

**2014-2015 Perkins
Consolidated Annual Report (CAR)
Washington State**

Workforce Training and Education Coordinating Board
Office of the Superintendent for Public Instruction
State Board for Community and Technical Colleges

December 2015

Consolidated Annual Report, Program Year 2014 - 2015 Washington

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Secondary - The Office of Superintendents of Public Instruction partnered with Precision Exams to deliver standardized CTE assessments statewide. The partnership with Precision Exams enables CTE programs to effectively and affordably provide industry assessments for every student in over 150 CTE course areas. Additionally, it gives Washington schools positive standards based tools for the program evaluation and improvement.

Benefits of the partnership:

- Unlimited role-based access to the entire inventory of 150+ Career Skills Standards and Exams in the Precision Exams system, including all performance rubrics, for every user-type (administrator, coordinator, and/or teacher) and user-level (state, district, school)
- Pre and Post testing format available showing student growth
- Unlimited access to all instant reporting suites
- Unlimited trainings to districts via webinar and phone
- Ongoing standards and exam maintenance
- Discounted cost - only \$2.50 per exam
- There is no minimum or maximum number of exams that can be purchased

Precision Exams continue to work with the state office to developing exams for the 21st Century Leadership/Employability Skills for Washington's Use. Additional and existing exams were updated to align to the adoption of Common Core and Washington State's Learning Essentials.

In program year 2014-15, there were 19,947 pre- and 15,017 post- assessment exams utilized throughout Washington State from Precision Exams.

Postsecondary – Programs go through review processes that include student learning outcomes. Multiple measures, such as advisory committee reviews, retention and graduation rates, employment attainment and wages, and student, graduate, and employer satisfaction are used. Skills are measured against industry standards, which are used in program development and reviews: colleges rely on skills standards whenever available to set competencies for the programs. When pre-existing standards are not available, the college system's ten Centers of Excellence work directly with industry to develop skills standards. When industry certifications are available, they are integrated into coursework. Students are measured against those standards. Faculty typically use trends in test scores on industry-based assessments to identify gaps in training/curriculum.

Examples of assessment strategies from colleges:

- Grade distribution study to provide data for the college and faculty to analyze grading patterns and determine concerns:
- The online dashboard provides current and historical course enrollment, success and grade distribution information on all courses. Deans and other instructional administrators consult the

dashboard to identify student achievement issues and target intervention strategies, or to verify student performance in particular courses.

- The Outcomes Assessment Program and the Program Improvement Process:
- The Program Improvement Process Team assesses on an annual schedule all CTE programs to ensure that both program and course level outcomes are in place. Outcomes reflect career and technical, discipline-specific objectives and competencies that can be measured through multiple assessment tools.

Skills Standards:

College mapped the new Cybersecurity and Computer Forensics curriculum to the National Center of Academic Excellence in Information Assurance/Cyber Defense for Two-Year Education (CAE2Y) skills standards in 2015.

College received a mini-grant to align the Early Childhood Education Associate Degree with the National Association for the Education of Young Children (NAEYC) standards for Initial Early Childhood Professional Preparation Programs. This included a creation of an Alignment Tool, aimed at to identify assignments and learning opportunities, and key assessments used to measure outcomes.

Industry-Based Assessments

Nursing and Medical Assistant programs utilize Health Education Systems (HESI) testing to prepare students for licensure exams.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary – The office of career and technical education staff at the Office of Superintendent of Public Instruction (OSPI) worked with OSPI's information technology staff to examine and rewrite business rules to make sure that data is being captured as defined in each of the performance indicator definitions.

OSPI provides a portion of the Information Technology staff salary on an as needed basis to assist with the programming and development of CTE courses and required data elements gathered from local districts through the statewide comprehensive education data and research system to comply with state and federal data gathering.

OSPI created a data governance office a few years ago to standardize processes and methods for data collection. The data governance office aims to bring the various agency partners together with the goal of identifying, either proactively or reactively, certain data issues. The goal is to resolve data issues with the help of internal and external data stakeholders that consists of various programs, local districts and student information system vendors. All new data collections are vetted through the CEDARS data group and to the data governance group to assure that the newly requested data is feasible to collect. The data governance department has built a communication structure and process in effectively working with different lines of business with external organizations. In addition, they also counter check existing policies and procedures being carried out to the stakeholders.

Washington State is fortunate to have the Education Research and Data Center (ERDC), a division of the Governor's office, to work on our statewide longitudinal data system among agencies. ERDC's vision is to promote a seamless, coordinated preschool-to-career (P-20W) experience for all learners by providing objective analysis and information, with a mission to develop longitudinal information spanning the P-20W system in order to facilitate analyses, provide meaningful reports, collaborate on education research, and share data.

Postsecondary - Data analysts on staff are assigned to manage the Perkins data reporting requirements.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary - Data provided to the state by local agencies are aggregated by race/ethnicity and as well as by the required special population categories. The Comprehensive Education Data and Research System (CEDARS), a web-based system, is used to collect data on students in K-12 and CTE programs. The Office of Superintendent of Public Instruction (OSPI) is able to measure each special population group and assess performance on each of the core performance indicators specific to Perkins programs by local districts. This program-specific information enables the state CTE program staff to focus technical assistance efforts to work directly with local schools. In addition, local educational agencies maintain CTE programs, specific to the course offerings they currently operate. This enables them to better analyze the data and provide appropriate intervention for students, including those who are members of the special population groups performing below the state standards.

In addition, OSPI performs onsite monitoring of Federal programs, and CTE programs in local districts. The monitoring and review include school visitations and onsite technical assistance. Prior to each onsite visit, CTE conducts a desk audit to determine “problem areas” for the targeted region, including review of such documents as the local Core Performance Indicator data and CEDARS report. The desk audit also includes a review of local district CTE Program Self-Assessment Reports and improvement plans. Additional technical assistance is provided onsite, or in follow up communication, to assist the districts in any weak or noncompliant areas identified by the state.

Postsecondary - Staff members from the State Board for Community and Technical Colleges (SBCTC) conduct triennial program reviews on a rotating schedule. These program reviews of Perkins activities enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans. Annual plans contain information on how the needs of special populations are being met. Data for nontraditional performance is broken down by individual programs for each college and distributed for use during annual plan development. The SBCTC posts the nontraditional data on the agency website with all other Perkins indicator data disaggregated by college.

Each college also conducts program reviews on a three- to five-year rotating schedule. More frequent reviews are conducted if program data warrants additional scrutiny.

With the implementation of Programs of Study (POS), colleges are more closely and frequently examining program competencies that are linked to articulations with secondary programs and developing additional POS and Tech Prep articulations.

At the end of each academic year, colleges submit final reports to SBCTC, summarizing activities funded through Perkins. These are reviewed by agency staff in the Workforce Education division.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary - Due to the high demand in the workforce and future prospect of retiring highly educated math and science employees of the baby boomer generation, the Washington State Legislature continues to be a strong supporter in having the State Education Agency create a position to explore opportunities in science, technology, engineering, and math (STEM) related careers. One of the key responsibilities of this position is to collaborate directly with local business and labor, community and technical colleges, four-year institutions of higher education, professional organizations, and the Workforce Training and Education Coordinating Board to implement research-based outreach programs that attract middle and high school students to careers in STEM. OSPI and Microsoft have partnered to provide Microsoft IT Academy (ITA) to all Washington high schools. Microsoft ITA will bridge the gap between the world of education and the world of work. It will boost STEM education statewide and the employability and global competitiveness of our students and future workforce. In the 2010-11 Legislative, Washington State provided \$2 million towards the Microsoft ITA. The ITA is a technology education program focusing on training and certification for students and administrators. Microsoft provides software and staff support to every high school in the state. Students, teachers, and administrators can receive training through online courses and official Microsoft materials and become certified in a number of IT subjects, including Microsoft Office as well as advanced topics such as programming, network administration and database development.

The benefits of the Microsoft ITA are intended to support the state and the Office of Superintendent of Public Instruction (OSPI) mission, which states: *Every Washington public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st century.*

The Microsoft IT Academy program for Washington high schools benefits reach nearly all Washington high school students, as well as home-schooled high school students, all Washington high school teachers, Washington high school staff, and all ESDs and Tribal Schools.

Year Three Milestone and IT Academy Certifications Passed

Microsoft Office Certified Masters: requires passage of Word 2010 Expert, Excel 2010 Expert, PowerPoint 2010; as well as one other exam in Access 2010, Outlook 2010, SharePoint 2010, OneNote 2010, or Office 365.

As of June 30, 2015, 51,497 certifications have been earned since the program began in 2011 and 27,458 individual student have achieved at least one Microsoft Office or MTA certification. Mater certifications increased by 147% over last year, finishing with 348 students earning MOS Master Certifications.

Certificates:

WORD 2010: **June 30, 2014** - 4,817 certificates; **June 30, 2015** – 7,345 certificates
EXCEL 2010: **June 30, 2014** - 1,763 certificates; **June 30, 2015** – 2,935 certificates
PowerPoint 2010: **June 30, 2014** - 6,646 certificates; **June 30, 2015** – 8,714 certificates
Outlook 2010: **June 30, 2014** - 712certificates; **June 30, 2015** - 420 certificates
Access 2010: **June 30, 2014** - 211certificates; **June 30, 2015** - 341 certificates
OneNote 2010: **June 30, 2014** - 241certificates; **June 30, 2015** – 121 certificates

Total (including MTA cert.): **June 30, 2014** – 17,089 certificates; **June 30, 2015** – 24,519 certificates

In addition, OSPI hosted various statewide professional development opportunities for teacher training in utilizing technology to enhance teaching and learning of content specific knowledge and skills in the classroom. Also, the Washington Association of Skilled and Technical Sciences offers various regional in-services across the state in specific technology program areas to facilitate the use of new and emerging technology in the classroom.

Washington continues to work collaboratively with local industry and community partners, in particular with the Washington Association of Career and Technical Association, to provide additional resources and professional development opportunities for secondary school instructors. Furthermore, districts have partnered with their local city and county agencies to create stronger CTE programs that not only benefit students, but also their local communities.

Postsecondary- Funds were awarded through leadership mini-grants to develop, improve, or expand the use of technology in CTE programs. Examples:

Automotive Technology Department enhanced its existing curriculum and instruction by infusing emerging multi-media instructional technology into the automotive lab and classroom. This technology (Electude's Argo) addressed different learning styles and especially those who have grown up with technologies that are interactive and have a gaming-simulation orientation.

Free computer classes – a “Back-to-School Tech Series” – were offered to students who were coming to college for the first time or returning to college later in life.

Allied healthcare and nursing faculty continued integration and use of simulation technology. Scenarios, using SimPads, mannequins, and other technology-based simulation systems were developed.

Faculty participated in courses and workshops, such as Instructure Canvas, iOS8, Online Pedagogy, Online Course Accessibility Standards, Avid, and Panopto Capture to improve the quality of online education delivery.

Implementation of mobile technology, tablets and open educational resources for instruction and classroom management continued. Colleges trained faculty on using open educational resources in their curricula. Perkins dollars were used to fund Instructional Technology Specialists to support for career and technical education faculty with e-learning and current instructional technologies.

Perkins funds were also used to support career and technical education programs' technology needs. Through collaboration with Advisory Committees and industry, colleges determine which equipment and technology is necessary to deliver instruction that mirrors the needs of industry. For example, colleges improved instruction through providing VasCan ultrasound exam beds to be used in the ultrasound imaging lab, Dexis X-Ray software upgrade to improve diagnostic quality of the digital x-ray system used by dental students, purchasing a 3D printer to be used in the CAD Design & Drafting and Mechanical Design Tech programs, and utilizing a new diagnostic scan tool in the Automotive Technology Program.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Secondary - Professional development for CTE and academic instructors were delivered chiefly through two methods: 1) workshops and conferences, and; 2) technical assistance from program supervisors and other OSPI staff.

Workshop activities increasingly focused on the development, integration, and implementation of the program standards, based on industry-defined skills standards. The CTE program supervisors work directly with CTE instructors and local districts to ensure the quality of local programs. In addition to the

workshops at national and statewide conferences, the CTE program office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary career and technical education. Additionally, individual program staff members are assigned to work directly with state and national Career and Technical Education Student Organizations (CTSOs). The benefits of working with the local and national CTSOs enhance specific pathway courses that increase leadership and employability skills through practicum and experiential experiences that will prepare students for the workforce.

The WA-ACTE summer conference is held every August to provide professional development for all CTE directors/teachers and draws an average of 500 participants. The conference provides strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations.

Comprehensive professional development was provided on an ongoing basis to administrators and teachers throughout the year at WAVA. Despite the economic difficulties districts have been challenged with, attendance continues to be consistently strong at all of the workshops and conferences provided for teachers and administrators. The CTE program office continues to work collaboratively with the guidance and counseling office to make sure counselors are aware of what a program of study is and how to use it with their district's high school and beyond plan.

Postsecondary - Perkins Leadership funds are used to support Industry-Based Professional Development. The purpose of the industry-based professional development is to return to industry field work experience or support attendance at recognized hands-on, industry sponsored, training programs that result in industry certification, or have a hands-on/practice component of sufficient length to result in an in-depth industry upgrade that will increase knowledge of current practices. 74 postsecondary CTE instructors engaged in acquiring new skills related directly to the business or industry in which they teach, including cyber security, manufacturing technology, dental hygiene, robotics, and others. Training in the fields of Health Sciences (29) and Automotive Repair (10) were most prevalent.

Leadership funds were used to support professional development through an intensive "Boot Camp" training program for 76 new CTE instructors coming to instruction from industry replicated in several different geographic regions of the state. This professional development activity is aimed at ensuring quality and effectiveness in professional-technical programs and to help industry experts transition into teaching. The sessions are open to new and/or existing professional-technical instructors. In 2014-15, topics included Competency Based Teaching, Writing Student Learning Objectives, Using Questions to Assess and Teach, and others. Overall, 21 topics were covered in the course of the training.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Secondary - Districts have been very creative in providing nontraditional training and employment opportunities in engineering, graphic arts, and health occupations. In many of our school districts, enrollments are increasing for females in the engineering and graphic arts programs and more males are enrolling in the nursing and early childhood education programs. State funds were budgeted to assist districts in implementing Project Lead the Way curriculum. In the summer of 2015, approximately 20 scholarships were awarded to teachers of Washington to receive training on Project Lead the Way curriculum. The Robotic programs have been very popular and many Washington schools have been introducing and recruiting females in these programs.

Many of Washington schools are utilizing the Inspiring Girls Now in Technology Evolution (IGNITE) model. This program's mission and goal is to have IGNITE in every middle and high school, college, and workplace. In Washington IGNITE works closely with Seattle schools, encouraging high school girls to consider careers in technology. The program provides students with information about scholarships, internships, and community resources to help them succeed in the fields of engineering and technology.

Many of our schools continue to hold annual nontraditional career and college fairs. Women in the trades and apprenticeships, as well as men in nursing and health care fields, continue to be the focus. The Pizza, Pop and Power Tools workshop for female students has been successful throughout the state. The Spokane School District, one of our largest districts, continues to see an increase in female enrollments in the areas of construction as a result of the Pizza, Pop and Power Tools workshop.

Postsecondary– The State Board released nontraditional funds to the colleges on a RFP basis to improve performance in recruitment, retention and success of students in nontraditional occupations. Some of the projects offered by the colleges are outlined below:

Women in Welding – women were able to learn about the variety of non-traditional jobs in the welding industry, about career pathways and about job opportunities in welding in their local areas. Events included pre/post-testing, safety briefing, observation, and opportunities to try out various equipment and processes. Industry representatives, including female welders, assisted with the activities, as well as demonstrated different welding applications.

Women in Trades Empowerment Training Series – College, in an effort to increase retention of women in non-traditional programs in general, and trades in particular, utilized Perkins funds to develop a curriculum for a day-long seminar that includes topics such as Personal Safety and Understanding Your Rights, Assertive Communication on the Job, and Relationship-Building with Other Women in Trades.

Road Less Graveled /Possibilities within Reach – information and networking project featuring YouTube videos with presentations delivered by representatives currently employed in non-traditional fields. A course module accompanies each video. The CANVAS classroom holds the videos and the curriculum that faculty use at their convenience. The material is appropriate for ESL students seeking information on non-traditional careers.

BOYS (Big Opportunities for Youth Success) - The BOYS project focuses on introducing middle school boys to the personal benefits and social impacts of non-traditional careers, with a focus on the health care industry. In 2015, 45 boys from two school districts participated in hands-on workshops and interactive exhibits.

Try-a-Trade/Try-a-Technology – Several colleges provided opportunities for high school students to learn about trades, technology, and nontraditional careers on the college campuses. Students participated in hands-on activities, met college instructors, explored trade and technology related programs, and learn about career opportunities in a variety of fields.

GLAM (Girls Learning about Manufacturing) – In this all-day workshop, over 150 high school girls are paired with female industry mentors to learn the stages of manufacturing in a hands-on exploratory manner.

“Expanding Your Horizons” - A program for middle school girls to go to a college campus to attend three hands-on workshops in STEM career fields and hear a speaker who will motivate and encourage them in pursuit of a challenging STEM career. One of the colleges using this type of event had over 400 middle school girls attend. Another school focused on how math was important in STEM and CTE

programs. Girls were introduced to Math Manipulatives and shown in creative ways and projects how real world math was part of Engineering and the Manufacturing Tech programs.

Non-Traditional Speaker Series – series of events featured successful people in non-traditional occupations, so that students can envision success and develop connections with the industry.

Funds were also expended to support positions that provide targeted outreach to non-traditional students and provide non-traditional counseling and academic coaching.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary – Local education agency plans describe how they will review career and technical education programs to identify and adopt strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in the program for special populations. In many Washington schools, CTE programs have received technical guidance from OSPI staff in their collaborative work with local migrant and bilingual program, special education, and the Title I offices as they review CTE program data.

Postsecondary- Colleges applied for and were awarded funds for implementing projects designed to specifically support programs for special populations that lead to high skill, high wage careers. Technology integration and on-line course offerings provided extended access to high wage career education, while modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Counseling and advising services for special populations were supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental Instruction as well as creating applied math and writing courses supported student success and completion. Funding was also expended for tutoring and interpretative services for student with disabilities. Funding was used to purchase Braille printer, software, and stand to assist visually impaired students.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary - OSPI staff participates in all conferences and workshops sponsored by WAVA, WA-ACTE, OSPI sponsored conferences, K-20 Videoconferences, etc.. In addition to workshops and conferences, LEAs often request onsite technical assistance by program staff. Furthermore, the Career and Technical Education office at OSPI publishes a monthly CTE Update. The monthly update is distributed to all CTE directors/coordinators as well as having it available on the OSPI/CTE website.

Technical assistance is provided through on-site requests via email, phone, and conferences/workshops. OSPI continues to provide programs of study workshops and presentations in an effort to inform educators about the Perkins IV legislation.

Postsecondary- Staff members from the State Board for Community and Technical Colleges conduct triennial program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans.

Staff members provide technical assistance through development of guides and manuals on budgets, policies and processes. Information on student coding processes and budgets are provided by online manuals and video conferencing.

Staff members of the SBCTC, WTECB and OSPI collaboratively provide technical assistance on Programs of Study (POS), budgets, application processes, coding, and Perkins accountability measures at conference and State meetings, budgets, application processes, coding, and Perkins accountability measures at conference and State meetings.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions: \$103,680

Number of students participating in Perkins CTE programs in state correctional institutions: 377

Describe the CTE services and activities carried out in state correctional institutions.

Secondary – During Program Year 2014-15, OSPI coordinated efforts with 2 Juvenile Rehabilitation Administration (JRA) School, Green Hill School and Naselle Youth Camp. The goal of the CTE JRA Project is to preserve the vital connections between youth, families, and communities by providing courses that will offer students an opportunity to enroll in a program that will lead to an industry based certification. The intent is to build on the strengths of young people, families, and communities in order to instill hope and to ensure secondary students are giving the same opportunities and can still contribute to the community as well as being employable after they leave the facility.

Green Hill School

Automotive Mechanic and Collision Repair

The funds provided to Green Hill helped in developing student skills in auto mechanics and collision repair.

In addition to purchasing supplies and equipment, Green Hill updated their shop software to align with current industry standards. They have made significant progress in moving their auto program towards a “certification” track, in spite of the difficulties inherent in getting students certified in their setting.

C-Tech

The cabling and fiber optic program is stable. In program year 2014-15, the C-Tech program allowed students to earn C-Tech cabling and home entertainment installation certification. The grant also helped to support the purchase of supplies to continue the program.

Horticulture

The horticulture program provided students the opportunity to earn a Washington State University master gardener certification. The grant helped to support the program with the purchase of supplies and material.

Video Production

The multimedia program serves a large portion of Green Hill’s population. The grant has supported the expansion of the video element of this program. Funds were used to purchase a high-end video editing and compiling computer with software. In addition to purchasing equipment, Green Hill was able to send instructors to needed professional development in video production.

CNC Machining; Welding

In the 2013-14 school year, Green Hill contracted with a local machinist to work with teachers to get the machine operating. The teacher spent countless hours researching how to program the machine. In program year 2014-15, Green Hill continued to develop teacher ability to use the machine and program the machine to produce small parts.

The program provided students an introduction to the use of a high-end CNC machine. In addition it provided an “intermediate” welding certification using written exams.

Entrepreneurship

Recognizing the need for greater economic participation at all levels of society, Green Hill has decided to implement “Who Owns the Ice House” entrepreneurship program. The entrepreneurship program is aimed to direct students learn the process of self-directed discovery that requires them to take ownership of their ideas as well as their ability to learn and applying their ideas to help build the economy and benefit their local community.

Naselle Youth Camp**Digital Design**

In program year 2014-15, Naselle Youth Camp implemented the use of technology into their CTE program. The school used CAD to help develop students understanding of construction and having students build sheds and outbuildings in a 2 period block class. Nassell Youth Camp continued to offer a digital design class to help students create and do graphic design. Students were able to apply their graphic design skills learned by printing with a laser engraver printer. The program allowed students to make replicas of their artwork from the digital design class. Students used the designs to make awards/plaques for students and staff recognition.

Robotics/Production Development

New this year, Naselle Youth Camp implemented the robotics/Production Development program, which provided students with the ability to design and build prototypes and working with robotic models. Funds were used to purchase necessary materials.

Postsecondary—Two correctional institution projects were funded by the State Board for I-BEST programs. Washington’s Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students’ literacy and work. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language. Students learn basic skills in real-world scenarios offered by the job-training part of the curriculum.

Incarcerated women: The I-BEST model for a 57-credit Ornamental Horticulture certificate program integrates professional-technical and ABE/GED students enrolled at Washington Corrections Center for Women. Students entering the program without high school diploma or GED received instruction for GED completion and basic skills support in math, reading, and writing for the vocational horticulture classes. The vocational instructor and ABE/GED instructor work with students with a 100% overlap in the classroom. The program is designed for students to achieve several certificates in a progressive model has been successful with I-BEST students completing their GED while continuing with their vocational programming and earning first level certificates. 21 students participated in the program in 2014-2015, with all 21 completing.

Incarcerated men: The I-BEST course at Cedar Creek Corrections Center integrates two programs: Basic Skills and Building Maintenance. The goal is to help students gain the skills needed to pass the GED, begin an apprenticeship program, enter the community college, or get a job. Instruction is contextualized and includes helping students with reading, writing, and math skills and strategies. Students were able to apply these basic skills while completing the Building Maintenance program. In addition, student success skills were included in the course; these skills included note taking, test taking and study skills. Not only does this help in student success, but it helps students gain the necessary learning skills for future goals. Importantly, resources were also made available to help students with college programs, apprenticeship possibilities, and union jobs. At the beginning and end of the course, students completed two assessments, to determine learning gains and they also completed a hands-on building project, where they used all of their learned skills for the quarter and earned 20 college-level credits. Program data shows that overall test scores increased, completion rates increased and student satisfaction increased for the quarters that the Building Maintenance Program used the I-BEST model. 71 inmates participated in the program and 57 completed it successfully.

Part II: State Institutions Serving Individuals with Disabilities

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary- The State Office of Superintendent of Public Instruction Pathway supervisor works with districts and schools to support family and consumer science programs. In addition, local districts use Perkins funds to support family and consumer sciences instructors to attend state and national FACS conferences and other conferences and workshops to aid their instruction in the classroom.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Secondary – After school programs are increasingly recognized as playing a valuable role in improving student achievement outcomes. However, the expectations for how such programs support student’s engagement and learning are varied. Underserved populations (For example Hispanic and Native youth, special education, and students living in poverty) face institutional challenges and barriers to educational opportunities. One of the main objectives of this special project is to work with underserved youth in the subject area of an after school extension of a school’s agricultural education program. Underserved youth in Washington State have a significantly high dropout rate. OSPI worked with a few districts in dropout prevention programs through the agricultural education program. Through agricultural education curriculum and teaching methodologies, various methods were used to reengage students to place them back on track to graduation. The special project provided after school leadership training and community exposure for underserved youth that feel voiceless in their schools and community at large. They learned the skills needed to be advocates through participating in projects designed to eliminate community barriers and institutional problems such as violence, achievement gaps, access to quality services and support in schools and neighborhoods.

While many afterschool programs already engage students in a particular subject matter, this particular after school agricultural education project focused on the preparation of students to have a sense of belonging in the school setting, while increasing their understanding of the doors of opportunity, and increasing their self-confidence. Activities integrated became an extension of student learning by the application of agricultural concepts to meet the next generation science standards, and integrate common core standards in ELA/Literacy and Mathematics. Options included introducing an academic mentoring program, hosting career/college/family nights, creating a shadow program matching students with local industry representation, developing leadership skills through the creation of a personal portfolio, program of study, and career development events.

Postsecondary- Perkins funds were used to strengthen recruitment, admissions, and retention efforts for ESL/ABE/GED and high school completion students, teen parents, and returning adult students. The I-BEST model continues to be used successfully in several college programs and our CTE Corrections education.

12P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Postsecondary – Online recruitment tools, such as Interfase and e-Recruiting are available to connect applicants with job postings. Washington Career Pathway web tool is linked with other State websites in a coordinated way to inform students and advisors about current career and educational opportunities for students with from high school through the postsecondary system. The One-Stop support provided by Perkins funds is linked to centers that provide career information and job seeking services. Colleges’ Career Fairs offer admission free of charge to current students and alumni. Colleges’ Career and Advising Centers offer counseling and advising to former students to assist with re-enrollment or job search.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary - All approved CTE courses must accompany a framework and incorporate the adopted common core state standards in addition to all of the required Essential Academic Learning Requirements (EALRs), 21st Century skills and technical skills required for the course. Curriculum frameworks submitted for approval without evidence of integration of all components of the EALRs, mastery of which is required for all students, and does not lead to the skills required by industry, are denied.

Postsecondary– I-BEST continues to be a key component in colleges’ efforts to integrate academic and technical skills training and to ensure that students have the skills needed to succeed in the academic general education course required in their programs. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum. 30 new I-BEST programs - including Principles of Precision Machining, Aviation Maintenance Tech, Composites Manufacturing, and others – we established in 2014/15 at 19 colleges.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Secondary – Each CTE course align to current industry or nationally defined standards, as evident in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the state CTE program supervisors at OSPI. Program specific advisory committees guide the relevance and continuous improvement of the program. Advisory committees must include a balanced representation from business/industry and labor reflecting the diversity of the community. The committee provides recommendations in the design, development, delivery, evaluation, and continuous improvement of CTE programs.

Districts are required to meet with local advisory committee on a regular basis and minutes are on file in the district. When local community and business originations are involved throughout the development/planning phase and when clear goals and expectations are set for students, there is an increase in student achievement. OSPI actively supports close connections between CTE programs and the state’s local and regional industry representatives.

In the 2014-15 program year, OSPI began its partnership with the Employment Security Department in the *Career Readiness for a Working Washington* project. The Project connects school districts with local Workforce Development Councils to make career exploration, career pathways, mentoring, and on-site workplace experience a permanent part of the high school experience.

Employment Security and local Workforce Development Councils (WDCs) have strong employer relationships and place students in jobs. Under Career Readiness for a Working Washington, the OSPI

and local school districts use this system to create employer relationships for schools and match students to business mentors and internships.

Employment Security and OSPI funded pilots where they were all required to use a comprehensive career goal + mentor + internship model, and to build permanent systemic change in the school system. Pilots committed to specific increases in graduation rates, business mentors, student internships and teacher externships. School-WDC partnerships had broad flexibility to design locally, and many focused on STEM careers. The pilots identified their baseline performance and committed to increase their current results by:

- 2,534 additional students identifying a specific career goal;
- 877 additional students matched with a mentor;
- 233 additional students performing on-site internships;
- 3,589 additional students engaged in other work-based learning activities;
- 39 additional teachers in on-site business externships

Postsecondary - Every CTE program is required to assemble an advisory committee composed of business and industry, and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry.

Colleges use DACUMs or focus group processes that engage industry representatives, to maintain currency in their offerings, identify core skills, competencies, and degree of professional practice needed to meet employers' needs. The latter are integrated into the program outcomes and curriculum is built to assure skill attainment.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Secondary – Many Washington's local districts used Perkins funds in career centers. Products such as Career Cruising are purchased for student on-line access to explore career options, create goals for the future, make educational plans, and set goals with their counselors, these materials are updated yearly so students have access to the latest materials to help them make decision in their postsecondary and employment training options.

Postsecondary- Work continues on the development of Programs of Study (POS) web tool, WashingtonCareerPathways.org. The state model of a POS process is in place, but this tool makes it possible for colleges and high schools to move POS into a web tool that is accessible to students, parents, counselors and advisors. The <http://wacareerpath.com/> tool provides a visual diagram to help people understand their options and how to move through our colleges' programs, as well as how to continue their education past the Associate degree or certificate level and gain the skills that they need to be successful in today's COMPASS testing and career and education pathway advising for high school students.

Start Next Quarter (<https://www.startnextquarter.org>) is a web portal that provides students with educational program choices. Based on their replies to simple survey questions, it can connect them to worker retraining and low-income programs for funding information, as well as allowing them to schedule online for an educational advising appointment and apply for college. 30 of the state's colleges currently use this tool.

Colleges focused on the increase of college completions through strategies such as End Next Quarter. Staff position, funded in part by Perkins, tracks students approaching completion in professional technical programs, and convenes groups of students at 5th or 6th quarter, by program, to facilitate degree audits, completion advising support (ensuring students plan for required courses prior to finishing) and assists with the application for the appropriate earned credential. This intervention was piloted with one program this year and was very successful. This is an intentional strategy to focus on increasing student completions.

Career and Employment Services departments assist students with job search and career exploration through one-on-one career counseling, including career assessments, group workshops, and through access to online resources such as WOIS (Washington Occupational Information System) and Career Cruising. Use of on-line Career Coach, which allows both prospective and current students to access local current labor market information and provides links to local colleges' degree and certificate offerings, as well as current job openings, is growing and used by faculty and staff for outreach and career guidance. Career Specialists also design workshops to be presented to students in specific programs on employment trends and job search strategies.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Secondary – OSPI's program supervisors work directly with local schools and districts to provide technical assistance during conferences and workshops. With the elimination of Tech Prep coordinators to assist with the connection between secondary and postsecondary, local districts utilized Perkins funds to support the articulation agreements and program of study with local colleges and businesses.

Postsecondary – Colleges have developed new Programs of Study (POS) in Automotive Technology, Engineering Technology, Medical Assisting, Hospitality/Eco-Tourism, Welding Fabrication, and other fields. The POS's include articulations for dual credits with local school districts. All colleges receiving Perkins Plan funding have at least one POS.

Colleges are also expanding the number of articulations to baccalaureate institutions and developing more Bachelors of Applied Science (BAS) degrees.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Postsecondary – Expansion of articulation activities was conducted under the Perkins basic funds as part of the local five-year plan and yearly update to the plan. There are standing articulations for specific programs to universities.

The Community and Technical College System now offers baccalaureate programs and supports expansion of upper division capacity at baccalaureate institutions. These applied baccalaureate degrees increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree. In order to establish an Applied Baccalaureate program, the college has to provide evidence of the baccalaureate degree building on an existing professional and technical degree program.

While Perkins funding does not directly support Baccalaureate-level programs, funds did support transitional services, such counseling and advising of CTE students in two-year programs to provide them

with information on pathways that are available to them. Funds were expended on development of career pathways materials to help students understand how short-term certificates articulate to 2-year degrees and BAS programs. Providing clear pathways for CTE students is a system-wide emphasis, and new programs are developed with that concept in mind.

The workforce student population is comprised of a large portion of people of color, older working adults, and people (women) who are place-bound with family responsibilities.

Currently, community and technical colleges offer 44 applied bachelor degrees at 18 colleges:

Bellevue College:

Bachelor of Applied Science in Radiation and Imaging Sciences, 2007;
Bachelor of Applied Arts in Interior Design, 2009;
Bachelor of Applied Science in Health Care Technology and Management, 2011;
Bachelor of Science Nursing, 2012;
Bachelor of Applied Science in Information Systems & Technology, 2012;
Bachelor of Applied Science in Data Analytics, 2013
Bachelor of Applied Science in Applied Accounting, 2015

Centralia College:

Bachelor of Applied Science in Applied Management, 2012
Bachelor of Applied Science in Diesel Technology, 2014
Bachelor of Applied Science in Information Technology Application Development, 2015

Clark College:

Bachelor of Applied Science in Dental Hygiene, 2015

Clover Park Technical College:

Bachelor of Applied Science in Manufacturing Operations, 2014

Columbia Basin College:

Bachelor of Applied Science in Applied Management, 2009;
Bachelor of Applied Science in Project Management, 2013;
Bachelor of Applied Science in Cyber Security, 2013

Grays Harbor College

Bachelor of Applied Science in Organizational Management, 2015
Bachelor of Applied Science in Forest Resource Management (with Green River College), 2015

Green River College:

Bachelor of Applied Science in Information Technology: Network Administration and Security, 2013
Bachelor of Applied Science in Information Technology: Software Development, 2014
Bachelor of Applied Science in Forest Resource Management (with Grays Harbor College), 2015

Highline Community College:

Bachelor of Applied Science in Cyber Security and Forensics, 2013
Bachelor of Applied Science in Global Trade and Logistics, 2014;
Bachelor of Applied Science in Respiratory Care, 2014

Lake Washington Institute of Technology:

Bachelor of Technology in Applied Design, 2009;
Bachelor of Applied Science in Transportation Logistics, 2013;
Bachelor of Applied Science in Public Health, 2013

North Seattle Community College:

Bachelor of Applied Science in International Business, 2013

Bachelor of Applied Science in Application Development, 2014

Olympic College:

Bachelor of Science in Nursing, 2007

Bachelor of Applied Science in Information Systems, 2014

Bachelor of Applied Science in Organizational Leadership and Technical Management, 2015

Peninsula College:

Bachelor of Applied Science in Applied Management, 2007

Seattle Central Community College:

Bachelor of Applied Behavioral Science, 2009;

Bachelor of Applied Science in Allied Health, 2013

Bachelor of Science in Nursing, 2015

Skagit Valley College:

Bachelor of Applied Science in Environmental Conservation, 2014

Spokane Falls Community College

Bachelor of Applied Science in Information Systems and Technology, 2015

Bachelor of Applied Science in Applied Management, 2015

South Seattle Community College:

Bachelor of Applied Science in Hospitality Management, 2007;

Bachelor of Science in Professional Technical Teacher Education, 2012;

Bachelor of Applied Science in Sustainable Building Science Technology, 2013

Wenatchee Valley College:

Bachelor of Science in Nursing, 2015

Yakima Valley Community College:

Bachelor of Applied Science in Applied Business Management, 2014

Bachelor of Applied Science in IT Networking – System Administration, 2015

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Secondary – OSPI uses Perkins funds to support the following career and technical student organizations to provide leadership to CTE students: Distributive Education Clubs of America, Future Business Leaders of America, Skills USA, Washington FFA Association, Technology Student Organization, Washington Vocational Sports Medicine, and Health Occupations Students of America.

Postsecondary - Leadership funds were used to support the following CTE student organizations:

Chef's Club, affiliated with the American Culinary Federation (The Culinary Arts Hot Food Team won the American Culinary Federation State Championship and placed second in the Western Regional Competition).

VITA, affiliated with National Volunteer Tax Assistance Program

Phi Theta Kappa International Honor Society (Awards include: TACTC Scholar, Coca-Cola Community College Academic Team Gold Medal Scholar, 1st Place for Paragon Award for New Advisors)

The Society of Automotive Engineers Mini Baja Competition Team

SkillsUSA

PHI BETA LAMBDA

DECA

Radiologic Science student organization (Rad Tech Club), affiliated with Washington Society of Radiologic Technologies

Respiratory Therapy student organization (Respiratory Care Club) affiliated with the Respiratory Care Society of Washington

Washington Post-secondary Agriculture Student Organization

Nursing Students of Washington State (NSWS)

Teachers of Tomorrow to provide Education Paraprofessional and Early Childhood Education leadership opportunities affiliated with the Student Washington Education Association of the Washington Education Association

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Secondary – CTE program supervisors at OSPI work directly with local districts to make sure that all approved CTE courses are taught to industry standards and that employment or volunteer options are available to students enrolled in the courses. Local districts are required to have CTE program specific advisory committees that include representatives from business, industry, parents, and community members. The advisory committees have the responsibility of developing and approving district's Perkins plans for each of the program areas, evaluating the effectiveness of the program, and recommending changes that need to be made. During technical assistance workshops and presentations, special emphasis is made to ensure all program areas comply with mandates of the Perkins grant and to ensure that appropriate individuals are informed of the requirements.

Postsecondary - Many programs continued to utilize clinical instruction or cooperative education experiences as a part of either program requirements or electives. Some of the examples include Nursing, Fire Science, Chemical Dependency Studies, and Early Childhood Education.

Business and industry advisory members provide site tours, internships and shadowing opportunities. They also participate in panels and events to answer students' questions about the occupation.

Many classrooms are modeled on a typical workplace to the greatest extent possible, so that student gain experience both in the use of industry-standard equipment and materials, as well as meeting workplace expectations. This contextualization extends to related instruction components (human relations, computation, and communication) so that those components support workplace skills development.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Secondary- Pathway Supervisors at the State Office of Superintendent of Public Instruction provide technical assistance to districts and high schools to support partnerships between education and business. Local districts used Perkins funds to support CTE program advisory committees which seat both business and labor representatives to ensure relevant and rigorous curricula. Local efforts in creating a program of study and articulation agreements with community and technical colleges entail strong partnerships and relationships among faculty.

Postsecondary - Employers offered input on curriculum through DACUMs and advisory committee participation. Whenever possible, colleges align curriculum with industry-based assessments and standards. For example, Automotive Technology is a recognized provider for National Automotive Technicians Education Foundation (NATEF), Welding Technology focuses on the American Welding Society certification, and Nursing teaches toward the American Nursing Credentialing Center

certification. The Medical Assistant curriculum was revised to meet the Commission on Accreditation of Allied health Education Programs (CAAHEP) accreditation standards in preparation for program accreditation. The new Cybersecurity and Computer Forensics curriculum was mapped to the National Center of Academic Excellence in Information Assurance/Cyber Defense for Two-Year Education (CAE2Y) skills standards for certification in 2015. The Welding curriculum teaches to American Welding Society (AWS) certification. Industry-based assessments are used in many programs for example the Nursing and Medical Assistant programs utilize Health Education Systems (HESI) testing to prepare students for licensure exams.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Secondary- The State Office of Superintendent of Public Instruction supports districts and high schools in the improvement of new CTE courses and initiatives. Local districts use Perkins funds to support on-going program reviews. The process is used to develop curriculum that is being used in the district to make sure it aligns with local, state, and federal standards. Some of our remote districts contract with the Washington Virtual Academy (WAVA). Faculty and district CTE personnel work together to make sure that all CTE courses offered through the WAVA on-line virtual academy are all aligned to standards.

Postsecondary - The colleges used funds for the enhancement of professional technical programs through curriculum development and redesign; faculty development; integration of technology into instruction with Web-based course offerings and open course resources; development of competency-based curriculum; provision of internships and work-based learning opportunities; and modularization of courses to provide short-term training certificate options.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Secondary- Local districts use Perkins funds to support work-related experience and business and education partnerships across all CTE programs. Students have opportunities for work-related job shadows and internships that connect with real-world employers. Mentor programs across districts provide after-school opportunities for CTE students to be connected with individuals in the career field of their interests. Often the required program-specific advisory committee offers students an opportunity to network with the local business and labor partnerships within their region.

Postsecondary– Articulation agreement for Entrepreneurship POS was developed with Seattle Public Schools.

Entrepreneurship is a component of several professional/technical programs, preparing students to run their own business upon completion.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Secondary – Funds were used to provide technical assistance and to provide professional development to CTE faculty and administrators. Through trainings and workshops, faculty and administrators are reminded about recruitment methods of CTE instructors, administrators, etc.. The secondary CTE internship program provides a venue to recruit and train new CTE administrators – funds are used to provide professional development presentations during the interns' year-long training.

Postsecondary- Leadership funds were used to support professional development through Boot Camp training for new career and technical education instructors. The new instructor training has been highly successful and has expanded to multiple locations to better serve instructors across the state.

South Seattle Community College offers a Bachelor of Applied Science degree in Professional Technical Teacher Education. The program prepares students who have completed a two-year technical degree or approved associate degree and have a minimum of 2 years related work experience for technical teaching positions in business, apprenticeship and at community or technical colleges. The BAS class schedule is conducive to the working student's lifestyle as classes are primarily offered online with some required face-to-face sessions. All mandatory in-person lectures are to be held on weekends.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Secondary – Pathway Supervisors provided technical assistance to the districts and high schools CTE programs to support occupational and employment information resources. Many of our local districts offering agricultural education programs require students to have a Supervised Agriculture Experience (SAE), which provide all agriculture students with work-related experience. The SAE encourage interaction with related business and industry options that relate to instruction. In addition, many of our local districts' career centers post job opportunities and sponsor job application, job interviews, and resume writing workshops.

In addition, Superintendent Dorn supports Work-Based Learning opportunities and has placed Career and Technical Education opportunities as a priority throughout his tenure. Work-Based Learning activities provide extended learning experiences that connect acquired knowledge and skills to a student's future. Teachers, counselors, administrators, parents, and community partners share responsibility for assisting all students in developing their High School and Beyond Plan. Washington State Career and Technical Education Program Standards define and require Work-Based Learning as a component of all CTE programs. It is an essential element of the total educational system and provides technical skills, knowledge and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies in any career.

Postsecondary- The Career Pathway web tool is linked with other State websites in a coordinated way to inform students and advisors about current career and educational opportunities for students with from high school through the postsecondary system. The One-Stop support provided by Perkins funds is linked to centers that provide career information and job seeking services. Colleges also utilize WOIS (Washington Occupational Information System) and other on-line resources to connect students with labor market and occupational information.

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Step 4: Use of Funds: Part D

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	
Postsecondary Students			

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Step 8: Program Improvement Plans

We request an extension to the time period for providing improvement plans. We understand that OCTAE will review our request and communicate with the State Director whether the extension is approved.

1. Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

2. Local Program Improvement Plans

Directions: Please review the accountability data submitted by your state's eligible recipients and address the following.

Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local

program improvement plan for the succeeding program year. Indicate the total number for both secondary and postsecondary.

Secondary:

1S1- Since Washington State's accountability waiver was denied in 2014, the state had to revert back to AYP determination of 100%. Districts not meeting this measure are required to provide an improvement plan to incorporate more reading/language arts content into their CTE curriculum.

1S2 - Since Washington State's accountability waiver was denied in 2014, the state had to revert back to AYP determination of 100%. Districts not meeting this measure are required to provide an improvement plan to incorporate more mathematics components into their CTE curriculum.

2S1- Districts not meeting this measure are required to submit an improvement plan as to how they will provide their students an opportunity to take and pass a technical skill and knowledge assessment for the appropriate CTE class they are enrolled in.

3S1- Districts not meeting this measure are required to submit an improvement plan on how the district will educate teachers and counselors in helping students navigate their pathway after high school, whether that is college, work, or military. For some undecided students, teachers and guidance counselors can help sort out the options and offer surveys to analyze skills and preferences.

4S1 - Since Washington State's accountability waiver was denied in 2014, the state had to revert back to AYP determination of 88%. Districts not meeting this measure are required to submit an improvement plan as to how the district will educate teachers and counselors on how to help the students lay out a plan towards graduation requirement.

5S1 - Districts not meeting this measure are required to submit an improvement plan outlining the steps they will take to assure the state that they are working on placing students after they exit secondary education.

6S1 - Districts not meeting this measure are required to submit an improvement plan that outlines their strategy to recruit nontraditional enrollees into certain program area.

6S2 - Districts not meeting this performance indicator are required to submit an improvement plan that outlines their strategy on how they will increase the number of completers enrolled in nontraditional courses.

Through conferences and workshops, OSPI staff will be providing districts ideas and strategies on how to increase and meet the specific Perkins measures. For example, through the Washington Association for Career and Technical Education statewide conferences, OSPI program supervisors are present to

provide specific CTE content workshops as well as provide districts with technical assistance on programmatic outcomes.

Postsecondary Implementation of Local Program Improvement Plans

Colleges that do not meet 90 percent of one or more performance indicators are required to write a performance plan regarding each missed performance goal and include it in the following year's annual update of the college's five-year plan. Each improvement plan outlines the college activities that are tied to individual performance measures and at the end of the year they review the impact of the activities. The plan is reviewed by SBCTC staff as part of the approval of the college's overall Perkins plan for funding. Colleges that miss the same performance goals three years in a row will be required to direct 1.5% of total Perkins basic funds towards improving upon the deficiencies in the coming year plan and budget. The budget and narrative documents are set up to show the amount of funds and activities directed toward performance improvement.

Performance Indicator: 1P1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.

The target for this measure was 38,781. The actual level of performance was 39,939. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has reduced over the last two years. The reduction is linked to overall decrease in enrollments due to a significantly improved economy in the state of Washington: Availability of employment historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue.

Several colleges did not meet 90% of target for this indicator. All three colleges missed the indicator for the first time and will be required to write improvement plans:

Edmonds Community College 86%, down from 144% in the previous year. This is a significant drop and the State Board staff is working with the college to determine the cause and provide technical assistance, if necessary.

Renton Technical College 79%, down from 96% in the previous year.

Seattle Vocational Institute 88%, down from 103% in the previous year.

Performance Indicator: 2P1 Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

The target for this measure was 30,786. The actual level of performance was 32,268. The Community and Technical College system performance exceeded the target performance level.

All but two colleges met at least 90% of their individual targets. Edmonds Community College reached 79% of their target, down from 154% in the previous year. Renton Technical College reached 73% of their target, down from 92% the year before. The State Board staff is working with the colleges to determine the cause and provide technical assistance, if necessary. The colleges missed this indicator for the first time and will be required to write improvement plans.

1S1: Academic Attainment in Reading/LA

61 districts did not meet at least 90% of this performance indicator for this reporting year.

Aberdeen School District
Auburn School District
Blaine School District
Burlington-Edison School District
Castle Rock School District
Central Kitsap School District
Centralia School District
Chehalis School District
Cheney School District
Chimacum School District
Clover Park School District
Columbia (Walla Walla) School District
Edmonds School District
Entiat School District
Enumclaw School District
Evergreen School District (Clark)
Ferndale School District
Fife School District
Grand Coulee Dam School District
Hockinson School District
Hoquiam School District
Kennewick School District
Kent School District
Kiona-Benton City School District
La Center School District
Lakewood School District
Longview School District
Lynden School District
Mabton School District
Mead School District
Medical Lake School District
Meridian School District
Monroe School District
Mukilteo School District
Newport School District
Nine Mile Falls School District
Nooksack Valley School District
Ocean Beach School District

Ocosta School District
Okanogan School District
Omak School District
Quillayute Valley School District
Reardan-Edwall School District
Renton School District
Richland School District
Ridgefield School District
Riverside School District
Seattle Public Schools
Shoreline School District
Snohomish School District
Stevenson-Carson School District
Tacoma School District
Toppenish School District
Vancouver School District
Wahluke School District
Washougal School District
Wellpinit School District
White Salmon Valley School District
Yakima School District
Yelm School District
Zillah School District

Since Washington State’s accountability waive was denied in 2014, the state had to revert back to AYP determination of 100%.

1S2: Academic Attainment in Mathematics

48 districts did not meet at least 90% of this performance indicator for this reporting year.

Arlington School District
Burlington-Edison School District
Central Kitsap School District
Cheney School District
Columbia (Walla Walla) School District
Coupeville School District
Eatonville School District
Entiat School District
Evergreen School District (Clark)
Ferndale School District
Fife School District
Grand Coulee Dam School District
Hockinson School District
Hoquiam School District
Kennewick School District
Kent School District
Kiona-Benton City School District
Lakewood School District
Lynden School District
Mead School District

Medical Lake School District
Meridian School District
Monroe School District
Mukilteo School District
Newport School District
Nine Mile Falls School District
Nooksack Valley School District
North Kitsap School District
Ocosta School District
Pasco School District
Port Townsend School District
Quillayute Valley School District
Reardan-Edwall School District
Renton School District
Richland School District
Ridgefield School District
Riverside School District
Rochester School District
Royal School District
Seattle Public Schools
Shoreline School District
Snoqualmie Valley School District
Steilacoom Hist. School District
Tacoma School District
Toutle Lake School District
Vashon Island School District
Wellpinit School District
White Salmon Valley School District

Since Washington State’s accountability waive was denied in 2014, the state had to revert back to AYP determination of 100%.

2S1: Technical Skill Attainment

3 districts did not meet at least 90% of this performance indicator for this reporting year.

Camas School District
Snohomish School District
Yakima School District

3S1: School Completion

22 districts did not meet at least 90% of this performance indicator for this reporting year.

Bremerton School District
Chimacum School District
Concrete School District
Coupeville School District
East Valley School District (Spokane)
Edmonds School District
Ferndale School District
Highland School District

Hoquiam School District
Meridian School District
Monroe School District
North Mason School District
Ocosta School District
Omak School District
Pasco School District
Port Townsend School District
Tacoma School District
Toppenish School District
Wahluke School District
Wellpinit School District
White Pass School District
Yakima School District

4S1: Graduation Rate

11 districts did not meet at least 90% of this performance indicator for this reporting year.

Blaine School District
Bremerton School District
Chehalis School District
Monroe School District
Newport School District
Okanogan School District
Tukwila School District
Wahluke School District
Wellpinit School District
Wenatchee School District
West Valley School District (Spokane)

Since Washington State’s accountability waive was denied in 2014, the state had to revert back to AYP determination of 88%.

5S1: Student Placement

27 districts did not meet at least 90% of this performance indicator.

Blaine School District
Bremerton School District
Curlew School District
Cusick School District
Darrington School District
Glenwood School District
Lake Quinault School District
Lopez School District
Mount Adams School District
Newport School District
Oakville School District
Ocosta School District

Orcas Island School District
Orting School District
Palouse School District
Pe Ell School District
Prosser School District
Quillayute Valley School District
Selkirk School District
Skykomish School District
Soap Lake School District
Taholah School District
Wahluke School District
Wellpinit School District
White Pass School District
Wilson Creek School District

6S1: Non-Traditional Participants

67 districts did not meet at least 90% of this performance indicator.

Auburn School District
Bainbridge Island School District
Bellevue School District
Bellingham School District
Cape Flattery School District
Central Valley School District
Centralia School District
Cusick School District
Davenport School District
Entiat School District
Enumclaw School District
Evergreen School District (Clark)
Garfield School District
Highland School District
Hockinson School District
Inchelium School District
Issaquah School District
Kennewick School District
Kettle Falls School District
La Center School District
La Conner School District
Lake Quinault School District
Lake Stevens School District
Lake Washington School District
Lakewood School District
Liberty School District
Lind School District
Longview School District
Lopez School District
Mary M Knight School District
Marysville School District
Mercer Island School District
Meridian School District

Methow Valley School District
North Franklin School District
North Kitsap School District
Northport School District
Northshore School District
Oak Harbor School District
Oakesdale School District
Ocean Beach School District
Olympia School District
Palouse School District
Peninsula School District
Port Angeles School District
Port Townsend School District
Quilcene School District
Richland School District
Rochester School District
Rosalia School District
Seattle Public Schools
Selkirk School District
Snoqualmie Valley School District
South Whidbey School District
Spokane School District
Sprague School District
Stevenson-Carson School District
Taholah School District
Tahoma School District
Touchet School District
Vashon Island School District
Wahluke School District
Washougal School District
West Valley School District (Yakima)
White Salmon Valley School District
Wilbur School District
Woodland School District

6S2: Non-Traditional Completers

49 districts did not meet at least 90% of this performance indicator.

Anacortes School District
Asotin-Anatone School District
Auburn School District
Bainbridge Island School District
Bellevue School District
Bellingham School District
Camas School District
Centralia School District
Chehalis School District
Colville School District
Enumclaw School District
Everett School District
Hockinson School District
Kennewick School District
Kettle Falls School District
Kiona-Benton City School District

La Center School District	
Lake Stevens School District	
Lakewood School District	
Longview School District	
Marysville School District	
Mercer Island School District	
Moses Lake School District	
Mukilteo School District	
North Franklin School District	
North Kitsap School District	
Northshore School District	
Oak Harbor School District	
Ocean Beach School District	
Olympia School District	
Orting School District	
Peninsula School District	
Port Angeles School District	
Rochester School District	
Seattle Public Schools	
Shoreline School District	
Snoqualmie Valley School District	
South Whidbey School District	
Spokane School District	
Stanwood-Camano School District	
Stevenson-Carson School District	
Tahoma School District	
University Place School District	
Vashon Island School District	
Walla Walla Public Schools	
Washougal School District	
West Valley School District (Yakima)	
White Salmon Valley School District	
Woodland School District	

Washington State CTE Participants:

	Number of Secondary Students	Number of Postsecondary Students
GENDER		
Male	161619	79,883
Female	148608	94,308
RACE/ETHNICITY *(1997 STANDARDS)		
American Indian or Alaskan Native	4888	2,041
Asian	21734	15,270
Black or African American	15194	10,672
Hispanic/Latino	61531	20,233
Native Hawaiian or Other Pacific Islander	3116	1,159
White	185095	91,631
Two or More Races	18669	8,648
Unknown		24,537
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)		10,787
Disability Status (ESEA/IDEA)	35364	
Economically Disadvantaged	144534	44,663
Single Parents		17,150
Displaced Homemakers		854
Limited English Proficient	16794	13,482
Migrant Status	6885	
Nontraditional Enrollees	13354	18,838

Washington State CTE Concentrators:

	SECONDARY		POSTSECONDARY	
	Male	Female	Male	Female
Agriculture, Food & Natural Resources	2773	4109	1,097	478
Architecture & Construction	2882	451	4,723	489
Arts, A/V Technology, & Communications	16723	16920	678	543
Business Management, & Administration	108	132	2,470	6,944
Education & Training	5115	10060	175	3,040
Finance	1270	1233	1	8
Government & Public Administration	3309	1382		
Health Science	3922	7130	3,055	13,552
Hospitality & Tourism	2864	3458	949	1,204
Human Services	342	2216	842	3,582
Information Technology	13650	6607	4,169	1,363
Law, Public Safety & Security	1438	1048	1,372	1,328
Manufacturing	6252	932	7,185	873
Marketing Sales & Services	2726	2760	295	419
Science, Technology, Engineering & Math	1946	670	360	87
Transportation, Distribution & Logistics	5044	452	3,192	323

Secondary Performance Measures:

1S1 – Reading/Language Arts

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	33726	39594	100.00%	85.18%	D	N
GENDER						
Male	17485	21091		82.90%		
Female	16241	18503		87.77%		
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	364	508		71.65%		
Asian	2742	3089		88.77%		
Black or African American	1195	1615		73.99%		
Hispanic/Latino	5156	6820		75.60%		
Native Hawaii or Other Pacific Islander	242	331		73.11%		
White	22003	24881		88.43%		
Two or More Races	2024	2350		86.13%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	1379	3588		38.43%		
Economically Disadvantaged	12165	15792		77.03%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	207	890		23.26%		
Migrant Status	479	723		66.25%		
Nontraditional Enrollees	17716	21072		84.07%		
Tech Prep				0.00%		

Secondary Performance Measures:

1S2 – Math

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	31168	39466	100.00%	78.97%	D	N
GENDER						
Male	16469	20974		78.52%		
Female	14699	18492		79.49%		
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	315	496		63.51%		
Asian	2758	3084		89.43%		
Black or African American	958	1581		60.59%		
Hispanic/Latino	4428	6754		65.56%		
Native Hawaii or Other Pacific Islander	225	326		69.02%		
White	20612	24887		82.82%		
Two or More Races	1872	2338		80.07%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	784	3476		22.55%		
Economically Disadvantaged	10610	15587		68.07%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	300	881		34.05%		
Migrant Status	387	709		54.58%		
Nontraditional Enrollees	16060	21017		76.41%		
Tech Prep				0.00%		

Secondary Performance Measures:

2S1 – Technical Skills

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	6039	6937	62.50%	87.05%	E	Y
GENDER						
Male	3194	3683		86.72%		
Female	2845	3254		87.43%		
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	48	59		81.36%		
Asian	424	461		91.97%		
Black or African American	230	259		88.80%		
Hispanic/Latino	1086	1365		79.56%		
Native Hawaii or Other Pacific Islander	36	40		90.00%		
White	3918	4404		88.96%		
Two or More Races	297	349		85.10%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	430	547		78.61%		
Economically Disadvantaged	2482	2967		83.65%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	157	207		75.85%		
Migrant Status	178	233		76.39%		
Nontraditional Enrollees	3102	3606		86.02%		
Tech Prep				0.00%		

Secondary Performance Measures:

3S1 – Completions

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	39424	45461	90.45%	86.72%	D	Y
GENDER						
Male	20483	24278		84.37%		
Female	18941	21183		89.42%		
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	468	633		73.93%		
Asian	3161	3387		93.33%		
Black or African American	1679	2058		81.58%		
Hispanic/Latino	6582	8139		80.87%		
Native Hawaii or Other Pacific Islander	340	415		81.93%		
White	24864	28123		88.41%		
Two or More Races	2330	2706		86.10%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	3492	4289		81.42%		
Economically Disadvantaged	15440	19119		80.76%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	913	1285		71.05%		
Migrant Status	724	929		77.93%		
Nontraditional Enrollees	21088	24082		87.57%		
Tech Prep				0.00%		
DISAGGREGATE INDICATORS						
General Education Development (GED)	137			0.00%		
Diploma	39137			0.00%		
Certificate	150			0.00%		

Secondary Performance Measures:

4S1 – Graduation

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
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GRAND TOTAL	39657	45550	88.00%	87.06%	D	Y
GENDER						
Male	20220	23991				
Female	19437	21559				
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	445	633		70.30%		
Asian	3110	3355		92.70%		
Black or African American	1678	2017		83.19%		
Hispanic/Latino	6396	7877		81.20%		
Native Hawaii or Other Pacific Islander	320	403		79.40%		
White	25504	28673		88.95%		
Two or More Races	2204	2592		85.03%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	4023	5275		76.27%		
Economically Disadvantaged	18283	22899		79.84%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	1632	2226		73.32%		
Migrant Status	934	1190		78.49%		
Nontraditional Enrollees	21722	25185		86.25%		
Tech Prep				0.00%		

Secondary Performance Measures:

5S1 –Placement

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	29837	40745	70.46%	73.23%	E	Y
GENDER						
Male	14851	21266				
Female	14986	19479				
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	270	519		52.02%		
Asian	2703	3137		86.17%		
Black or African American	1268	1808		70.13%		
Hispanic/Latino	4446	6729		66.07%		
Native Hawaii or Other Pacific Islander	204	356		57.30%		
White	19262	25887		74.41%		
Two or More Races	1684	2309		72.93%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	1727	3600		47.97%		
Economically Disadvantaged	10676	16594		64.34%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	482	910		52.97%		
Migrant Status	385	626		61.50%		
Nontraditional Enrollees	20852	29087		71.69%		
Tech Prep				0.00%		
DISAGGREGATE INDICATORS						
Advanced Training & Postsecondary Education	24120	40745		59.20%		
Employment	16742	40745		41.09%		
Military	121	40745		0.30%		

Secondary Performance Measures:

6S1 –Nontraditional Participation

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	133363	229968	55.17%	57.99%	E	Y
GENDER						
Male	69192	124769		55.46%		
Female	64171	105199		61.00%		
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	2213	3644		60.73%		
Asian	8070	14661		55.04%		
Black or African American	6848	11123		61.57%		
Hispanic/Latino	28985	48023		60.36%		
Native Hawaii or Other Pacific Islander	1356	2253		60.19%		
White	77780	136426		57.01%		
Two or More Races	8111	13838		58.61%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	15774	26610		59.28%		
Economically Disadvantaged	66148	109701		60.30%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	6230	10741		58.00%		
Migrant Status	3160	5373		58.81%		
Tech Prep				0.00%		

Secondary Performance Measures:

6S2 –Nontraditional Completion

Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
GRAND TOTAL	21960	37764	55.17%	58.15%	E	Y
GENDER						
Male	10649	20937		50.86%		
Female	11311	16827		67.22%		
RACE/ETHNICITY* (1997 Revised Standards)						
American Indian or Alaska Native	290	483		60.04%		
Asian	1501	2670		56.22%		
Black or African American	1134	1695		66.90%		
Hispanic/Latino	4255	6689		63.61%		
Native Hawaii or Other Pacific Islander	225	325		69.23%		
White	13266	23701		55.97%		
Two or More Races	1289	2201		58.56%		
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)				0.00%		
Disability Status (ESEA/IDEA)	2177	3736		58.27%		
Economically Disadvantaged	9880	16015		61.69%		
Single Parents				0.00%		
Displaced Homemakers				0.00%		
Limited English Proficient	591	934		63.28%		
Migrant Status	440	671		65.57%		
Tech Prep				0.00%		

Postsecondary Performance Measures:

1P1 – Technical Skill Attainment

	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance
GENDER			
Male	17,801		38781
Female	22,138		38781
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	435		38781
Asian	2,691		38781
Black or African American	2,017		38781
Hispanic/Latino	3,798		38781
Native Hawaiian or Other Pacific Islander	226		38781
White	25,552		38781
Two or More Races	1,868		38781
Unknown	3,352		38781
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	2,752		38781
Economically Disadvantaged	15,473		38781
Single Parents	2,860		38781
Displaced Homemakers	200		38781
Limited English Proficient	442		38781
Nontraditional Enrollees	4,291		38781

Postsecondary Performance Measures:

2P1 – Credential, Certificate, or Degree

	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance
GENDER			
Male	13,934		30786
Female	18,334		30786
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	336		30786
Asian	2,231		30786
Black or African American	1,476		30786
Hispanic/Latino	3,150		30786
Native Hawaiian or Other Pacific Islander	186		30786
White	20,555		30786
Two or More Races	1,545		30786
Unknown	2,789		30786
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	1,946		30786
Economically Disadvantaged	12,123		30786
Single Parents	1,721		30786
Displaced Homemakers	142		30786
Limited English Proficient	334		30786
Nontraditional Enrollees	3,114		30786
DISAGGREGATE INDICATORS			
Credential	926		30786
Certificate	7,546		30786
Degree	23,796		30786

Postsecondary Performance Measures:

3P1 – Student Retention or Transfer

	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance
GENDER				
Male	16,867	28,861	64	58.44%
Female	19,908	29,843	64	66.71%
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	411	730	64	56.30%
Asian	2,475	3,615	64	68.46%
Black or African American	2,198	3,874	64	56.74%
Hispanic/Latino	3,695	6,061	64	60.96%
Native Hawaiian or Other Pacific Islander	233	402	64	57.96%
White	22,673	34,506	64	65.71%
Two or More Races	1,971	3,130	64	62.97%
Unknown	3,119	6,386	64	48.84%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	2,320	3,819	64	60.75%
Economically Disadvantaged	14,921	21,932	64	68.03%
Single Parents	2,858	5,401	64	52.92%
Displaced Homemakers	199	272	64	73.16%
Limited English Proficient	1,072	2,383	64	44.99%
Nontraditional Enrollees	3,969	7,800	64	50.88%

Postsecondary Performance Measures:

4P1 – Student Placement

	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance
GENDER				
Male	10,375	18,219	58	56.95%
Female	12,763	20,976	58	60.85%
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	247	462	58	53.46%
Asian	1,407	2,383	58	59.04%
Black or African American	1,332	2,363	58	56.37%
Hispanic/Latino	2,242	3,553	58	63.10%
Native Hawaiian or Other Pacific Islander	157	242	58	64.88%
White	14,974	25,291	58	59.21%
Two or More Races	1,073	1,736	58	61.81%
Unknown	1,706	3,165	58	53.90%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	1,382	3,008	58	45.94%
Economically Disadvantaged	9,519	15,699	58	60.63%
Single Parents	2,205	3,932	58	56.08%
Displaced Homemakers	141	248	58	56.85%
Limited English Proficient	385	700	58	55.00%
Nontraditional Enrollees	2,964	5,077	58	58.38%
DISAGGREGATE INDICATORS				
Apprenticeship	228		58	
Employment	22,716		58	
Military	194		58	

Postsecondary Performance Measures:

5P1 – Nontraditional Participations

	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance
GENDER				
Male	5,909	37,563	19.25	15.73%
Female	7,715	38,015	19.25	20.29%
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	223	970	19.25	22.99%
Asian	904	4,519	19.25	20.00%
Black or African American	1,154	5,201	19.25	22.19%
Hispanic/Latino	1,388	7,438	19.25	18.66%
Native Hawaiian or Other Pacific Islander	89	530	19.25	16.79%
White	7,865	45,754	19.25	17.19%
Two or More Races	735	3,541	19.25	20.76%
Unknown	1,266	7,625	19.25	16.60%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	1,319	5,865	19.25	22.49%
Economically Disadvantaged	6,151	32,171	19.25	19.12%
Single Parents	1,680	8,987	19.25	18.69%
Displaced Homemakers	80	455	19.25	17.58%
Limited English Proficient	585	2,838	19.25	20.61%

Postsecondary Performance Measures:

5P2 – Nontraditional Completion

	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance
GENDER			
Male	2,869	17,066	18.5
Female	3,374	19,336	18.5
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	105	422	18.5
Asian	463	2,409	18.5
Black or African American	436	2,231	18.5
Hispanic/Latino	522	3,362	18.5
Native Hawaiian or Other Pacific Islander	37	232	18.5
White	3,818	23,142	18.5
Two or More Races	319	1,593	18.5
Unknown	543	3,011	18.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	574	2,930	18.5
Economically Disadvantaged	3,027	17,312	18.5
Single Parents	615	4,012	18.5
Displaced Homemakers	36	249	18.5
Limited English Proficient	117	795	18.5