



CAREER AND TECHNICAL EDUCATION

STANWOOD-CAMANO SCHOOL DISTRICT

Ross Short, Director

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November 15, 2022

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.

This legislation provides funding for Career and Technical Education programs across the country. Each year districts 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 2022-23 Perkins Local Plan as well as a signature page to agree to the Perkins assurances.

Recommendation:

Approve 2022-23 Perkins Local Plan and agree to the Perkins Assurances as outlined at the Federal, State, and OSPI levels.

EXPLORE

PREPARE

APPLY

215 Perkins V Application

Fiscal Year: 22-23

Milestone: Final Approval Issued (Printed 11/7/2022)

District: Stanwood-Camano School District

Organization Code: 31401

ESD: Northwest Educational Service District 189

Page 1

Grant Administration Timeline for SAS [Link To Document](#)

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

It is important to note that the results from each eligible recipient’s 2021-2022 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2022-2023 program year and in subsequent program years.

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

Request Substantially Approvable Status

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

IMPORTANT! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. School Districts/State-Tribal Education Compact (STEC) schools **will not be able to request OSPI Approval** for this form package **until final allocations have been announced.**

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

NOTE: If an applicant does not request SAS they will not be able to obligate funds back to July 1.

Preliminary Allocation: \$1,377	
SAS Process	No

If not requesting SAS approval, follow the steps below:

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

Perkins Assurances

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

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

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

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

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

FEDERAL

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

STATE

- [Washington State Perkins Plan Requirements](#)

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

OSPI

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

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

Authorized Representatives Signature Block	
Superintendent:	Dr. Deborah Rumbaugh
Section 504 Coordinator:	Robert Hascall
Title IX Officer:	Maurene Stanton
General Advisory Chair:	Tim Cuchna
Board Chair:	Natalie Hagglund
CTE Director/Administrator:	Ross Short
Date: (MM/DD/YY)	09/16/2022

Waiver Request

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

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

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

Select

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

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

Receipt of a waiver will be contingent on the following:

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

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

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

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

Final Allocation Amount: \$28,966

Required Uses of the Funds (Section 135)

Requirements for Uses of Funds (Sec. 135)

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review [Section 135, Local Uses of Funds](#) and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.

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

Required Uses of Funds Categories	Amount of Perkins funds to be used
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)</i>	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2. (A-I))</i>	
Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i>	
Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i>	
Plan and carry out elements that support the implementation of career and technical	\$27,852

education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. <i>(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)</i>	
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). <i>(Examples may include costs associated completion of CLNA and program evaluation.)</i>	
Total:	\$27,852

Local Application for Funds (Section 134(b))

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

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

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

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

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

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

The Stanwood-Camano School District offers Career & Technical Education Programs in all 6 of the OSPI defined program areas as follows:

Agriculture Education:

Ag Mechanics, Science Explorations, Animal Science, Vet Science, Natural Resources, Horticulture, Landscape/ Nursery.

Business & Marketing:

Intro to Business, Intro to Marketing, Street Law, Digital Design, Webpage Design, Photojournalism, Multimedia, Accounting, Personal Finance

Family & Consumer Sciences:

Culinary Arts, MS Family & Consumer Science, American Sign Language

Skilled & Technical Sciences:

Woodworking, Core Plus Manufacturing, Photography, Yearbook, Fire Service Training

STEM:

Engineering Design, CAD/CAM, Robotics

Health Sciences:

Sports Medicine, Medical Terminology

We will be working to develop new programs of study in the area of Health Sciences.

Students will learn about our CTE course offerings through the published course catalogs, flyers and emails sent home, and staff presentations to student groups. Along with this, all students as part of their High School & Beyond Planning process receive instruction about our course offerings and the programs of study they are aligned to. Students receiving Special Education Services are introduced to CTE programs of study through their IEP meetings with families.

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

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

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

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

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.

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

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 example is through the cooperation between our Agriculture and Science Departments. The two groups have worked together to ensure courses in both programs are aligned the the NGSS Standards and that all students regardless of course are meeting the same standards. 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. Our course frameworks and outlines are evaluated and updated annually to ensure we are meeting the academic, technical, and leadership skills that will prepare students to be successful in their pursuit of their post-secondary goals.

- 4.4** A description of how the district/STEC will:

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

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

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

study; and

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

The Stanwood-Camano School District is committed to assisting every student regardless of background, disability, or barrier prepare for high-skill, high-wage, and in-demand occupations. This begins by offering a robust CTE program at the Middle and High School level to allow all students the opportunity to explore and prepare for career opportunities. Our CTE staff works closely with our Special Education, Counseling, and other support staff to ensure all students have access to programs, develop modification and accommodations as needed, and create programs of study that will assist our students in developing the skills for future success. In addition to this we provide career fairs and other events that allow students to learn more about future endeavors.

For non-traditional fields, we have created promotional materials that depict non-traditional students participating in those programs that may lead them to these fields. Additionally we provide speakers in our programs and at events that reflect those target populations.

The Stanwood-Camano School District has a strict non-discrimination policy that all staff and students are trained on each year. In addition to this, administrative staff are taking part in additional sensitivity training to better assist our teachers and students in the pursuit of equity.

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

The Stanwood-Camano School District currently offers a Work-Site Learning program for students that are working part time while attending school. This program is managed by our Worksite Learning Coordinator. In addition to this we include a variety of guest speakers in our programs from various industries around the area to assist students in learning about the careers available to them. One of our primary goals in CTE for the 2022-23 school year is to develop a Summer Internship program for students to gain work-based learning experiences with local employers as well as expand our worksite learning program to include summer experiences. Our plan is to partner with the Stanwood and Camano Island Chamber's of Commerce and the City of Stanwood to develop this program.

We have provided training and will be developing ongoing training for CTE Staff on the 9 Work-Based Learning indicators. They will be afforded time to develop plans for incorporating these in their programs with the goal of each CTE Concentrator graduating with at least 1 Work-Based Learning Experience.

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

The Stanwood-Camano School District currently offers 9 courses in which students can earn CTE Dual Credit at Everett Community College. We are currently working with both Everett Community College and Skagit Valley College to expand those offerings, and are covering the student fees for these credits. In addition to this, we offer several general education courses that are eligible for College in the High School Credit with Everett Community College and we have received a grant from Washington State to offset the cost of these credits. Along with this over 120 students are participating in Running Start at either Everett or Skagit Valley.

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

The Stanwood-Camano School District is committed to supporting the recruitment, preparation,

retention, and training of teachers, administrators, and specialized instructional support personnel. This support includes:

- Assisting Teacher prep programs with the placement of student teachers
- Serving as a host site for the CWU Plan 2 program
- Working with CWU and WSU to recruit students for their teacher preparation programs
- Providing teachers with competitive compensation
- Requiring limited certificate teachers to enroll in a Plan 2 teacher prep program
- Providing financial support for teachers to participate in professional development opportunities inside and outside of the district
- Providing new teachers with mentors
- Following the Washington State TPEP model (CEL 5D Framework) as a growth model for teacher and administrator evaluations

4.8 A description of how the district/STEC will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

The Stanwood-Camano School District is committed to equity among our students. Through the year will be monitoring for gaps in performance between groups as identified in the Performance Standards. As gaps are identified, we will be creating plans to address these gaps including meeting with individual students and their families to develop plans to support students.

Comprehensive Local Needs Assessment (CLNA)

School Districts/STECs may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Most of the data must be collected on each individual school district/STEC programs to meet the Perkins V requirements for the CLNA.

2022-23 FP 215 Perkins V Application: Eligible recipients will:

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

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

5.1 Partner Did the district/STEC complete an individual CLNA or partner with one or more local educational agencies?

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

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

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

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

Uploaded Files	Uploaded By	Uploaded At
SCSD - CLNA Snohomish Consortium.docx	RICHARD SHORT	10/20/2022 9:47 AM

Programs of Study

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

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

Programs of Study

The following are minimum criteria for program of study assurances:

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

Indicate a Minimum of One Program of Study

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

Please identify your current program of study:

Career Cluster: 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):

- 4-year Institution Central Washington University
- Community College Everett Community College
- Technical School
- Apprenticeship Island County Fire & Rescue

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

If yes, please identify certification name. Fire Fighter One Certification

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

**High
School
Bldg.
Code
31-401-
2581**

REMEMBER: Allow **SAVE** time to complete before hitting the **NEW** button.

Overview of Perkins Performance Indicators and Requirements

Identification of Performance Levels

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

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

Perkins Indicators	2022-23 State Target	Proposed Negotiated Target
1S1: Four-Year Graduation Rate	85.7%	85.7
1S2: Extended Graduation Rate <i>(no data available, please default to state target)</i>	88.7%	88.7
2S1: Academic Proficiency in Reading/Language Arts	68%	68.0
2S2: Academic Proficiency in Mathematics	68.1%	45.6
2S3: Academic Proficiency in Science	29.1%	15.5
3S1: Postsecondary Placement <i>(no data available, please default to state target)</i>	73.4%	73.4
4S1: Non-traditional Program Enrollment	57.8%	19.7
5S1: Program Quality – Attained Recognized Postsecondary Credential	35%	21.1
5S2: Program Quality – Attained Postsecondary Credits	81.5%	81.5
5S3: Program Quality – Participated in Work-Based Learning <i>(no data available, please default to state target)</i>	50%	50.0



Stanwood-Camano School District Career & Technical Education Department 2022-23 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
- 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.

Natalie Hagglund, Stanwood-Camano School Board President

Dr. Deborah Rumbaugh, Superintendent

Ross Short, CTE Director

Robert Hascall, Section 504 Coordinator

Maurene Stanton, Title IX Officer