Perkins V Comprehensive Local Needs Assessment (CLNA)

Washington Template

What are the minimal requirements of the CLNA?

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
   - strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
   - providing programs that are designed to enable special populations to meet the local levels of performance; and
   - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
   - Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
   - Aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state or local workforce development board, including career pathways, where appropriate; or
   - Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

For Partnerships Conducting a CLNA
Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

Perkins Leadership Team
Use the below template to identify the organizational leadership responsible for leading the CLNA process. This template should identify which Perkins recipient institutions (School District(s)/Skill Center(s)/Community and Technical College(s)) are involved with the completion of this template. This template should reflect the leadership team behind the CLNA, not the stakeholders consulted as part of the CLNA process.

Please add additional cells as needed.

Name	School District/Institution	Email/Contact Info	Role
Kevin Smith	Renton School District	Kevin.smith@rentonschools.us	Director, Career and Tech Ed
Nichola Fulmer	Renton School District	nichola.fulmer@rentonschools.us	Facilitator, Career & College
Vickie Blakeney	Renton School District	victoria.blakeney@rentonschools.	Director, Student Support
Kirsten Thornton	Renton School District	kirsten.thornton@rentonschools.u	Coordinator, GEAR-UP
Gwen Estes-Zuehlke	Renton School District	Gwendolyn.EstesZuehlke@rentons	Director, Secondary Spec Ed
Linda Hoste	Renton School District	Linda.Hoste@rentonschools.us	Director, Cat Programs

CLNA Stakeholders

Identify stakeholders involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify both the primary and secondary role, if applicable. If "representative of a special population" or "other stakeholder" has been identified, please include the specific representation within the table below.

The Representative drop down includes representative of:

- Basic Education for Adults/Title II WIOA
- Economic Development/ADO
- Local Business and Industry Representative
- Local Workforce Development Area Representative
- Parent
- Postsecondary Administrator
- Postsecondary Career Counseling and Advising Professionals
- Postsecondary CTE Faculty
- Representatives of Indian Tribes and Tribal Organizations
- Representatives of Special Populations

- Secondary Administrator
- Secondary Career and Guidance Counselor
- Secondary Counselor
- Secondary CTE Administrator
- Secondary CTE Educator
- Secondary Instructional Support/Paraprofessionals
- Student
- Youth/Adult Corrections Education Representative
- Other Relevant Stakeholders

For the purposes of "Other relevant stakeholders" please identify the appropriate representation.

For the purposes of special populations, representation may include gender, race/ethnicity, and/or members representing economically disadvantage, youth in, or aged out of, foster care system, students with disabilities, English learners, migrant students, Homeless students, or students with a parent in active military.

Name	Organization	Email/Contact Info	Representative (Primary)	Representative (Secondary)
Faye Watanabe	Renton Technical College	fwatanabe@rtc.edu	Postsecondary	Basic Education for
Jessie Kotarski	City of Renton	jkotarski@rentonwa.gov	Economic	Economic
Diane Dobson	Renton Chamber of	diane@gorenton.com	Local Business & Industry	Economic
Michael Davie	Workforce Development	mdavie@seakingwdc.org	Local Workforce	Basic Education for
Corissa Trice	Renton School District	corissa.trice@rentonschool	Parent	Other Relevant
Joseph Martin	Muckleshoot Tribal Nation	joseph.martin@muckleshoo	Representative of Indian	Representative of
Jon Bersche	City of Seattle	jon.bersche@seattle.gov	Local Business & Industry	Economic

Gwen Estes-Zuehlke	Renton School District	Gwendolyn.EstesZuehlke@r	Representatives of Special	Secondary
Nicola Fulmer	Renton School District	nichola.fulmer@rentonscho	Secondary Career &	Secondary
Kirsten Thornton	Renton School District	kirsten.thornton@rentonsc	Secondary Career &	Other Relevant
Billy Hetherington	LiUNA Local 242	billy@laborerslocal242.com	Local Business & Industry	Local Workforce
Kevin Smith	Renton School District	Kevin.smith@rentonschools	Secondary CTE	Secondary CTE
Thomas Caudle	Renton School District	thomas.caudle@rentonscho	Secondary Administrator	Representatives of
Michele Starkey	Renton School District	michele.starkey@rentonsch	Representatives of Special	Secondary
Travis Hall	Renton School District	Travis.Hall@rentonschools.	Youth/Adult Corrections	Secondary
Vickie Blakeney	Renton School District	victoria.blakeney@rentonsc	Representatives of Special	Secondary Career
Linda Hoste	Renton School District	Linda.Hoste@rentonschools	Secondary Administrator	Representatives of
Keysha-Rae Cooper	Communities in Schools	Keysha-rae@cisrenton.org	Other Relevant	Representatives of
Terry Derrig	Renton School District	terry.derrig@rentonschools.	Secondary CTE Educator	Secondary Career
Tami Rable	Renton Technical College	trable@rtc.edu	Postsecondary	Local Workforce
Suzanne Gresham	Renton School District	suzanne.gresham@rentonsc	Basic Education/ATP	Representative
Nemasia Moala	Renton School District	nemasia.moala@rentonsch	Representative of Indian	Secondary
Caedyn Bennett	Renton School District	caedynjbennett@gmail.com	Student	Other Relevant
Irina Babayan	Renton School District	irina.babayan@rentonschools.	Representative SpEd	
Walter Jackson	Career Connected Learning	wjackson@psesd.org	Local Workforce	Other Relevant
Curtis Riggins	Renton School District	curtis.riggins@rentonschools.u	Other Relevant	Other Relevant

Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency for CTE students. The evidence or data source used to inform should be identified in the chart below.

1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source

• The CTE office, using the advisory and OSPI approval process, creates a progressive sequence of classes available to all students, as recently verified by a 2019 OSPI OCR MOA. Each building then selects and promotes these course offerings during the registration process to all students.
• Each building selects course offerings, based on staffing FTE, staff certifications, and student registration requests.
• No Perkins IV or Perkins V access issues noted for all RSD CTE as compared to our entire 7-12 population.
	• All 7-12 students have equitable access to the 6 RSD general program areas and their 12 general programs of studies.
	• Registration materials are centrally systemized and the registration process for all classes in all buildings is also systemized so that best practice in connecting potential classes to HSBPs and POS in all buildings.
	• Social Media, You Tube videos and direct parent/student emails are used to promote all CTE programs to students and parents.
	• Fall 2023 - RSD CTE Career Guide to be sent home K-12, English and top 5 other languages, highlighting all CTE POS
		• Yearly review of access data from Numetrics & OSPI
		• Building based promotion activities
		• Building based registration materials
		• District led promotional activities
		    a. *Central office position, "Career and College Readiness Facilitator" to offer system support/promotion for CTE programs and all graduation pathways.*
		    b. *Career & College Specialist & GEAR-UP Coordinator PLC to track and respond access issues*
		• RSD CTE Website
		• RSD CTE You Tube videos
		• RSD and school-based social media
		• RSD CTE Career Guide to be sent home K-12, English and top 5 other languages

1.B What is your approach to provide outreach to special and/or historically underserved populations?

Current State	Desired State	Evidence/Data Source

• The CTE office meets with each stakeholder group, including Community Based Organizations and government agencies that support students, as well as the internal RSD Departments that serves all students. Each group receives information on the RSD CTE the 6 RSD general program areas and their 12 general programs of studies, with a focus on dual-credit, industry recognized credentials and work-based learning experiences, and the connection to the HSBP.
• Building, district, and CTE social media and emails to parents and students are used to promote all CTE programs, as well as elective/course registration fairs at each school.
    a. *The GEAR-UP grade 11-12 cohort, focusing on underrepresented students and our Native American Coordinator, work under the CTE Office, to offer an additional layer of communication and support of our CTE programs with a 1:1 focus.*
• District staff and CBO staff, who support special and/or historically underserved populations, serve on various CTE Advisory committees and the CTE Director presents to their staff.
	• The CTE office meets with each stakeholder group, including Community Based Organizations and government agencies that support students, as well as the internal RSD Departments that serves all students. Each group receives information on the RSD CTE the 6 RSD general program areas and their 12 general programs of studies, with a focus on dual-credit, industry recognized credentials and work-based learning experiences, and the connection to the HSBP.
	• Building, district, and CTE social media and emails to parents and students are used to promote all CTE programs, as well as elective/course registration fairs at each school.
	• District staff and CBO staff, who support special and/or historically underserved populations, serve on various CTE Advisory committees and the CTE Director presents to their staff.
	• Fall 2023 - RSD CTE Career Guide to be sent home K-12, English and top 5 other languages, highlighting all CTE POS
		• Yearly review of access data from Numetrics & OSPI
		• Calendar or meetings
		    o *Career and College Centers, GEAR-UP and Native American POW.*
		• CTE and school-based social media
		• You Tube Videos
		• RSD Advisory process and documentation
		• District led promotional activities
		    o *Central office position, "Career and College Readiness Facilitator" to offer system support/promotion for CTE programs and all graduation pathways.*
		    o *Career & College Specialist & GEAR-UP Coordinator PLC to track and respond access issues, with a focused POW on underserved pops*
		    o *Native American Program Coordinator on CC Specialist and GEAR-UP PLC*
		• RSD CTE Career Guide to be sent home K-12, English and top 5 other languages

1.C What counseling or guidance resources do your college or district provide to ensure equitable access to both state and federal financial aid for special and underserved populations?

Current State	Desired State	Evidence/Data Source
• Each high school has a Career Center and College Specialist – with a program of work that involves post-secondary nights, and both FAFSA and WASFA nights on a rotating schedule. Translation services are available on these nights. Multiple Money Maze events, with financial advisors, who cover all aspects of finances, is offered. Special classes, such as High School Success, College and Career and AVID also review these items with students. • UW Dream Project and/or College Possible are also housed in the Career Centers, as well as GEAR-UP staff, to offer another layer of support to students for needed access for financial aid. • CTE provides funds to Communities in Schools of Renton & Tukwila to provide a middle school Career and College Readiness Coordinator, to work with middle school counselors to provide a career and college readiness program of work to support the 8th grade start of High School and Beyond Plan. • The RSD, using both BEA and CTE funds, provides guidance counseling services at all secondary schools.	• Each high school has a Career Center and College Specialist – with a program of work that involves post-secondary nights, and both FAFSA and WASFA nights on a rotating schedule. Translation services are available on these nights. Money Maze events, with financial advisors, who cover all aspects of finances, is offered. Special classes, such as College and Career and AVID also review these items with students. • UW Dream Project and/or College Possible are also housed in the Career Centers, as well as GEAR-UP staff, to offer another layer of support to students to students needed access for financial aid. • CTE provides funds to Communities in Schools of Renton & Tukwila to provide a middle school Career and College Readiness Coordinator, to work with middle school counselors to provide a career and college readiness program of work to support the 8th grade start of High School and Beyond Plan. • The RSD, using both BEA and CTE funds, provides guidance counseling services at all secondary schools. • AVID/GEAR-UP support to all 11th & 12th graders in 23-24SY and will continue to serve grades bands as they enter and/or move up to the next grade-level.	• Career Center program of work • GEAR-UP program of work • Native American program of work • AVID program of work • CTE Budget • Grant records

1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.

The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that meet the definition of a program of study, except for our STEM program ("leads to" is possible, but none directly earned). Each main program area offers a preparatory component in the sequence, either dual-credit or an industry recognized credential, and the vast majority of the sub-programs also are preparatory. These programs have been reviewed by each program advisory and then approved by our general advisory.

Business and Marketing
- Marketing/Sales/Management
- Information Technology/Computer Science

Family and Consumer Sciences
- Culinary/Food Service
- Teacher/Paraeducator
- Health & Human Services/Child Development

Skilled and Technical Sciences (+STEM)
- Aerospace/Advanced Manufacturing & Construction
- (STEM) Robotics/Pre-Engineering (no direct DC or IRC, but "leads to" is possible – in progress)
- Visual Communications & Production Art

Health Sciences
- Allied Health
- Sports Medicine/Rehabilitation/Exercise Science
- Emergency Medicine

Agricultural Science
- Environmental Science/Natural Resources Biology/Chemistry in the Community

Element 1: Improving Equity and Access	Action Plan for Improving Equity and Access
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:** We have rated ourselves as a 3 – as we have gaps in two sub-programs: **Robotics/Pre-Engineering** - We *are still in process with the PNWCC for dual credit* solution to offer direct dual-credit, instead of "leads to."
Rating (circle one) 1 2 **3** 4	

Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

Current State	Desired State	Evidence/Data Source
- There are no significant gaps to our CTE programs regarding all populations as compared to all students in all RSD programs regarding access **– with the exception of gender access issues – see 2 D.** - Data for all programs: - Graduation: 2019 - 93.8%; 2020 - 95.5%; 2021 - 94.5% & 2022 – 94.9% - ELA: 2019 - 78.4%; 2020 - 76.9%; 2021 - 71.4% & 2022 - 54.5% - Math: 2019 - 55.3%; 2020 - 47.9%; 2021 - 42.1% & 2022 - 21.7% - Sci: 2019 – 37.9%; 2020 35.5%; 2021 – 0.0% & 2022 - 32.1% - NonTrad: 2019 - 17.1%; 2020 - 21.30%; 2021 - 30.60% & 2022 - 33.4% - IRC: 2019 - 64.7%; 2020 -70.9%; 2021 - 57.9% & 2022 - 50.4% - Post Sec Credits: 2019 – 99.1%; 2020 - 99.4%; 2021 - 97.2% & 2022 - 96.2%	- Have no significant access or performance gaps* to our CTE programs. *Please note that standardized test scores because students can now graduate without having to take or pass standardized tests – therefore Graduation rate (average of 94.67% for SY19, 20, 21, 22) is our key indicator, with IRC (average of 61% for SY19, 20, 21, 22) and Post Sec Credits (average of 98% for SY19, 20, 21, 22) being next.	- OSPI Data - CTE RSD SIS Access data as compared to all RSD access - Numetrics

2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?		
Current State	Desired State	Evidence/Data Source
• **1S1 Graduation – 2019, 20, 21 & 22 all 90% plus** (except 2021 Native Hawaiian/Pacific Is 85.7%, 6/7) • 2S1 ELA – Black/African Am 19/20/21/22 – 65.3%/53.7%/42.9%/37.2% • 2S2 Math – All sub-groups below 70% with 19/20/21/22 averaged. • 2S3 Science – All sub-groups below 50% with 19/20/21/22 averaged. • 4S1 NonTrad: 2019 - 17.1%; 2020 - 21.30%; 2021 - 30.60% & 2022 - 33.4% (trending positive) • **5S1 IRC:** 2019 - 64.7%; 2020 - 70.9%; 2021 - 57.9% & 2022 - 50.4% - **All groups regressed starting during the pandemic impacted 2021SY** – greatest concern: Black/African Am, 2021; 36.5% & 2022 47.4%; Hispanic/Latino 2021 41.7% & 2022 46.4%; & Native Hawaiian/Pac Is, 2021 33:3% & 2022 0% (no cohort) • **5S2 Post Sec Credits – 2019, 20, 21 & 2022 all above 95%** (except 2020 Native Hawaiian/Pacific Is 83.3%, 5/6)	• Have no significant access or performance gaps* to our CTE programs. • *Please note that standardized test scores will continue to be impacted because students can now graduate without having to take or pass standardized tests – therefore Graduation rate (average of 94.67% for SY19, 20, 21, 22) is our key indicator, with IRC (average of 61% for SY19, 20, 21, 22) and Post Sec Credits (average of 98% for SY19, 20, 21, 22) being next. • The CTE Graduation pathway was the most used in WA state in 2022 – more than the high stakes testing pathways.	• OSPI Data • CTE RSD SIS Access data as compared to all RSD access. • Numetrics

2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?		
Current State	Desired State	Evidence/Data Source
• 2S1 ELA – Students with Disabilities dropped to 19.4% in 2022 (24.1, 2021; 40.5%, 2020, & 39.4% in 2019); ELL is trending up, 2022; 32.4% (2021, 26%; 2020, 30% & 2019, 14%). • 2S2 Math – Students with Disabilities; 2022, 3.1% ; 2021, 11.1%; 2020, 27% & 2019, 43.8%; Low Income, 2022, 14.3%; 2021, 27.6% ; 2020, 36.3% & 2019, 49.8%; ELL; 2022, 8.8% ; 2021, 4%; 2020, 16.1% & 2019, 21.4%; Homeless; 2022, 8.7% ; 2021, 22.2%; 2020, 18.2% & 2019, 23.1%; • 2S3 Sci – Students with Disabilities; 2022, 17.3% (no data for 2021; 2020, 10.8% & 2019, 6.1%) ELL; 2022, 15.5% (no data for 2021; 2020, 10% & 2019, 7.1%) • 5S1 IRC – Students with Disabilities **trending up; 2022, 36.2%** (2021, 29.2% from 44.65% 19/20); **ELL trending up; 2022, 49%** (2021, 20% from 40.65% 19/20); Homeless **trending up; 2022, 40.5%** (2021, 35.7% from 37.4% 19/20). Low income **2022 trending up: 2022, 49.4%** (2021 46.5% from over 65% from 19/20)	• Have no significant access or performance gaps* to our CTE programs. • *Please note that standardized test scores will continue to be impacted because students can now graduate without having to take or pass standardized tests – therefore Graduation rate (average of 94.67% for SY19, 20, 21, 22) is our key indicator, with IRC (average of 61% for SY19, 20, 21, 22) and Post Sec Credits (average of 98% for SY19, 20, 21, 22) being next. • The CTE Graduation pathway was the most used in WA state in 2022 – more than the high stakes testing pathways.	• OSPI Data • CTE RSD SIS Access data as compared to all RSD access. • Numetrics

2.D In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in either 4S1 or 3P1, what is being done to address them?

Current State	Desired State	Evidence/Data Source
4S1 NonTrad improving from 17.1% (19), 21.3% (20), 30.6% (21) to 33.4% in 2022. - Overall Programs not over 75% **(SY 2016+)** - FCS trending high female - Child Development (190706) 2017-2019 - Teacher Academy (130101) 2020-21 - Skilled and Tech trending high male - Aerospace/Manufacturing & Industrial Tech-Design (150613) - Industrial Tech-Manufacturing (460100) - Welding & Plasma Cutting Arts (480511) - Industrial Tech Manufacture (470000) - Residential Carpentry (460201) - Video Game Design (110803) - Worksite Learning Tech Ed (218888) - Bus & Market trending high male - Introduction to Computer Programing (110701) - Game Programing (110201) - AP Computer Science & Advanced Projects (110201) - IB Computer Science (110201) - Networking (110901) - Health Sci trending high female - Worksite Learning (518888)	Have no significant access or performance gaps* to our CTE programs regarding gender.	- OSPI Data - CTE RSD SIS Access data as compared to all RSD access. - Numetrics

2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? *		
Current State	Desired State	Evidence/Data Source
Continue to highlight overall trends: Data for all programs: • **1S1 Graduation – 1S1 Graduation – 2019, 20, 21 & 22 all 90% plus** (except 2021 Native Hawaiian/Pacific Is 85.7%, 6/7) • **5S1 IRC:** 2019 - 64.7%; 2020 - 70.9%; 2021 - 57.9% & 2022 - 50.4% - **All groups regressed starting during the pandemic impacted 2021SY** – greatest concern: Black/African Am, 2021; 36.5% & 2022 47.4%; Hispanic/Latino 2021 41.7% & 2022 46.4%; & Native Hawaiian/Pac Is, 2021 33:3% & 2022 0% (no cohort) • **5S2 Post Sec Credits – 2019, 20, 21 & 2022 all above 95%** (except 2020 Native Hawaiian/Pacific Is 83.3%, 5/6)	Data for all programs: • Graduation: 100% • IRC: 100% • Post Sec Credits: 100%	• OSPI Data • CTE RSD SIS Access data as compared to all RSD access. • Numetrics
Element 2: Evaluation of Student Performance	**Action Plan for Improving Equity and Access**	
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	We have rated ourselves as a 3 – as we have gaps in non-traditional enrollment, noted IRC gaps to monitor, and the decreasing state assessment scores to also monitor with the new graduation pathways - Strategies in Priority Order: 1. Continue to purchase non-traditional promotional items for schools 2. Continue Career Center and GEAR-UP non-traditional career promotion events for students and their families.	

Rating (circle one)	3. Expand WBL Team's use of Pathful and highlight non-traditional careers
1 2 3 4	4. Continue to apply for OSPI Non-Traditional grant to bring focused attention to programs/classes with the largest discrepancies.
	5. Continue partnerships:
	1. Ignite and Girls Who Code to increase female participation in STEM related fields
	2. Seattle University School of Nursing and Career Launch Programs with RTC and Providence to increase male participation in Health Science
	3. Core Plus and AJAC on direct marketing to increase female participation in manufacturing related fields.
	4. Non-Traditional Grant for paid internships for STEM fields (2020-21) and continue to apply for this grant.
	6. Focus the recruitment strategies used by the new full-time RWT Coordinator to increase male enrollment in childcare/teacher related fields.
	7. Focus Nat'l Resource Biology teachers to recruit males into AP/IB Environmental Science.
	8. Continue to fund costs for IRC's and continue working with SIS for data pull to determine IRC

Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

3.A Which of your programs are experiencing difficulty meeting the state approved secondary or postsecondary definitions of size, scope, and quality? Why?

Current State	Desired State	Evidence/Data Source
- The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that our advisory process has approved as meeting the needs of our local community (See item 1D). - The smallest program, (STEM) Pre-engineering/Robotics, is only A 2-credit program. - Our Pre-engineering/Robotics program is currently 2-credit pathway, but no direct IRC or DC exists. Students can cross-over into other programs to access IRC or DC = "leads to". This is a known issue and we planned solutions. - Our other 5 programs offer at least one Preparatory capstone class, within a POS and HB1599 graduation options.	The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that our advisory process has approved as meeting the needs of our local community (See item 1D). (STEM) Pre-Engineering and Robotics will have a 2 plus credit pathway, with Dual Credit or an IRC offered in Pre-Engineering the fall of 2021 – still in process with the PNWCC.	- RSD CTE Website – 6 Program pages - RSD Course Catalog - RSD Advisory process and documentation

3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials?

Current State	Desired State	Evidence/Data Source
All Program Advisories, and their approved 4-year plans and evaluation documents, rate our programs as meeting standard. CTE expansion into the sciences and a districtwide science remodel – CTE is supplementing the remodels with industry technology as we expanded our Ag Science Program.	Continue to have all Program Advisories, and their approved 4-year plans and evaluation documents, rate our programs as meeting or exceeding industry standard.	• Advisory minutes • Program 4-year plans • Program Evaluations

3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?

Current State	Desired State	Evidence/Data Source
We currently present workforce data from the US Bureau of Labor Statistics to our Program and General Advisories for input and class/program review and approval. • Public input community nights = 3 • GAC meetings = 8-10 • Program advisories = at least 2 for each	Present workforce data from the US Bureau of Labor Statistics to our Program and General Advisories for input and class/program review and approval. • Public input community nights = 3 • GAC meetings = 8-10 • Program advisories = at least 2 for each	• US Bureau of Labor Statistics • Advisory minutes • Program 4-year plans • Program Evaluations • Class and Program Approval process

3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?		
Current State	Desired State	Evidence/Data Source
• Our 7.0 WSL support staff recruit and retain employers by assisting them during the Parent to School Work Authorization Process. 4.0 of this staff is WBL Paras to assist in our on campus WBL labs. The CTE Director also serves on the Renton Chamber board and works directly with Chamber members, who promote our WSL program to local businesses. Finally, our GAC and Program Specific Advisories assist in this process. In each situation the CTE staff provide services back to these employers – such as WSL Coordinator assisting business in hiring students. • Finally, our GAC and Program Specific Advisories assist in this process. In each situation the CTE staff provide services back to these employers – such as WSL Coordinator assisting business in hiring students and assisting them in following all applicable labor laws. Our WSL staff also recruit students and employers via the Parent/School Work Authorization forms.	• Our 7.0 WSL support staff recruit and retain employers by assisting them during the Parent to School Work Authorization Process. 4.0 of this staff is WBL Paras to assist in our on campus WBL labs. The CTE Director also serves on the Renton Chamber board and works directly with Chamber members, who promote our WSL program to local businesses. Finally, our GAC and Program Specific Advisories assist in this process. In each situation the CTE staff provide services back to these employers – such as WSL Coordinator assisting business in hiring students. • Finally, our GAC and Program Specific Advisories assist in this process. In each situation the CTE staff provide services back to these employers – such as WSL Coordinator assisting business in hiring students and assisting them in following all applicable labor laws. Our WSL staff also recruit students and employers via the Parent/School Work Authorization forms.	• WSL Promotional materials • WSL Website • WSL You Tube Video • WSL Coordinators' schedule • 4 WBL Paraeducators' schedule • WSL presentation to annual Renton Chamber meeting • RSD CTE Career Guide to be sent home K-12, English and top 5 other languages

3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?

Current State	Desired State	Evidence/Data Source
• Our WSL Coordinators meet with each employer, at least twice a grading period. The focus is on each student's individual learning plan. At the end of each grading period, an exit interview is completed by the WSL Coordinators and the employer, which includes a final evaluation of the student work in regard to the posted goals of the learning plan and the WSL process.	• Our WSL Coordinators meet with each employer, at least twice a grading period. The focus is on each student's individual learning plan. At the end of each grading period, an exit interview is completed by the WSL Coordinators and the employer, which includes a final evaluation of the student work regarding the posted goals of the learning plan and the WSL process.	• WSL Student Plans • WSL enrollment trends • 7.0 WBL staffing

3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.

Current State	Desired State	Evidence/Data Source
• The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that meet the definition of a program of study. • Each main program area offers a preparatory component in the sequence, either dual-credit or an industry recognized credential, and the vast majority of the sub-programs also are preparatory. • These programs have been reviewed by each program advisory and then approved by our general advisory (See item 1D). Each year, over the last 3 years, the enrollment has been consistent and growing enrollment 7-12. • Each year dual-credit articulations and industry recognized credentials have been added. Each year we have grown the advisory process and have added meetings and members.	• The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that meet the definition of a program of study. • Each main program area offers a preparatory component in the sequence, either dual-credit or an industry recognized credential, and the vast majority of the sub-programs also are preparatory. • These programs are reviewed by each program advisory and then approved by our general advisory (See item 1D). • Maintain and grow enrollment 7-12. Review and add dual-credit articulations and industry recognized credentials as guided by our advisories. Maintain and grow our advisory process and memberships.	• Current trend/enrollment data • RSD CTE Website – 6 Program pages • RSD Course Catalog • RSD Advisory process and documentation • RSD IRC and DC list • RSD CTE Career Guide to be sent home K-12, English and top 5 other languages

3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:

- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
- Designed to meet other local education or economic needs identified through other sources.

- All RSD CTE classes, and the programs in which there are located, have been reviewed and approved by our local program advisories, and then approved by our general advisory. Each advisory was presented with local/regional workforce data, and approved our classes and programs as needed to support the needs of the greater Renton Community (located in advisory minutes and evaluations).
- 5 of our 6 OSPI program areas offer a general POS and multiple HB1599 pathways. Our STEM pathway is currently under review and we must add a direct IRC or DC by the fall of 2023, as we want better than "leads to."

Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:** • The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that our advisory process has approved as meeting the needs of our local community (See item 1D). o Pre-Engineering and Robotics will have a 2 plus credit pathway, with Dual Credit offered in Pre-Engineering by the fall of 2023– still in process with the PNWCC. • CTE expansion into the sciences and a districtwide science remodel – CTE is supplementing the remodels with industry technology as we expanded our Ag Science Program.
Rating (circle one) 1 2 **3** 4	

Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

4.A How do programs <u>partner</u> with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?

Current State	Desired State	Evidence/Data Source
o The RSD Program and GAC advisory process connects us with our post-secondary and workforce and industry partners, as well as our staff serving on RTC's Advisory Boards and the CTE Director serving on the Renton Chamber of Commerce. o Each advisory reviews and approves our programs, including the POS alignment to post-secondary pathways.	o The RSD Program and GAC advisory process connects us with our post-secondary and workforce and industry partners, as well as our staff serving on RTC's Advisory Boards and the CTE Director serving on the Renton Chamber of Commerce. o Each advisory reviews and approves our programs, including the POS alignment to post-secondary pathways. o Have at least one sample POS for each of the 6 OSPI programs, with general guidance on personal pathway options	• RSD CTE Website PPOS • RSD CTE Website – 6 Program pages • RSD Course Catalog • RSD Advisory process and documentation • RSD CTE Career Guide to be sent home K-12, English and top 5 other languages

4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?

Current State	Desired State	Evidence/Data Source
• The Program and General Advisory process, as well as our staff serving on RTC's Advisory, have development POS, and the RSD CTE Director serves on the RTC General Advisory Board. • The RSD also promotes and compensates RSD CTE teachers to serve on the advisories of our partner colleges. • The RSD CTE Director meets regularly with our college partners.	1. Continue current process of working with our advisories and dual-credit partners to expand our POS and articulations.	• RSD CTE Website and RTC website. • Dual-credit meetings notes/schedule • RSD Dual-Credit List/RSD CTE Website

4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?		
Current State	Desired State	Evidence/Data Source
• The Program and General Advisory process, which uses Economic and Workforce data, as well as our staff serving on RTC's Advisories, have development our POS with input from all stake holders. • The RSD CTE Director serves on the RTC General Advisory Board and the Renton Chamber of Commerce for added community and employer input. • All of these meetings are advertised and open to public. In this advisory process, the CTE Department meets approximately 8 times a year with the RSD CTE Economic and Workforce Development committee to review these matters. • Program advisories meet at least twice a year.	• The Program and General Advisory process, which uses Economic and Workforce data, as well as our staff serving on RTC's Advisories, have development our POS with input from all stake holders. • The RSD CTE Director serves on the RTC General Advisory Board and the Renton Chamber of Commerce for added community and employer input. • All of these meetings are advertised and open to public. In this advisory process, the CTE Department meets approximately 8 times a year with the RSD CTE Economic and Workforce Development committee to review these matters. • Program advisories meet at least twice a year.	• RSD Advisory process and documentation

4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?

Current State	Desired State	Evidence/Data Source
• It is the policy of the RSD CTE that students earn IRCs while enrolled in the RSD CTE class, and RSD CTE funds the cost for all students. • RSD CTE, under Perkins IV, had maintained 100% in 2S1. • Each program advisory reviews and approves our 4-year plans, which includes a review of our IRCs.	• It is the policy of the RSD CTE that students earn IRCs while enrolled in the RSD CTE class, and RSD CTE funds the cost for all students. • RSD CTE, under Perkins IV, had maintained 100% 2S1. • Each program advisory reviews and approves our 4-year plans, which includes a review of our IRCs. • Continue to seek-out new credentials with guidance from our advisories.	• RSD Dual-Credit List/RSD CTE Website RSD • Advisory process and documentation • RSD CTE Career Guide to be sent home K-12, English and top 5 other languages

Element 4: Programs and CTE Programs of Study	Action Plan for Improving Programs and CTE Programs of Study

Ratings:
1 Significant gaps and/or multiple gaps exist
2 Some gaps exist and/or we do not have a concrete plan to address them
3 Very few gaps exist, and we have processes in place to close the remaining gaps
4 No gaps exist
 	
Rating (circle one)
        1   2   **3**   4
	Strategies in Priority Order:
	• The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that our advisory process has approved as meeting the needs of our local community (See item 1D).
	  ○ (STEM) Pre-Engineering and Robotics will have a 2 plus credit pathway, with direct Dual Credit offered in Pre-Engineering by the fall of 2023 (not "leads to")

Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. The evidence or data source used to inform should be identified in the chart below.

5.A How do your staff and faculty demographics compare with your student demographics?

Current State	Desired State	Evidence/Data Source
- RSD Teacher demographics from 2021-22: 75.9% White; 6.6% Asian; 5.4% Two or More Races; 4.5% Black/African American; 4.6% Hispanic/Latino; 2.1% Not Provided; .7% American Indian/Alaska Native; and .1% Native Hawaiian/Other Pacific Islander. - K-12 RSD Student demographics from 2021-22: 27.7% Hispanic/Latino; 24.6% Asian; 21.3% White; 14.6% Black/African American; 10.4% Two or More Races; 1.2% Native Hawaiian/Other Pacific Islander; and .3% American Indian/Alaska Native. - The data above shows the demographic mismatch of our teacher workforce as compared to our community and student demographics. This also highlights the fact that our teacher workforce lives outside of our community – and this had improved. - The RSD has a RWT program that is allowing us to recruit our students to become teachers and return to our community. We also highlight culturally responsive teaching practices, as this is needed to support the learning of all students in our amazingly diverse district.	- To have our staff demographics closely match our student demographic data - Continue our current practice of recruiting from our community via our RWT program. - Continue to follow our district's diversity hiring plan to slowly hire staff that mirror our students' demographics. - Continue to hire a diverse teaching staff via the Plan II Route.	- Student Demographic Data - Staff Demographic Data - Recruiting Washing Teacher Program - District Equity Plan

5.B What processes are in place to recruit new CTE educators who reflect your student population?

Current State	Desired State	Evidence/Data Source
- Use all district job posting sites. - Promote openings via WA-ACTE. - Direct recruiting from Program Advisories and Plan II schools. - Continue RWT program	- Use all district job posting sites. - Promote openings via WA-ACTE. - Direct recruiting from Program Advisories and Plan II schools. - Continue RWT program	- Student Demographic Data - Staff Demographic Data - Recruiting Washing Teacher Program - District Equity Plan

5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.

Current State	Desired State	Evidence/Data Source
- New CTE teachers' certification and training costs are covered by the district until full certification is obtained. - All new CTE teachers are assigned a BEST support teacher and a CTE mentor. - CTE Instructional Coach supporting all new CTE Teachers. - All CTE teachers are supported to attend their program and CTSO specific trainings, as well as all supported to attend summer conference. - After a review of staffing patterns in each building, compared to students' requests, the CTE Office supports a 2-year Conditional Training Plan for each, and OPLA is our current school of choice for licenses. - All CTE teachers are supported to go Back to Industry every 3 years with 40 hours of summer pay.	- New CTE teachers' certification and training costs are covered by the district until full certification is obtained. - All new CTE teachers are assigned an IBEST support teacher and a CTE mentor. - CTE Instructional Coach supporting all new CTE Teachers. - All CTE teachers are supported to attend their program and CTSO specific trainings, as well as all supported to attend summer conference. - After a review of staffing patterns in each building, compared to students' requests, the CTE Office supports a 2-year Conditional Training Plan for each, and EWU is our current school of choice for licenses. - All CTE teachers are supported to go Back to Industry every 3 years with 40 hours of summer pay.	- Conditional training plans - Plan II supported teacher list - Professional Development list - Back to Industry

5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?

Current State	Desired State	Evidence/Data Source
- The RSD in its 5th year of focusing on Culturally Responsive and Inclusive practices – each building is required to focus on this in their SIP and professional development plans, and these plans are on file. - CTE teachers are supported to attend additional CTE sponsored Culturally Responsive teaching practices.	- Continue the RSD focus on Culturally Responsive and Inclusive practices – each building is required to focus on this in their SIP and professional development plans, and these plans are on file. - CTE teachers are supported to attend additional CTE sponsored Culturally Responsive teaching practices.	Required district initiative.

Element 5: Recruitment, Retention and Training of CTE Educators	Action Plan for Improving Recruitment, Retention and Training of CTE Educators
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:** o We have rated ourselves as a 3. We plan to continue all current hiring and teacher support practices, as we continue to look for more ways to improve here. Over the last two years in CTE, our staffed hired have better reflected our student population.
Rating (circle one) 1 2 **3** 4	

Comprehensive Local Needs Assessment Summary

Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. The priority strategies may be duplicated from your CLNA before.

Element 1: Improving Equity and Access		
Rating	Priority Strategies	Estimated Funding Use ($)
3	• (STEM) Robotics/Pre-Engineering o We are still in process with the PNWCC for dual credit solution to offer direct dual-credit, instead of "leads to."	$110,000 (1.0 FTE) CTE Data Specialist

Element 2: Evaluation of Student Performance		
Rating	Priority Strategies	Estimated Funding Use ($)

3	Strategies in Priority Order:
	1. Continue to purchase non-traditional promotional items for schools
	2. Continue Career Center and GEAR-UP non-traditional career promotion events for students and their families.
	3. Expand WBL Team's use of Pathful and Ignite and highlight non-traditional careers
	4. Continue to apply for OSPI Non-Traditional grant to bring focused attention to programs/classes with the largest discrepancies.
	5. Continue partnerships:
	    1. Ignite and Girls Who Code to increase female participation in STEM related fields
	    2. Career Launch Programs with RTC and Providence to increase male participation in Health Science
	    3. Core Plus and AJAC on direct marketing to increase female participation in manufacturing related fields.
	    4. Non-Traditional Grant for paid internships for STEM fields (2020-21) and continue to apply for this grant.
	6. Focus the recruitment strategies used by the new full-time RWT Coordinator to increase male enrollment in childcare/teacher related fields.
		$180,000 (1.5 FTE)
		
		CTE Data Specialist and .5 WSL Coordinator

Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality		
Rating	Priority Strategies	Estimated Funding Use ($)
3	• The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that our advisory process has approved as meeting the needs of our local community (See item 1D). o Pre-Engineering and Robotics will have a 2 plus credit pathway, with Dual Credit offered in Pre-Engineering by the fall of 2023– still in process with the PNWCC. • CTE expansion into the sciences and a districtwide science remodel – CTE is supplementing the remodels with industry technology as we expanded our Ag Science Program.	$110,000 (1.0 FTE) CTE Data Specialist $31,545 Conviron Plant Growth Chambers for Lindbergh HS

Element 4: Implementation of Programs & CTE Programs of Study		
Rating	Priority Strategies	Estimated Funding Use ($)
3	• The Renton School District CTE program offers a progression of courses, in each of the 6 OSPI programs, with sub-programs within, that our advisory process has approved as meeting the needs of our local community (See item 1D). o ((STEM) Pre-Engineering and Robotics will have a 2 plus credit pathway, with direct Dual Credit offered in Pre-Engineering by the fall of 2023 (not "leads to")	$180,000 (1.5 FTE) CTE Data Specialist and .5 WSL Coordinator
Element 5: Recruitment, Retention, and Training of CTE Educators		
Rating	Priority Strategies	Estimated Funding Use ($)
3	o We have rated ourselves as a 3. We plan to continue all current hiring and teacher support practices, as we continue to look for more ways to improve here. Over the last two years in CTE, our staffed hired have better reflected our student population.	$180,000 (1.5 FTE) CTE Data Specialist

Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	Gwen Estes-Zuehlke	RSD Special Education Director	Meeting Agenda/Notes/Email
	Nicola Fulmer	RHS College and Career Specialist	Meeting Agenda/Notes/Email
	Kirsten Thornton	RSD Gear-Up Coordinator	Meeting Agenda/Notes/Email
	Nemasia Moala	RSD Native American Coordinator	Meeting Agenda/Notes/Email
	Terry Derrig	RSD WSL Coordinator	Meeting Agenda/Notes/Email
	Kevin Smith	RSD CTE Director	Meeting Agenda/Notes/Email
	Thomas Caudle	RSD LHS Principal	Meeting Agenda/Notes/Email
	Christi Leick	RSD HHS Guidance Counselor	Meeting Agenda/Notes/Email
	Norma Taylor	RSD ML Facilitator	Meeting Agenda/Notes/Email
	Michele Starkey	RSD McKinney-Vento/Foster Care Liaison	Meeting Agenda/Notes/Email
	Travis Hall	RSD THS Principal	Email
	Vickie Blakeney	RSD Director of Student Support	Meeting Agenda/Notes/Email
	Linda Hoste	RSD Director of Categorical Programs	Meeting Agenda/Notes/Email
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Faye Watanabe	RTC CTE Dual Credit Coordinator	Meeting Agenda/Notes/Email
	Stefanie McIrvin	RTC Associate Dean of Information Technology	Meeting Agenda/Notes/Email
	Tami Rable	RTC Director of Workforce Education	Meeting Agenda/Notes/Email
	Doug Medbury	RTC Dean of Culinary Arts	Meeting Agenda/Notes/Email

3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	Michael Davie	Workforce Development Council, SKC	Meeting Agenda/Notes/Email
	Jon Bersche	City of Seattle, Job and Training Advisor	Meeting Agenda/Notes/Email
	Billy Hetherington	Laborer Local 242	Meeting Agenda/Notes/Email
	Diane Dobson	CEO, Renton Chamber of Commerce	Meeting Agenda/Notes/Email
	Jessie Kotarski	City of Renton, Economic Development Director	Meeting Agenda/Notes/Email
4. Parents and students	Corissa Trice	Parent and Gear-Up Coordinator	Meeting Agenda/Notes/Email
	Caedyn Bennett	Student and Career Launch Alum	Meeting Agenda/Notes/Email
5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title	Keysha-Rae Cooper	Communities in Schools of Renton	Meeting Agenda/Notes/Email
	Donna LaFrance	WA State Dept of Children, Youth and Families	Meeting Agenda/Notes/Email
	Jasmine Raelynn	Renton Innovation Zone	Meeting Agenda/Notes/Email
	Gwen Estes-Zuehlke	RSD Special Education	Meeting Agenda/Notes/Email
	Christina Park	RSD Parent and Gear-Up staff	Meeting Agenda/Notes/Email
	Kirsten Thornton	RSD Gear-Up staff	Meeting Agenda/Notes/Email
	Michele Starkey	RSD McKinney-Vento/Foster Care Liaison	Meeting Agenda/Notes/Email
	Travis Hall	RSD THS Principal	Email

6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Michael Davie	Workforce Development Council, SKC	Meeting Agenda/Notes/Email
	Michele Starkey	RSD McKinney-Vento/Foster Care Liaison	Meeting Agenda/Notes/Email
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable	Nemasia Moala	RSD Native American Coordinator	Meeting Agenda/Notes/Email
	Joseph Martin	Muckleshoot Tribal Nation	Tribal Consult meeting
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult	Tana Peterman	RSD SEL Facilitator	Meeting Agenda/Notes/Email