements within the CLNA. | Application Required. <ul style="list-style-type: none"> • CLNA upload required. • Skill Centers negotiate local performance targets. |
| 2023-24 | Skill Centers are not required to conduct the full process for CLNA during this year. Review the prior CLNA to inform decisions and edit as needed. | Application Required. <ul style="list-style-type: none"> • CLNA upload required. • Skill Centers negotiate local performance targets. |

5.1 Partner Did the skill center complete an individual CLNA or partner with one or more local educational agencies?

Please upload your **Comprehensive Local Needs Assessment (CLNA)** conducted during the 2021-22 school year, finalized prior to upload.

- Applicant assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.
- Applicant assures that the CLNA results will be used to inform Perkins investments.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

NOTE: File names may NOT include symbols, including #.

| Uploaded Files | Uploaded By | Uploaded At |
|-------------------------------------|--------------------|--------------------|
| 2022-2024 Perkins V CLNA app22.docx | JUAN LOZANO | 11/9/2022 6:15 PM |

Programs of Study

Federal definition of a Program of Study: The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. Addresses both academic and technical knowledge and skills including employability skills;
- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- E. Has multiple entry and exit points that incorporate credentialing; and
- F. Culminates in the attainment of a recognized postsecondary credential.

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Indicate a Minimum of One Program of Study

**Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

Please identify your current program of study:**Career Cluster:** Human Services**Pathway:** Restaurant and food and beverage services[Link To Pathways](#)**In the list below, check the appropriate box(es) and identify the name of the institution(s):**

- | | | |
|-------------------------------------|--------------------|--------------------------|
| <input type="checkbox"/> | 4-year Institution | |
| <input checked="" type="checkbox"/> | Community College | South Seattle College |
| <input checked="" type="checkbox"/> | Technical School | Renton Technical College |
| <input type="checkbox"/> | Apprenticeship | |

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. AMERICAN CULINARY FEDERATION

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)**High School
Bldg. Code
17/401/2270****REMEMBER:** Allow **SAVE** to complete *before* pressing the **NEW** button again.

Overview of Perkins Performance Indicators

Identification of Performance Levels

For the 2022-23 school year, applicants are required report their performance on the Perkins Core Indicators of Performance. Applicants may accept the state performance target or negotiate their own. Please use 2021 data from the Perkins Tableau dashboard.

Skill Centers opting to negotiate must set a performance level that is three (3) full percentage points above the host district's performance level in the 2022-23 reporting year.

While OSPI works on creating data views specific to skill centers, please use host district data to determine the answers below. Targets may be modified once skill center reporting is available.

| Perkins Indicators | 2022-23 State Target | Proposed Negotiated Target |
|---|----------------------|----------------------------|
| 1S1: Four-Year Graduation Rate | 85.7% | 85.7 |
| 1S2: Extended Graduation Rate <i>(no data available, please default to state target)</i> | 88.7% | 88.7 |
| 2S1: Academic Proficiency in Reading/Language Arts | 68% | 65.0 |
| 2S2: Academic Proficiency in Mathematics | 68.1% | 32.0 |
| 2S3: Academic Proficiency in Science | 29.1% | 12.0 |
| 3S1: Postsecondary Placement <i>(no data available, please default to state target)</i> | 73.4% | 73.4 |
| 4S1: Non-traditional Program Enrollment | 57.8% | 20.0 |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | 35% | 35.0 |
| 5S2: Program Quality – Attained Postsecondary Credits | 81.5% | 81.5 |
| 5S3: Program Quality – Participated in Work-Based Learning <i>(no data available, please default to state target)</i> | 50% | 50.0 |