



CAREER AND TECHNICAL EDUCATION

STANWOOD-CAMANO SCHOOL DISTRICT

Ross Short, Director

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October 15, 2019

To: School Board Members
From: Ross Short, Director, CTE
Re: Carl Perkins Grant & Assurances

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. In accordance with the transition provisions in Section 4 of the Act, the 2019-20 program year will be the transition year between Perkins IV and Perkins V, where the state and eligible school districts will spend the year planning and preparing to fully implement the new Perkins V requirements during the 2020-21 program year.

This legislation provides funding for Career and Technical Education programs across the country. Each year district must apply to the Office of Superintendent of Public Instruction to receive funds associated with this program. As part of the application process, the local School Board must approve our Perkins Local Plan as well as agree to the Perkins Assurances. Attached is a copy of our 2019-20 Perkins Local Plan as well as a signature page to agree to the Perkins assurances.

Recommendation:

Approve 2019-20 Perkins Local Plan and agree to the Perkins Assurances as outlined at the Federal, State, and OSPI levels.

EXPLORE

PREPARE

APPLY

District: Stanwood-Camano School District
Organization Code: 31401
ESD: Northwest Educational Service District 189

Grant Timeline and Budget Overview

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. In accordance with the transition provisions in Section 4 of the Act, the 2019-20 program year will be the transition year between Perkins IV and Perkins V, where the state and eligible school districts will spend the year planning and preparing to fully implement the new Perkins V requirements during the 2020-21 program year.

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.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2019; the remaining amount is available October 1, 2019, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2020

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

The recipient is required to complete a **Comprehensive Local Needs Assessment (CLNA)** during the 2019-20 school year. This CLNA will be required for allocation of 2020-21 Perkins V funds. Further guidance will be provided by OSPI on the format of the CLNA.

It is important to note that this data-driven approach means that the results from each eligible recipient’s CLNA will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2020-21 program year and in subsequent program years.

OSPI has created a [215 Perkins V One-Year Transition Application Resource Guide](#) to assist you in completing this application.

Step 1:	Complete the Budget Overview below.
Step 2:	Press the Mark Completed icon on this page.

Budget Overview	
Preliminary Perkins Allocation: \$0	
Object (cite activities in narrative text)	Estimated Cost

Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated)	
Object 3 (Salaries Classified)	
Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources) Perkins V funds will be used to purchase career counseling software to assist students in identifying their CTE Program of Study and developing their career pathway. Additional funds will be used to purchase materials, supplies, and equipment to support CTE programs and expanded pathways.	\$23,052
Object 7 (Purchased Services)	
Object 8 (Travel)	
Object 9 (Capital Outlay)	
Indirects	\$756
Total	\$23,808

Transition Guidance and Assurances

Transition Activities for School Districts during the 2019-20 Program Year

Although Perkins V builds on Perkins IV, there are a number of notable changes in the new Act. Several of these are particularly important for School Districts during the 2019-20 transition year, including:

- Focus on data-driven local planning and spending of Perkins funds by requiring a Comprehensive Local Needs Assessment (CLNA). The initial CLNA must be conducted by local school districts during this transition year.
- Greater emphasis on stakeholder engagement. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the local application and in ongoing program planning, implementation, evaluation, and required needs assessment updates.
- Increased focus on serving special populations and on closing gaps in performance and enrollment between these and other student groups, which is why the assessment of the current situation of subpopulations is required in the CLNA. Some new groups have been identified for targeting in Perkins V. Please see [Resource Guide](#) for more information.

2019-20: 215 Perkins V One-Year Transition Application: Eligible recipients will:

- Conduct their CLNA. The CLNA does not have to be completed prior to submission of FP 215 Perkins V One-Year Transition plan for 2019-20.
 - Follow the requirements as outlined in Section 134(c), and in OSPI guidance.
- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the 2020-21 Local Application.
- Have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.

School Districts may allocate some of their Perkins V Required Use of Funds (direct costs) for evaluations of Perkins activities in their local application to cover any costs for coordinating and conducting the CLNA such as: staffing, conducting meetings, contractual services, consultants, attending conferences and workshops, etc.

School Districts will not be expected to meet all of the requirements as identified in Perkins V legislation in the local application until the 2020-21 program year.

Assurance Instructions:

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district 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 district files for monitoring/auditing purposes.

Yes Upon written request, will the district 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.

This district hereby assures compliance with the following requirements under each section:

FEDERAL

- [The Office of Management and Budget \(OMB\) 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 \(SAAM\)](#)

OSPI

- [Career and Technical Education Program Standards](#)
- [Agency Application Assurances](#)
- [Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, your district agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Block	
Superintendent:	Jean Shumate
Section 504 Coordinator:	Robert Hascall
Title IX Officer:	Maurene Stanton
General Advisory Chair:	Tim Cuchna
Board Chair:	Albert Schreiber
Career and Technical Education Director/Administrator:	Ross Short
Date: (MM/DD/YY)	09/30/2019

WAIVER REQUEST

ATTENTION: Districts with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, districts 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.

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

Select

3.2 What effort did the district make to enter into a consortium during the 2018-2019 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district.

3.3 Describe how the district 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 district’s statutory eligibility for a waiver, per responses to the above questions
- The quality of the district’s entire Perkins Local Plan
- The district’s historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews)

3.4a If this application is reflective of a consortium, please identify ALL school districts involved. **If not** a consortium, leave this question blank.

District Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation



3.4b Which district will be the fiscal agent for the consortium?

Final Allocation Amount: \$23,808

Required Uses of the Funds (Section 135)

GENERAL AUTHORITY - Each school district that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the CLNA described in section 134(c).

REQUIREMENTS FOR USES OF FUNDS - Funds made available to school districts under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

Districts not using Perkins dollars under this section can list 0\$ in the amount box but must provide a narrative addressing how the district will fulfill this requirement.

- 4.1** The district will 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. ([Resource Guide](#), Section 135 (b)(1)(A-F))

Please describe how the district will meet the requirement:

The Stanwood-Camano School District has collectively committed that all children will be safe, cared for, respected, and will graduate from school ready for further education, continued learning, and careers which will lead to a lifetime of success. Through this Collective Commitment the District is committed to developing well rounded, educated, life ready, productive citizens. This includes being committed to providing students the opportunity to explore career options and develop the skills necessary to be successful in their post secondary life. Our vision is every student in the Stanwood-Camano School District graduates with a plan that has guided them through high school, on to post-secondary training, and into a career. On graduation day a student will be able to answer the question "What are you going to do after high school?"

Every student begins with an end goal in mind. Students will begin researching careers, examining interests, and learning how a variety of factors influence career selection during Middle School. This process is conducted through exploratory courses, advisory lessons, and an online career development/ interest platform. In the 8th grade they will develop their initial career goal. From this goal a High School & Beyond Plan and Personalized Pathway will be developed to guide their high school and post-secondary educational plan. Through high school these goals and plans will be adjusted as students explore new areas of interest as well as accumulate life experiences. Students are afforded the opportunity to explore interests throughout middle and high school while being allowed to select CTE courses that best fit their interests, goals, and pathway. We have develop Programs of Study in each Career Cluster. Our goal for the year is to revise these pathway documents into an easier to follow document for our students and families to utilize.

Please specify the amount of Perkins funds to be used. Amount: \$13,000

- 4.2** The district will provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. 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, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I) ([Resource Guide](#), Section 135 (b)(2)(A-I)

Please describe how the district will meet the requirement:

All staff within the Stanwood-Camano School District CTE program have the opportunity to attend a professional development training that promotes the integration of coherent and rigorous content aligned with challenging academic standards relevant to CTE programs. As we become aware of opportunities, they are forwarded on to all staff in the department as well as the guidance and counseling staff. They are encouraged to take advantage of these opportunities. In addition to this, the district offers a variety of professional development opportunities for staff throughout they year to promote best practices in teaching.

On example of professional development for our staff is each year our four agriculture instructors attend the annual WAAE conference in which they develop skills and knowledge about the latest trends in agriculture education as well as how to integrate academic and technical skills their program.

Another example is we send our academic counselors to the annual Career Guidance professional development along with our work based learning coordinators. This has afforded both groups the ability to collaborate on ideas as well as learn about the skills needed to be successful in industry.

Finally, all staff are afforded at least 90 minutes of collaboration time once a month to work with others in the district. Through this collaboration time our Agriculture instructors have worked with the Science teachers to ensure the challenging academic standards are being met. Along with this our Engineering instructor works with our math staff for the same purpose and to see how they can integrate engineering into their program.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.3** The district will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

Please describe how the district will meet the requirement:

The Stanwood-Camano School District will provide students with strong experiences in and understanding of all aspects of industry. This is accomplished in a variety of ways. One example the use of Precision Exams. These exams have been developed based on industry skill standards and provide instructors and students with a way to identify gaps thin their learning. If students pass these exams, they are able to receive a skills certificate that acknowledges the skills they have attained. Teachers give a pre-test in the fall to determine their students level of skill, then give a post test at the end of the year to determine their growth. This also allows the instructors to identify areas of weakness in the program and develop plans to improve those areas.

Funds will be used to purchase tools, materials, and equipment for students use as they develop the skills required to pursue careers in high-skill, high-wage, in-demand industries. We will work with our advisory committee to determine our needs in this area and purchase tools, materials, and equipment based on this work. Our goal is for students to use the same materials and tooling that they would use in industry.

Each year we conduct an annual program evaluation with our advisory committee. This evaluation assists our staff in determining the program effectiveness in preparing students for industry. Goals and programmatic decisions are made based on this evaluation.

Please specify the amount of Perkins funds to be used. Amount: \$10,808

- 4.4** The district will 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. ([Resource Guide](#), Section 135 (b)(4)(A-B))

Please describe how the district will meet the requirement:

The Stanwood-Camano CTE Department will work to improve programs through the integration of CTE and Core Academic programs in a variety of ways. The first of example of this is through the development of our new Freshman Science program. This is a joint effort between the Science and Agriculture departments to develop 2 separate semester classes that address the NGSS Standards and help freshman meet their standards. Through course equivalency students will receive science credit for the Agriculture portion of the course. Teachers from both program areas essentially started from the academic skill standard level to develop these courses.

Several of our CTE courses have established course equivalencies with core academic subjects. This allows students the opportunities to learn the same skills in Math, Science, English, and the Arts in a practical hands on setting that makes sense for them. Along with this, our CTE staff is afforded time each Wednesday morning to collaborate with Core Academic Teachers in our building to improve instruction on those academic skill areas.

As we revise our Programs of Study, we are indicating key academic courses that students pursuing that pathway should take to better prepare them for future success.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.5** The district will 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 achievement of the local levels of performance established under section 113. (Items are identified in section 135 (b)(5)(A-T). ([Resource Guide](#), Section 135 (b)(5)(A-T))

Please describe how the district will meet the requirement:

Through a planned program of activities within CTE, we plan to carry out and support the implementation of career and technical education programs and programs of study that result in increased student achievement of the local levels of performance established under section 113. These activities include:

A: Programs of study articulated with Everett Community College that utilize industry established skills standards as identified in our course frameworks.

B: Continuation of our diverse advisory committee which includes representatives from business, industry, education, and community stakeholders. Further we are working with local leaders on ways to establish further relationships with our stakeholder groups.

C: We will be working with Everett and Skagit Valley Colleges to expand our CTE Dual Credit articulations

D: We are in the process of evaluating and upgrading equipment, technology, and instructional materials to ensure our students are learning skills that will directly transfer to industry. This has included replacing aging shop equipment, purchasing of curriculum for our Robotics program, and technology enhancements throughout the program. All of these take place with the input of our advisory committee.

E: We have an active Work Site Learning program with two coordinators that work with the rest of our CTE staff to place students in quality environments. Additionally we are forming a committee to develop an internship program for our students with the goal of starting this program in the fall.

F: Where appropriate we are offering Industry Recognized Certifications including Fire Fighter One, SolidWorks Certified User, and First Aid/ CPR. Along with this, we are working to identify other certification opportunities for our students within our programs. Finally we utilize the Precision Exam system to document student knowledge in our program areas.

G: As needed we actively recruit CTE teachers, faculty and other professionals to assist our students. This includes job postings, flyers, reaching out to local industry leaders, contacting preparation programs and more. This year we will have a Agriculture Education Student Teacher.

H: We have and continue to work with the Marysville School District for the development of the Regional Apprenticeship program as well as work with Everett Community College to develop career pathways.

K: We work closely with our counselors to provide career and school guidance for our students. This includes CTE taking the lead on High School & Beyond Planning and taking all of our High School Counselors to CTE Training on Pathways.

L: All of our courses incorporate employ-ability skills as outlined in their course frameworks.

M: We are working closely within our district to expand opportunities and access to STEM fields for underrepresented populations. This includes expanded course offerings in those program area, presentations from members of those populations, showcasing student accomplishments in programs, and providing recruitment materials in a variety of languages and formats.

O: We have an active membership in a variety of Career & Technical Student Organizations to meet our program needs. This includes membership and competition in FBLA, FFA, FCCLA, TSA and WCT SMA. Along with this we will be starting a SkillsUSA Chapter this year for our Culinary and Construction programs as well as be competing in FIRST Lego League at the Middle School Level. CTE Program covers the cost of transportation and registration for these events to help with student access to programs.

P: We use our website and the tools within Google to make forms and other instructional materials widely available to our students. Further we are able to offer students access to educational licenses of software for use at home.

Q: Many of our courses have established course equivalencies with Art as they teach arts and design skills in their programs. These include Multimedia, Photography, Digital Design, Web Design, Engineering Design, and Floriculture. Further many of our programs teach these skills as they design projects to be built.

S: We have eliminated all class fees for our CTE Programs and are working on a plan to keep Dual Credit free for our students.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.6** The district will 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 [Resource Guide](#), Section 134(c) and Section 113(b)(4)(B).

Please describe how the district will meet the requirement:

The Stanwood-Camano School District has an evolving program evaluation model that measures the activities carried out by the CTE Program including those funded by this grant. We will continue to work with our advisory committee and local leaders to complete this evaluation process. Along with this we will work as an independent district and with our regional partners to develop and implement evaluations needed for our comprehensive needs assessment.

Please specify the amount of Perkins funds to be used. Amount: \$0

Comprehensive Local Needs Assessment Planning

Please see the [Resource Guide](#) for additional guidance regarding the CLNA.

For Partnerships Conducting a CLNA

School Districts 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 school district's programs to meet the Perkins V requirements for the CLNA.

For those opting to complete the CLNA in partnership with one or more other agencies, below is guidance for responding to Questions 5.1 – 5.4.

- **Question 5.1:** The partnership can have one Leadership Team, but all local education agencies involved in the partnership must be represented and this representative identified in the response to this question. How this team will work together through the partnership will also need to be discussed.
- **Question 5.2:** Since the partnership will address regional and local needs together, the response to this question could be the same for each school district in the partnership.
- **Question 5.3:** Partnerships may work together to meet the stakeholder representation requirements. In the description of how stakeholders will be identified, discuss how selection will include stakeholders from each participating school district's local area.
- **Question 5.4:** Districts within the partnership may pool funds to meet the CLNA requirements for all participating agencies. For Question 4, please describe all resources that will be used to conduct the multi-agency CLNA.

For each question in the section below, school districts **MUST** provide a written response.

A new requirement of Perkins V is for each school district to conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. During the 2019-20 transition year, school districts will conduct their CLNA.

Please provide the following information on how your agency will prepare to conduct the CLNA.

- 5.1** Describe who in the district will be on the leadership team to oversee the required CLNA process, and their roles and responsibilities.

The leadership team for the CLNA will include the CTE Director, two CTE teachers, a counselor, administrators representing middle and high schools in the district, our advisory committee chair, and representation from our Chamber of Commerce.

- 5.2** Describe how the district, while conducting the CLNA, will take into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Demand data, advisory council, etc.)

We will review local in-demand industry data from the Washington Department of Employment Security, the Washington Workforce Training & Education Board, and the Department of Labor. This data will include information pertinent to Snohomish County and Washington State. We will

also be conducting a survey of our local businesses to consider the education needs of our students.

5.3 Describe how the district will identify and involve representatives from the following required groups of stakeholders in the CLNA process. Describe who will be involved, representing each of the advisory areas.

- CTE/Education stakeholders
- Business/industry stakeholders
- Parents/students
- Special populations stakeholders
- Other stakeholders ([Resource Guide](#), Section 134(d))

We will work with our CTE Staff, Advisory Committee, and Chamber of Commerce to identify stakeholders to be involved with the CLNA process. Our committee will be made up of representatives from each of the groups listed. Our goals to make this process as inclusive as possible and to represent the broad range of opinions in our district.

5.4 Describe what fiscal resources will be needed to effectively conduct the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.

Please specify the amount of Perkins funds to be used. \$0

Fiscal resources required to conduct the CLNA will be generated through our existing State Apportionment for CTE. These funds will be used to cover the cost of staff travel, conducting meetings, and other related expenses.

The Act spells out the areas for school districts to assess during the CLNA, reflecting areas emphasized in the new law. Perkins V requires assessment of each of the following while conducting the CLNA, Section 134(c)).

5.5 Describe the School Districts proposed timeline to inform the CLNA process and required information to inform the 20-21 Perkins application.

Our goal is to complete the CLNA by March 2020. This will afford us time to adjust our course offerings for 20-21 as well as to use the data from this process to inform our decision making process as we develop our 2020-21 Perkins plan.

5.6 Describe how the district will use the results of the CLNA to inform the specific CTE programs and activities to be funded ([Resource Guide](#), Section 134(2.a)).

Upon completion of the CLNA the data will be used to inform our CTE Program offerings. We will review the data to determine if programs need to be phased out as well as what programs need to be added to our offerings. The goal of the CLNA will be to develop a blueprint for the funding of programs going forward.

The results of the CLNA will be used to prepare the local application and budget beginning with the 2020-21 school year.

Five year District Wide Plan

Please identify the program areas in which you are offering courses:

- Agricultural Education
- Business & Marketing
- Family and Consumer Sciences Education
- Health Science Education
- Science, Technology, Engineering & Mathematics (STEM)
- Skilled & Technical Sciences

The strategic or District Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the General Advisory Committee (GAC).

Please upload your Five Year District Wide Plan for CTE

- I certify that the District Wide Plan for CTE was developed in coordination with and approved by the General Advisory Committee.
- I certify that the District Wide Plan for CTE has school-board approval.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

File names may **NOT** include symbols (e.g., #).

Uploaded Files	Uploaded By	Uploaded At
Eval and 5 Year Plan 19.pdf	RICHARD SHORT	10/9/2019 1:42 PM

Programs of Study / CTE Dual Credit

New 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.

7.1 Describe how the district will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework.

All CTE courses taught within the Stanwood-Camano School district have a program of study developed specifically for that program area.

CTE courses are filled with aligned academic standards and relevant career and technical content in a coordinated, non-duplicated progression. These align with post-secondary education to adequately prepare students to succeed in post-secondary education/training. Students are encouraged to enroll in the CTE Dual Credit courses through Everett Community College and

other post-secondary dual credit programs.

All programs of study create plans that lead the student to employment or an apprenticeship program, an industry recognized credential at the post-secondary level, an associates degree through a community college or baccalaureate degree through a regional university/college. All programs of study are inclusive in leadership standards, employability standards and prepare them for post-secondary experiences in their chosen career paths.

The CTE Department has developed school wide lessons that are taught during Advisory sessions to all students to teach the use of programs of study. Further the programs of study are being used to help guide students in the development of their High School and Beyond Plan. We have adopted Xello as a tool to assist students in researching their career paths, and use this as a spring board to their implantation of a Program of Study.

7.2 Describe how the district will expand programs of study and strengthen articulations with local post-secondary institutions.

The Stanwood-Camano School District is actively working with Everett Community College to expand programs of student and strengthen articulation agreements. We have developed programs of study for each career cluster and will be expanding these into the various pathways. Along with this we are currently working with EvCC to creates additional articulations for CTE Dual Credit as well as renew our current agreements. One area for expansion is the area of Digital Design.

List 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: Law, Public Safety, Corrections and Security

Pathway: Emergency & Fire Management Services Pathway

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- | | |
|--|-------------------------------|
| <input checked="" type="checkbox"/> 4-year Institution | Central Washington University |
| <input checked="" type="checkbox"/> Community College | Everett Community College |
| <input type="checkbox"/> Technical School | |
| <input checked="" type="checkbox"/> Apprenticeship | Camano Island Fire & Rescue |

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

If yes, please identify certification name. Fire Fighter 1

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

**High
School
Bldg.**

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

CTE Dual Credit

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement – must include:
 - Name of secondary/post-secondary institutions
 - Name of secondary/post-secondary course(s)
 - Credits offered
 - All authorizing signatures

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

File names may **NOT** include symbols (e.g., #).

Uploaded Files	Uploaded By	Uploaded At
Dual Credit Articulations.pdf	RICHARD SHORT	10/9/2019 11:23 AM
Dual Credit MOA.pdf	RICHARD SHORT	10/9/2019 11:23 AM
Health Sciences.pdf	RICHARD SHORT	10/9/2019 11:12 AM

INSTRUCTOR DATA

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional planning and trainings.

8.1 How many teachers in your district are teaching CTE courses? (Headcount not FTE) 23

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

First Name	Last Name
Jenna	Berg

Email: jberg@stanwood.wednet.edu

Certification #: 469198F

Certification Type: Conditional

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Matt	Brennan

Email: mbrennan@stanwood.wednet.edu

Certification #: 342508R

Certification Type: Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences

- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Jeri Jo	Brokaw
Email: jbrokaw@@stanwood.wednet.edu	

Certification #: 233841F	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Lara	Brown
Email: lbrown@stanwood.wednet.edu	

Certification #: 329751B	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
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Wendy	Carletti
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Email: wcarletti@stanwood.wednet.edu

Certification #: 297303J	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
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Chris	Carlson
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Email: ccarlson2@stanwood.wednet.edu

Certification #: 266815J	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
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George	Colby
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Email: gcolby@stanwood.wednet.edu

Certification #: 330975D	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education

- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Grace	Gale
Email: ggale@stanwood.wednet.edu	

Certification #: 506818D	Certification Type: Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Roberto	Guadamuz
Email: rgaudamuz@stanwood.wednet.edu	

Certification #: 484011B	Certification Type: Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Nathan	Hanson
Email: nhanson@stanwood.wednet.edu	

Certification #: 380430R	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Tristan	Hanson
Email: thanson2@stanwood.wednet.edu	

Certification #: 436427R	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
William	Hawk
Email: whawk@stanwood.wednet.edu	

Certification #: 399792A	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Michael	Hougan
Email: mhougan@stanwood.wednet.edu	

Certification #: 26683A	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Roxi	Knowles
Email: rknowles@stanwood.wednet.edu	

Certification #: 440509H	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Darryl	Main
Email: dmain@stanwood.wednet.edu	

Certification #: 286249H	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Ray	Mather
Email: rmather@stanwood.wednet.edu	

Certification #: 326085H	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Margaret	Olson
Email: molson@stanwood.wednet.edu	

Certification #: 286253j	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Ryan	Ovenell
Email: rovenell@stanwood.wednet.edu	

Certification #: 370974H	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Geraldine	Prater
Email: gprater@stanwood.wednet.edu	

Certification #: 391363r	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Larry	Wall
Email: lwall@stanwood.wednet.edu	

Certification #: 328192J	Certification Type: Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Brian	Wallis
Email: bwallis@stanwood.wednet.edu	

Certification #: 552893J	Certification Type: Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Zach	Ward
Email: zward@stanwood.wednet.edu	

Certification #: 380471C	Certification Type: Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Julia	Zurcher
Email: jzurcher@stanwood.wednet.edu	

Certification #: 402547D	Certification Type: Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Perkins Reserve Special Projects (PRSR)

NOTE: Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds varies per PRSR Grant Award.

Districts may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each **new** PRSR your district has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing district efforts to strengthen CTE programs, and the value to the district of being able to participate in the PRSR:

Proposed Budget - Perkins Reserve

	Perkins Reserve	Perkins Basic	State Enhanced CTE	Match/ In-Kind (optional)	Total
Travel					\$0
<i>Narrative:</i>					
Supplies/ Instructional Materials					\$0
<i>Narrative:</i>					
Technology/ Equipment					\$0
<i>Narrative:</i>					
Purchased Services					\$0
<i>Narrative:</i>					

ESD:
Northwest Educational Service District 189

CoDistID:
31401

Organization:
Stanwood-Camano School District

Grant Number:

Form Package Name: 215 Perkins V One-Year Transition Application
Program Number: 38
Revenue Account Number: 6138
Sub Program Number:
Fiscal Period: 19-20
Beginning: 7/1/2019
Ending: 8/31/2020

Fiscal Officer: JEAN SHUMATE
Budget Contact Name: Lisa Beckt
Budget Contact Phone: 360-629-1200
Category: 2019-20 Funding
Budget Type: Original

Object of Expenditure

Activity	Total	Debit		Salaries- Certificated	Salaries- Classified	Benefits & Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay
		Transfer	Transfer							
		0	1	2	3	4	5	7	8	9
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$23,052		XXXX				23,052			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
44 Food Services Oper.	\$0		XXXX	XXXX						
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
91 Public Activities	\$0									
Budgeted Expenditures	\$23,052	\$0	\$0	\$0	\$0	\$0	\$23,052	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$756

Total

Budgeted

Expenditures: \$23,808

FTE Program Staff:

Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:

Modified By	Modified On	Modified By	Modified On
By Org.	By Org.	By OSPI	By OSPI
RICHARD	10/9/2019		
SHORT	1:43 PM		



Stanwood-Camano School District Career & Technical Education Department 2019-20 Perkins Assurances

The Stanwood-Camano School District hereby assures compliance with the following requirements under each section:

FEDERAL

- [The Office of Management and Budget \(OMB\) 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 \(SAAM\)](#)

OSPI

- [Career and Technical Education Program Standards](#)
- [Agency Application Assurances](#)
- [Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, the Stanwood-Camano School District agrees to abide by all federal, state, and agency rules and regulations required of this money.

Albert Schreiber, Stanwood-Camano School Board President

Dr. Jean Shumate, Superintendent

Tim Cuchna, CTE Advisory Committee Chairperson

Ross Short, CTE Director

Robert Hascall, Section 504 Coordinator

Maurene Stanton, Title IX Officer