

**2012-2013 Perkins
Consolidated Annual Report (CAR)
Washington State**

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

December 2013

1. Cover Page

1. Recipient Organization:

Organization Name:	Workforce Training and Education Coordinating Board	City:	Olympia
Address 1:	PO Box 43105	State:	WA
Address 2:	0	Zip code:	98504

2. Period covered by this report:

Start Date:	<input type="text" value="07/01/2012"/>
End Date:	<input type="text" value="06/30/2013"/>

3. PR/Award Numbers:

Title I Basic Grant to States:	<input type="text" value="VO48A12004"/>
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4. Remarks: (Any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

5. Lead individuals completing this report:

Select the lead individuals completing the report. If additional individuals without accounts will be completing the report, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

1. Please select the individual responsible for the **narrative performance information** in this report
 - Terri Colbert
2. Please select the individual responsible for the financial status reports in this report:
 - Glena Red Elk
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3a. Required Use of Funds

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

Secondary - 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. Data provided to the state by local agencies are aggregated by race/ethnicity and as well as by the required special population categories.

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 disaggregate by college.

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

2R. 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 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 solution for Washington high schools benefits reach:

All Washington high school students, as well as home-schooled high school students; all Washington high school teachers; all Washington high school staff; all Washington local communities; and, all ESDs and Tribal Schools.

Year Two 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.

During the 2012-213 school year, 106 students at 31 different schools earned Master Certification. This is a dramatic increase from the 14 students who did the same in 2011-12.

Certificates:

WORD 2010: **June 20, 2012** - 1,224 certificates; **June 21, 2013** - 4,085 certificates

EXCEL 2010: **June 20, 2012** - 448 certificates; **June 21, 2013** - 1,636 certificates

PowerPoint 2010: **June 20, 2012** - 1,634 certificates; **June 21, 2013** - 5,583 certificates

Outlook 2010: **June 20, 2012** - 90 certificates; **June 21, 2013** - 381 certificates

Access 2010: **June 20, 2012** - 48 certificates; **June 21, 2013** - 196 certificates

OneNote 2010: **June 20, 2012** - 49 certificates; **June 21, 2013** - 234 certificates

Total (including MTA cert.): **June 20, 2012** - 4,049 certificates; **June 21, 2013** - 12,258certificates

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. Point-of-view videos (like GoPro) were developed to use in classrooms and labs. Sessions were developed to teach older students (40+) how to navigate and use computer and online technologies that are commonly used for instruction, coursework and assessment. Other projects focused on using technology for advising such as 24/7 mobile advising and Start Next Quarter (<https://www.startnextquarter.org/>) a website for students. When students enter the site, they take an anonymous survey that will direct them to the funding sources they qualify for, allows them to schedule online for an educational advising appointment and apply for college. The use of mobile technology, tablets and open educational resources were implemented for instruction and classroom management. Several colleges reviewed open educational resources and training faculty on how to find and use them in their curriculum. "Flipped Classroom" approaches were developed for instruction using video lectures and online resources.

3R. *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 vocational and academic instructors was 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 CTSEOs 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.

Postsecondary– Perkins Leadership funds are used to support Industry-Based Professional Development. Almost 100 postsecondary CTE instructors and CTE/Adult Basic Education teams engaged in acquiring new skills related directly to the business or industry in which they teach. 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.

Leadership funds were further used to support professional development through a Workforce Deans' Leadership training for administrators. Over 80 instructors participated in an intensive "Boot Camp" training program for new CTE instructors coming to instruction from industry replicated four in different geographic regions of the state. Several colleges provided training for faculty on use of interactive and web-based media in the curriculum. Also, Reading Apprenticeship professional development experiences were offered to the CTE and ABE instructors.

4R. *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 leadership 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– Reading apprenticeship professional development experiences were offered to the CTE and ABE instructors. They learned how to apprentice students to reading and thinking in their disciplines. Modeling strategic ways of reading and engaging students in metacognitive conversations as they read technical and academic texts has led to greater engagement and deeper comprehension. Students learn to pay attention to their reading process as well as to their comprehension of content.

Several colleges used funds to review student learning outcomes and make sure that the curriculum was in alignment with industry standards. Colleges developed templates for courses using Universal Design and Quality Matters. Technical Math for diesel and welding students led to better retention and completion for students. Technical writing was integrated into those two programs as well. Applied Medical Math was developed for students in medical assisting, NAC and other non-transfer CTE allied health programs. Supplemental Instruction was used at several colleges to support CTE students with Math and Language Arts classes to increase student success and completion. Another college adopted the use of Math Manipulatives with their applied math classes. Math manipulatives are objects designed so that a learner can perceive some mathematical concept by manipulating it. The use of manipulatives provides a way to learn concepts in a hands-on and an experiential way.

5R. *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 2012, approximately 20 scholarships were awarded to teachers of Washington to receive training on Project Lead the Way curriculum.

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:

The Road Less Graveled - This showcases local women employed in nontraditional careers. The workshop highlights careers in the trades as a means toward economic stability for women. Information and resources for employment, funding, training, and scholarship opportunities are included in the demonstrations and hands-on activities.

Try-a-Trade/Try-a-Technology - This is an opportunity for high school students to learn about trades, technology, and nontraditional careers on the college campus. Students participate in hands-on activities, meet college instructors, explore trade and technology related programs, and learn about career opportunities in a variety of fields.

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.

Girls Go Tech / Guys N Guts - The Girls Go Tech workshop exposes middle-aged school girls to technology-oriented programs: Administration of Justice, Computer Information Systems, and Visual Communications (graphic/web/media design). The Guys N Guts workshop exposes boys of similar age to health-related careers: Medical Assisting, Physical Therapist Assisting and Nursing. Each workshop is designed around a mystery and hands-on activities to keep participants engaged. Guest speakers provide career information and serve as role models as they speak to their personal experiences in these fields. A professional technical program advisor holds a breakout session with parents to provide college enrollment and financial aid information.

“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.

IGNITE: GLITTER (Get Launched In Technology Through Education & Resources) - IGNITE, is a Seattle based non-profit organization with over a ten year history of showing junior and senior high females the possibilities represented by STEM (science, technology, engineering, and math) careers.

Girls Investigating Science and Technology (GIST) - The project will introduce middle school girls to the personal benefits and social impacts of non-traditional careers, highlighting workplace applications of science and technology.

Pizza, Pop and Power Tools - This is a non-traditional career interactive presentation for 8th grade girls in the Construction Trades.

Cool Girls Work in Aerospace Program - This project developed curriculum, including hands-on lab projects, for replication colleges interested in hosting a Cool Girls Work in Aerospace Program. The Cool Girls Program provides middle and high school girls with hands on experience in a working in an aerospace training lab. Students learn about and have hands on experience with CATIA and a range of tools and aerospace related materials.

6R. *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 teaches to current industry or nationally defined standards, as evidenced 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 advice in the design, development, delivery, evaluation, and Continuous improvement of Career and Technical Education programs.

Districts are required to meet on a regular basis and minutes are on file in the district. When local community and business organizations are involved throughout the development/planning phase of the CTE programs offered and when clear goals and expectations are set for students, there is an increase in student achievement. OSPI actively supports close connections between career and technical education programs and the state's local and regional industry representatives. OSPI continued to emphasize a different role for local advisory committees. Their primary function is to assist schools in the development of work-based learning opportunities, career awareness exploration activities, and other local implementation issues, and assist/advise the district in how to provide programs that meet industry standards.

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. One college provided a large group event to train their advisor committee members on their role and over 230 business and industry members participated.

In the spring of 2013, Association of Washington Business, the AWB Institute and the State Board for Community and Technical Colleges partnered together to hear firsthand from employers about their

workforce needs through a series of skills gap forums, hosted through the state’s 10 Centers of Excellence (COEs). These regional meetings gave employers an opportunity to talk about the kind of workers they need to be competitive. More than 100 employers and 150 educators attended these sessions around the state. The goal of these forums was to (1) hear firsthand from employers about the skills they seek in job applicants; (2) identify the shortcomings in the education and training process; and (3) develop a plan to work with the COEs in addressing those concerns.

Several meetings were held this year to create a more sustainable model for the Apprenticeships that work with the community and technical colleges for supplemental instruction or that use college facilities or are taught by college instructors.

7R. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

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

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

Secondary - During Program Year 2011-12 OSPI worked with Green Hill Juvenile Rehabilitation (JRA) Administration Academic School. 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.

Expenditures by School: Green Hill School - \$68,446; Naselle Youth Camp - \$34,700

Race/Ethnicity Total Student Enrollment	Green Hill School	Naselle Youth Camp
American Indian or Alaska Native	18	3
Asian	4	6
Black or African American	44	21
Hispanic/Latino	45	20
Native Hawaii or Other Pacific Island	1	0
White	63	34
Two or More Races	7	3
Totals	182	87

Perkins funds were used in four focused areas at Green Hill School.

C-Tech – C-Tech is the #1 industry recognized certification for telecommunications that enhanced the current computer technology curriculum by replicating successful C-Tech programs offered at many state detention facilities in the nation. C-Tech offered short-term training for long-term careers with potential for professional growth and upward career mobility. The C-Tech program gave the students the skills needed for telecommunication occupations and prepared students in job seeking skills.

Welding – The Welding course takes, on average, about 400-500 hours of instruction for a student to develop sufficient welding skills to certify in welding. Green Hill sends their test welds out to independent laboratory for certification. Due to the high cost of each welding certification, instructors will not send a welding sample in for certification unless the teacher feels certain that the weld will pass certification test.

Horticulture – The horticulture program allows students who are enrolled in the field of horticulture enter one of the most colorful of the career strands. In this area, students learn about the growing, distribution, and maintenance of plants, soil and flowers, and their arrangement, both indoors and out. Students gain experience in two major fields of study: Landscaping and Green House Operations.

Multimedia – The multimedia program allows students to test for certification using the Skills USA WorkForce Ready program.

Naselle Youth Camp added courses to summer programs offered at the institution; horticulture, aquaculture, digital design, and wildland firefighter training. The Camp utilized Perkins funds to purchase digital design software lathe and staff time to provide exit survey/occupational assistance to students in the program.

At Naselle Youth Camp, twenty five percent of students served had an Individualized Education Plan. No restrictions were place on student participation.

At Green Hill School, students with disabilities participate in the same programs as students without disabilities.

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: Instructors designed an I-BEST model for a 57-credit Ornamental Horticulture certificate program for integrated professional-technical and ABE/GED students enrolled at Washington Corrections Center for Women. Funds were used for program/ curriculum development.

Fast track GED students (those with two GED tests completed or CASAS scores of 236 or above in one of two assessed areas) were enrolled in the existing year-long Horticulture certificate program at Washington Corrections Center for Women. The program is designed for students to achieve several certificates in a progressive model. A new cadre of horticulture students was enrolled each quarter with up to 11 GED students included in this cadre of 25 students enrolled in each of four quarters. Two instructors, the professional-technical horticulture instructor and the ABE/GED instructor, worked with the students with 100% overlap in the classroom. Outcomes for GED students enrolled in IBEST Horticulture for 2012-2013 were the following: 44 women were enrolled, 25 GED certificates were completed, and 8 Horticulture certificates were completed (these completions are for students who were enrolled in summer or fall quarters of 2012. Students enrolled winter or spring quarter will be completing in either summer or fall of 2013.)

Incarcerated men: The Building Maintenance I-BEST, serves incarcerated adult males who have four years or less left on their sentence. I-BEST students learn how to identify, assemble, construct, and

troubleshoot various systems in Building Maintenance, while at the same time work on reading, writing and math skills. Students can earn 20 college-level credits.

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 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. For the men's 2012-13 IBEST, the average score for reading was 241 and math 233. Highest math score was 261 and reading 264. Lowest math was 195 and reading 220. Thirty-five certificates were earned. The average gain in CASAS was 12 points.

7R: Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in 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.

N/A

8R. *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 educational 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 of 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.

Washington introduced Jobs for America's Graduates (JAG) to local districts and skills centers serving high numbers of students who fall within the special population categories. Washington is the only state that ties the JAG program to career and technical education classes. This gives students skills training along with JAG training. Beginning this year, students can begin receiving credentials for certain classes they take, which can lead to industry certification.

OSPI's 21st Century Goals for JAG include:

Goal 1: demonstration of achievement, graduation, and positive plan for the future (system approach – JAG's ability to create pipeline- fills gaps)

Goal 2: Schools in partnership with students, communities, families, provide safe, healthy and engaging learning environments (relevance and relationships of JAG classrooms-students engaged through student organization in projects including service learning)

Goal 3: Sufficient state resources and responsive K-12 system promotes innovation and rewards results.

Student Learning Goals: All have connectivity: Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

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. Some projects were directed toward serving economically disadvantaged and/or educationally disadvantaged students. 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.

9R. *During the reporting year, how did your state offer technical assistance for eligible recipients?*

Secondary – CTE program office at OSPI offered educators and administrators specialized technical assistance, depending on the need of the district. Selected districts received follow-up through on-site technical assistance from program supervisors at OSPI. Technical assistance is a continuous effort involving all staff at OSPI.

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, manuals and blogs 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.

3b. Permissive Use of Funds

1P. *During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?*

Secondary- Many of Washington's local districts used Perkins funds in the career centers. Products such as WOIS and Career Cruising are purchased for student on-line access to explore careers, 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 decisions in their postsecondary and employment training options.

Postsecondary- Programs of Study (POS) templates have been developed in a database 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 and 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.

Web and Mobile advising was developed and piloted to provide 24/7 advising.

A “Flipped Classroom” approach was also developed and piloted as a method of advising for a Computer Information Systems program. Previous advising sessions would last a few hours. With the Flipped Classroom approach students have general information and typical FAQs available online, prior to coming to campus to meet with a faculty advisor.

2P. *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 Pathway Supervisors work directly with local schools and districts to provide technical assistance during conferences and workshops. Funds were used to support the development of the statewide Agriculture Programs of Study, developed in conjunction with the WTB and the State Board. Local districts utilize Perkins funds to support their Tech Prep Consortium. The partnerships developed with local postsecondary institutions continue to be vital in the maintenance and development of the local district’s program of study.

Postsecondary – Career pathways trainings were conducted for secondary and postsecondary faculty, advisors, and administrators. When Tech Prep funding was eliminated, the State elected to develop four statewide Programs of Study (POS) by utilizing Centers of Excellence (COE) from the postsecondary system and program supervisors from the Office of the Superintendent for Public Instruction. The four POS under development are in Information Technology, Agriculture, Health Care and Aerospace/Manufacturing.

The WashingtonCareerPathways.org. was described earlier. The development staff has been providing trainings at individual colleges, school districts, State meetings and conferences. The staffs are working to get more colleges and School districts engaged and provide POS information to upload to the web tool.

The Evergreen School district and Clark College have been expanding a Healthcare core with local school districts to create articulation agreements with high schools and the college. The Workforce Training Board, along with OSPI and SBCTC, will facilitate further discussions to replicate this POS regionally, and eventually statewide.

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

3P. *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?*

Postsecondary—Expansion of articulation activities were 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. 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 23 applied bachelor degrees at 11 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

Centralia College

Bachelor of Applied Science in Applied Management, 2012

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

Green River Community College

Bachelor of Applied Science in Information Technology: Network Administration and Security, 2013

Highline Community College

Bachelor of Applied Science in Cyber Security and Forensics, 2013

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

Olympic College

Bachelor of Science Nursing, 2007

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

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

4P. *During the reporting year, did your state use Perkins funds to support career and technical student organizations?*

Secondary - The State Office of Superintendent of Public Instruction 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 Association; Washington Vocational Sport Medicine.

Postsecondary - Leadership funds were used to support the following CTE student organizations: Skills USA-VICA - the vocational student leadership organization; WPAS, the agriculture student leadership organization; PHI BETA LAMBDA, emphasizing business leadership chapter affiliated with state and national DECA organization; the 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; the Nursing Students of Washington State (NSWS); AWS student organization, affiliated with national American Welding Society; Radiologic Science student organization, affiliated with Washington Society of Radiologic Technologies; Surgical Technicians affiliated with the Association of Surgical Technologists; Respiratory Therapy student organization affiliated with the Respiratory Care Society of Washington; Automotive Service Technology student organization, affiliated with the State and National Skills USA Organization; Business Administration student organization – MBA Business Club, affiliated with Future Business Leaders of America (FBLA).

5P. *During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?*

Yes No

6P. *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 - OSPI's Pathway Supervisors work directly with local schools and districts to support this activity. Technical assistance is provided at conferences and workshops. 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 districts' Perkins plans for each of the program areas, evaluating the effectiveness of the programs, 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- A project available for replication and funded by Perkins Leadership is an interactive web page for coop/internship students and employers to help students and employers connect for a cooperative

work experience and job placement. Leadership funds were used to support the vocational student leadership organizations listed in a previous question. These leadership opportunities provided professional development and interactions with industry professionals.

Other projects are designed to support Curriculum development or modification to integrate and strengthen real-world vocational components and industry skill standards. An example of this is a course in Solid Modeling that was revised to include real world “flawed” aerospace components that students would have to recognize and then be able to revise and modify to meet specifications.

Point-of-view videos (like GoPro) were developed and online and open educational resources were included in curriculum. 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.

7P. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Secondary- The State Office of Superintendent of Public Instruction Pathway supervisory works with districts and schools to support family and consumer science programs. Also, local districts use Perkins funds to support family and consumer sciences instructors to attend state and national FACS conferences.

8P. 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- Business and industry are vital components of CTE. 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 including co-op experiences.

In the spring of 2013, Association of Washington Business, the AWB Institute and the State Board for Community and Technical Colleges partnered together to hear firsthand from employers about their workforce needs through a series of skills gap forums, hosted through the state’s 10 Centers of Excellence (COEs). These regional meetings gave employers an opportunity to talk about the kind of workers they need to be competitive. More than 100 employers and 150 educators attended these sessions around the state. The goal of these forums was to (1) hear firsthand from employers about the skills they seek in job applicants; (2) identify the shortcomings in the education and training process; and (3) develop a plan to work with the COEs in addressing those concerns.

9P. 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 –Statewide program of study (POS) training continues to be offered at the secondary and postsecondary levels. 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. Developments of new courses and programs in Aerospace/Manufacturing have been encouraged through statewide initiatives. The State's continued work on developing Statewide POS has been funded with Perkins Leadership. These projects provide models for replication in other career clusters.

The WashingtonCareerPathways.org project is an open source web tool. Increased utilization of this tool provides consistency in Programs of Study Templates (POSTs) and program roadmaps. Each college and school district can do data entry and provide updates which ripple through the database, and can be saved on each college's website, thereby saving time and effort and reducing costs.

10P. *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?* Yes No

11P. *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– Perkins leadership replication grants are available for Entrepreneurship training projects. One project was completed for updating Entrepreneurship certificate curriculum to match national standards and use Quality Matters.

12P. *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?*

Postsecondary- Perkins leadership 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 has been introduced into several college programs and our CTE Corrections education.

Many students begin their programs needing study skills, time management, goal setting, learning styles, textbook reading and comprehension, exam preparation/test taking, and vocabulary development skills. Student Development/Study Skills courses are used to improve the retention and success.

13P. *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?*

Secondary- The State Office of Superintendent of Public Instruction did not use Perkins towards this activity. However, many of our local districts use Perkins funds to register their CTE instructors at workshops to keep their certifications current. Funds pay for registration and travel to the conferences/workshops such as Project Lead the Way and Applied Math workshops.

Postsecondary- One of the Perkins leadership projects available for replication is an interactive web page for coop/internship students and employers to connect for a cooperative work experience and job placement. Several projects were funded in areas of recruiting and advising. The Career Pathway web tool will be 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.

14P. *During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?*

Postsecondary- The work on Statewide Programs of Study effort has led to the development of assessment tools for several of the pathways in the Agriculture and Natural Resources Cluster. Another project that was supported was the use of the Career Readiness certificate assessment through the Center for Excellence for Aerospace and Advanced Manufacturing.

Workforce Board (the State's eligible agency for Perkins funds) - The state used Perkins Leadership funds to support technical assessments related to the statewide Programs of Study efforts. These efforts included three pathway assessments within the Agriculture cluster: Plant Science, Animal Science, and Ag Mechanics. These four assessments are in pilot as of 2013-14. Funds were also used to support the Aerospace/Manufacturing statewide Program of Study. These funds provided ToolingU curriculum and assessments for both secondary and postsecondary CTE manufacturing students.

15P. *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?*

Secondary- The State Office of Superintendent of Public Instruction 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.

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—The Tech Prep statewide enrollment and registration system (SERS) has been supported by the SBCTC, even though Tech Prep funding has been eliminated. Tech Prep consortia that are still in existence may use the system for registering, tracking and transcribing students. The SERS system can provide Tech Prep student information that has not been available through existing state data systems. (This system may be the data system used by the state to track POS enrollments.) Data analysts on staff are assigned to manage the Perkins data reporting requirements.

16P. *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 workshops and presentations at regional and statewide conferences. 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 a Workforce Deans' training and Boot Camp training for new career and technical education instructors. The new instructor training has been highly successful and has expanded to multiple locations better serve instructors. Additional innovations were developed with the use of emerging technologies to aid students that are geographically isolated or that need flexibility in scheduling courses.

17P. *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 through normal funding. 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.

Postsecondary- The Career Pathway web tool will be 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.

4. Progress in Developing and Implementing Technical Skill Assessments

Program Area	Level Offered	Cluster
Ag, Food & Natural Resources Animal Science Plant Science Ag Mechanics	Secondary & Postsecondary – State/Local Assessment Secondary – 3 rd Party Assessments Secondary – 3 rd Party Assessments Secondary – 3 rd Party Assessments	Agriculture, Food & Natural Resources
Architecture & Construction	Secondary & Postsecondary – State/Local Assessment	Architecture & Construction
Arts, A/V Technology & Communications	Secondary & Postsecondary – State/Local Assessment	Arts, A/V Technology & Communications
Business Management & Administration	Secondary & Postsecondary – State/Local Assessment	Business Management & Administration
Education & Training	Secondary & Postsecondary – State/Local Assessment	Education & Training
Finance	Secondary & Postsecondary – State/Local Assessment	Finance
Government & Public Administration	Secondary State/Local Assessment	Government & Public Administration
Health Science	Secondary & Postsecondary – State/Local Assessment	Health Science
Hospitality & Tourism	Secondary & Postsecondary – State/Local Assessment	Hospitality & Tourism
Human Services	Secondary & Postsecondary – State/Local Assessment	Human Services
Information Technology	Secondary & Postsecondary – State/Local Assessment	Information Technology
Law, Public Safety & Security	Secondary & Postsecondary – State/Local Assessment	Law, Public Safety & Security
Manufacturing	Secondary & Postsecondary – State/Local Assessment	Manufacturing
Marketing Sales & Services	Secondary & Postsecondary – State/Local Assessment	Marketing Sales & Services
Science, Technology, Engineering & Math	Secondary & Postsecondary – State/Local Assessment	Science, Technology, Engineering & Math
Transportation, Distribution & Logistics	Secondary & Postsecondary – State/Local Assessment	Transportation, Distribution & Logistics

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

Secondary- The Microsoft Academy is past year provided assessments for students who earned 12,258 certificates. While these are third party assessments, they are administered locally. Other third party assessments, such as NOCTI, are administered on a local level and are not part of a statewide assessment process.

Postsecondary- A program planning committee composed of employers and employees in the career field must meet and design the program to provide students with the training required for local, state and national skill levels or certifications. This local partnership is necessary for support of the program and placement of co-op work experiences and jobs. This planning committee is the foundation for a program advisory committee, which is a requirement for an approved program. The program approval process requires that data be gathered on the employment outlook in the career field. This verifies need for the program graduates at the educational attainment level of certificate, Associates degree or beyond. The program is based on the skill sets appropriate and necessary for the level of educational attainment in the career field.

CTE PARTICIPANTS

	Number of Secondary Students	Number of Postsecondary Students
GENDER		
Male	157685	81223
Female	145203	97808
RACE/ETHNICITY *(1997 STANDARDS)		
American Indian or Alaskan Native	4799	2457
Asian	21166	14872
Black or African American	15075	11540
Hispanic/Latino	56044	18659
Native Hawaiian or Other Pacific Islander	2757	1259
White	186409	97959
Two or More Races	16620	7279
Unknown	NA	25006
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)	NA	10739
Disability Status (ESEA/IDEA)	33118	NA
Economically Disadvantaged	136815	48809
Single Parents	NA	19619
Displaced Homemakers	NA	648
Limited English Proficient	11984	16826
Migrant Status	5529	NA
Nontraditional Enrollees	155464	20696

CTE CONCENTRATORS

	Secondary		Postsecondary	
	Male	Female	Male	Female
Agriculture, Food & Natural Resources	421	655	1086	558
Architecture & Construction	2696	381	4409	521
Arts, A/V Technology, & Communications	16457	17061	833	574
Business Management, & Administration	129	138	2671	7970
Education & Training	4259	8746	207	2704
Finance	1505	1608	612	573
Government & Public Administration	2930	1247	NA	NA
Health Science	3552	6549	3557	15256
Hospitality & Tourism	2772	3172	1186	1322
Human Services	348	2289	864	3367
Information Technology	11241	6193	3982	1271
Law, Public Safety & Security	1297	775	1654	1653
Manufacturing	5963	889	7157	815
Marketing Sales & Services	2768	3010	298	468
Science, Technology, Engineering & Math	1373	456	1025	211
Transportation, Distribution & Logistics	5568	501	3247	317

Secondary Definition for CTE Participants:

CTE Secondary Concentrators –

A secondary student who has enrolled in 2 or more CTE courses above the exploratory level in a single cluster

Postsecondary Definition for CTE Participants:

CTE Postsecondary Concentrators –

Postsecondary CTE participant who has completed at least 12 CTE credits or completed an industry recognized credential or formal award.

PERFORMANCE INDICATOR
1S1: Attainment of Academic Skills – Reading/Language Arts

Target 74.70%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	30725	36353	84.52%
GENDER			
Male	15572	18972	82.08%
Female	15153	17381	87.18%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	328	439	74.72%
Asian	2235	2597	86.06%
Black or African American	1162	1583	73.40%
Hispanic/Latino	4318	5967	72.36%
Native Hawaiian or Other Pacific Islander	192	261	73.56%
White	20790	23551	88.28%
Two or More Races	1700	1955	86.96%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	1088	1230	88.46%
Economically Disadvantaged	10614	14034	75.63%
Single Parents			
Displaced Homemakers			
Limited English Proficient	117	725	16.14%
Migrant Status	335	528	63.45%
Nontraditional Enrollees	17055	21108	80.80%

Additional Information:

PERFORMANCE INDICATOR
1S2: Attainment of Academic Skills – Mathematics

Target: 66.8%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	23728	35688	66.49%
GENDER			
Male	12361	18602	66.45%
Female	11367	17086	66.53%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	236	427	55.27%
Asian	2028	2580	78.60%
Black or African American	688	1514	45.44%
Hispanic/Latino	2660	5793	45.92%
Native Hawaiian or Other Pacific Islander	122	257	47.47%
White	16687	23204	71.91%
Two or More Races	1307	1913	68.32%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	865	1225	70.61%
Economically Disadvantaged	7115	13626	52.22%
Single Parents			
Displaced Homemakers			
Limited English Proficient	143	707	20.23%
Migrant Status	187	501	37.33%
Nontraditional Enrollees	12509	20666	60.53%

Additional Information:

PERFORMANCE INDICATOR
2S1: Technical Skill Attainment

Target: 58.91%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	2812	3064	91.78%
GENDER			
Male	1339	1477	90.66%
Female	1473	1587	92.82%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	32	41	78.05%
Asian	173	189	91.53%
Black or African American	77	83	92.77%
Hispanic/Latino	463	493	93.91%
Native Hawaiian or Other Pacific Islander	9	12	75.00%
White	1933	2105	91.83%
Two or More Races	125	145	86.21%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	113	117	96.58%
Economically Disadvantaged	1160	1306	88.82%
Single Parents			
Displaced Homemakers			
Limited English Proficient	50	51	98.04%
Migrant Status	57	59	96.61%
Nontraditional Enrollees	1958	2136	91.67%

Additional Information:

PERFORMANCE INDICATOR
3S1: School Completion

Target: 91.04%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	35546	51357	85.95%
GENDER			
Male	18087	21679	83.43%
Female	17459	19678	88.72%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	401	527	76.09%
Asian	2631	2864	91.86%
Black or African American	1545	1944	79.48%
Hispanic/Latino	5616	6996	80.27%
Native Hawaiian or Other Pacific Islander	262	342	76.61%
White	23144	26380	87.73%
Two or More Races	1947	2304	84.51%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	1210	1365	88.64%
Economically Disadvantaged	13486	16840	80.08%
Single Parents			
Displaced Homemakers			
Limited English Proficient	739	1039	71.13%
Migrant Status	537	648	82.87%
Nontraditional Enrollees	20165	24292	83.01%

Additional Information:

PERFORMANCE INDICATOR
4S1: Student Graduation Rates

Target: 81%
(Incorrectly noted at 82% on report)

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	33699	38659	87.17%
GENDER			
Male	17110	20266	84.43%
Female	16589	18393	90.19%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	384	489	78.53%
Asian	2541	2781	91.37%
Black or African American	1439	1775	81.07%
Hispanic/Latino	5029	6153	81.73%
Native Hawaiian or Other Pacific Islander	258	317	81.39%
White	22382	25178	88.90%
Two or More Races	1665	1963	84.82%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	3220	4249	75.78%
Economically Disadvantaged	14193	17800	79.74%
Single Parents			
Displaced Homemakers			
Limited English Proficient	1461	1949	74.96%
Migrant Status	872	1079	80.82%
Nontraditional Enrollees	23390	27250	85.83%

Additional Information:

PERFORMANCE INDICATOR
5S1: Placement

Target 66.42%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	22151	30626	72.33%
GENDER			
Male	10990	15930	68.99%
Female	11161	14696	75.95%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	216	381	56.69%
Asian	1776	2222	79.93%
Black or African American	948	1426	66.48%
Hispanic/Latino	2920	4741	61.59%
Native Hawaiian or Other Pacific Islander	126	255	49.41%
White	15088	20038	75.30%
Two or More Races	1077	1563	68.91%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	1228	2567	47.84%
Economically Disadvantaged	7326	11759	62.30%
Single Parents			
Displaced Homemakers			
Limited English Proficient	355	695	51.08%
Migrant Status	304	543	55.99%
Nontraditional Enrollees	8014	11697	68.51%
Disaggregated Indicators			
Advanced Training	2075		
Employment	12159		
Military	191		
Postsecondary	15316		

Additional Information:

PERFORMANCE INDICATOR
6S1: Nontraditional Participation

Target: 52%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	153845	208672	73.73%
GENDER			
Male	85269	114498	74.47%
Female	68576	94174	72.82%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	2524	3417	73.87%
Asian	8973	12867	69.74%
Black or African American	7489	10348	72.37%
Hispanic/Latino	30941	41322	74.88%
Native Hawaiian or Other Pacific Islander	1369	1891	72.40%
White	94571	127673	74.07%
Two or More Races	7868	11141	72.52%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	5065	6892	73.49%
Economically Disadvantaged	74229	99662	74.48%
Single Parents			
Displaced Homemakers			
Limited English Proficient	6310	8569	73.64%
Migrant Status	3399	4383	77.55%

Additional Information:

PERFORMANCE INDICATOR
6S2: Nontraditional Completion

Target 52%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	22514	27675	81.35%
GENDER			
Male	13992	15633	89.50%
Female	8522	12042	70.77%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	286	336	85.12%
Asian	1129	1491	75.72%
Black or African American	835	1062	78.63%
Hispanic/Latino	3947	4762	82.89%
Native Hawaiian or Other Pacific Islander	134	181	74.03%
White	15091	18420	81.93%
Two or More Races	1092	1393	78.39%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Disabilities Status (ESEA/IDEA)	859	1049	81.89%
Economically Disadvantaged	9673	11795	82.01%
Single Parents			
Displaced Homemakers			
Limited English Proficient	479	573	83.60%
Migrant Status	296	350	84.57%

Additional Information:

PERFORMANCE INDICATOR
1P1: Technical Skill Attainment

Target: 37,275

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	43816		117.55%
GENDER			
Male	20604		
Female	23212		
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	545		
Asian	2810		
Black or African American	2095		
Hispanic/Latino	3436		
Native Hawaiian or Other Pacific Islander	258		
White	28992		
Two or More Races	1541		
Unknown	4139		
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	2621		
Economically Disadvantaged	15429		
Single Parents	3129		
Displaced Homemakers	152		
Limited English Proficient	654		
Nontraditional Enrollees	4830		

Additional Information

Washington submits data for this performance measure as a number, not a percentage. Our target was: 37,275. Our reported number is 43,816, exceeding our target.

PERFORMANCE INDICATOR
2P1: Credential, Certificate, or Degree

Target: 29,590

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	35314		119.34%
GENDER			
Male	16279		
Female	19035		
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	410		
Asian	2382		
Black or African American	1556		
Hispanic/Latino	2798		
Native Hawaiian or Other Pacific Islander	204		
White	23185		
Two or More Races	1288		
Unknown	3491		
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	1831		
Economically Disadvantaged	11843		
Single Parents	1902		
Displaced Homemakers	99		
Limited English Proficient	483		
Nontraditional Enrollees	3522		
DISAGGREGATE INDICATORS			
Credential	2749		
Certificate	8812		
Degree	23753		

Additional Information

This performance measure is submitted as a number for Washington. Our target was 29,590. Our reported data is 35,314 - exceeding our target.

PERFORMANCE INDICATOR
3P1: Student Retention or Transfer

Target: 60.13%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	41178	64628	63.72%
GENDER			
Male	19614	31759	61.76%
Female	21564	32869	65.61%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	517	886	58.32%
Asian	2561	3644	70.28%
Black or African American	2406	4397	54.72%
Hispanic/Latino	3507	5881	59.63%
Native Hawaiian or Other Pacific Islander	262	469	55.86%
White	25919	38979	66.49%
Two or More Races	1759	2764	63.64%
Unknown	4247	7608	55.82%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	2192	3605	60.80%
Economically Disadvantaged	15828	24248	65.28%
Single Parents	3248	6393	50.81%
Displaced Homemakers	134	212	63.21%
Limited English Proficient	1402	3087	45.42%
Nontraditional Enrollees	4881	9488	51.44%

Additional Information

PERFORMANCE INDICATOR
4P1: Student Placement

Target 57.32%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	24806	43046	57.63%
GENDER			
Male	11410	20599	55.39%
Female	13396	22447	59.68%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	313	628	49.84%
Asian	1531	2493	61.41%
Black or African American	1314	2407	54.59%
Hispanic/Latino	2059	3326	61.91%
Native Hawaiian or Other Pacific Islander	152	266	57.14%
White	16584	28635	57.92%
Two or More Races	869	1421	61.15%
Unknown	1984	3870	51.27%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	1185	2829	41.89%
Economically Disadvantaged	9032	15608	57.87%
Single Parents	2342	4309	54.35%
Displaced Homemakers	94	179	52.51%
Limited English Proficient	520	964	53.94%
Nontraditional Enrollees	3310	5754	57.53%
DISAGGREGATE INDICATORS			
Apprenticeship	405		
Employment	24223		
Military	178		

Additional Information

PERFORMANCE INDICATOR
5P1: Nontraditional Participation

Target: 19%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	15823	84114	18.81%
GENDER			
Male	7773	40917	18.996%
Female	8050	43197	18.64%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	308	1286	23.95%
Asian	988	4644	21.27%
Black or African American	1317	5726	23.00%
Hispanic/Latino	1391	7396	18.81%
Native Hawaiian or Other Pacific Islander	108	597	18.09%
White	9496	52155	18.21%
Two or More Races	662	2997	22.09%
Unknown	1553	9313	16.68%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	1273	5590	22.77%
Economically Disadvantaged	6783	35276	19.79%
Single Parents	1963	10391	18.89%
Displaced Homemakers	62	390	15.897%
Limited English Proficient	743	3728	19.93%

Additional Information

PERFORMANCE INDICATOR
5P2: Nontraditional Completion

Target: 18.5%

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	7059	41452	17.03%
GENDER			
Male	3472	19692	17.63%
Female	3587	21760	16.48%
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	126	579	21.76%
Asian	498	2602	19.14%
Black or African American	475	2407	19.73%
Hispanic/Latino	527	3375	15.61%
Native Hawaiian or Other Pacific Islander	39	251	15.54%
White	4474	26917	16.62%
Two or More Races	234	1315	17.79%
Unknown	686	4006	17.12%
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	608	2842	21.39%
Economically Disadvantaged	3134	18380	17.05%
Single Parents	715	4470	15.995%
Displaced Homemakers	28	212	13.21%
Limited English Proficient	172	1151	14.94%

Additional Information

Performance Improvement Plan

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- ESEA

1. Priority schools are among the lowest 5 percent of Title I schools in the state, based on achievement on the statewide assessments, with a demonstrated lack of progress on those assessments over three years.
2. Focus schools are among the lowest 10 percent of the Title I schools in the state.
3. Reward schools are classified either as “highest-performing schools” or as “highest-progress schools.”

1. Districts with an existing district improvement plan could integrate a Perkins improvement plan within the district improvement plan that details the various steps the district will take to address the performance deficit(s) for each unmet core indicator.

2. Districts that do not have an existing district improvement plan must complete a Perkins Performance Improvement Plan (PIIP) for each of the unmet core indicators.

CTE

Performance Plan for 1S1 and 1S2: Academic Attainment in Reading Language Arts and Mathematics

1S1: Academic Achievement – Reading and Language Arts

Wapato School District

1S2: Academic Attainment in Mathematics

Aberdeen School District

Bethel School District

Chimacum School District

East Valley School District (Spokane)

Eatonville School District

Elma School District

Federal Way School District

Franklin Pierce School District

Marysville School District

Moses Lake School District

Mount Vernon School District

Okanogan School District

Omak School District

Port Angeles School District

Rainier School District

Riverside School District

Sedro-Woolley School District

Shelton School District

Tumwater School District

3S1: School Completion

Aberdeen School District

Quillayute Valley

Postsecondary - SBCTC

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 37,275. The actual level of performance was 43,816. The Community and Technical College system performance exceeded the target performance level.

- All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.

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

The target for this measure was 29,590. The actual level of performance was 35,314. The Community and Technical College system performance exceeded the target performance level.

- All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- The SBCTC Student Achievement Initiative (SAI) rewards colleges for retaining students to levels of achievement and completion of certificates and degrees.

Performance Indicator: 3P1- Activities will improve student retention in postsecondary education, or transfer to a baccalaureate degree program.

The target for this measure was 60.13%. The actual level of performance was 63.72%. The Community and Technical College system exceeded the target performance level.

- Twenty colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- Fourteen colleges did not make 90% of their targets and will write performance improvement plans.
- Four of the fourteen colleges have missed their performance targets for three or more years and required to direct funding towards improving their performance.
- Seven colleges have missed their target for the second year in a row.
- Three colleges have missed their target after having met or exceeded their target in 2011-12.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

1. Bates Technical College 86% (1)
2. Bellingham Technical College 71% (3+), this is a decline of 13% from 2011-12.
3. Big Bend Community College 88% (1)
4. Centralia College 88% (1)
5. Clover Park Technical College 73% (2), this is a decline of 11% from 2011-12.
6. Columbia Basin College 81% (3+), this is a decline of 1% from 2011-12.
7. Everett Community College 84% (1)
8. Lake Washington Technical Institute 88% (1)
9. Seattle Central Community College 78% (2), this is a decline of 9% from 2011-12.
10. Seattle Vocational Institute 84% (1)
11. South Puget Sound Community College 84% (1)
12. South Seattle Community College 73% (3+), this is an improvement of + 6% from 2011-12.
13. Spokane Community College 85% (2), this is a decline of 3% from 2011-12.
14. Spokane Falls Community College 4% (3+), this is a decline of 12% from 2011-12.

- Skagit Valley College (99%), had an improvement of 10% from 2011-12, and made their target.
- South Seattle Community (73%) had an improvement of 6% from 2011-12, and did not make their target.

Performance Indicator: 4P1 - Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.

The target for this measure was 57.32%. The actual level of performance was 57.63%. The Community and Technical College system exceeded their target performance level.

- Twenty-eight colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- Six colleges did not make 90% of their target.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

1. Big Bend Community College 88% (1).
 2. Clover Park Technical College 83% (3+), an improvement of 1% from 2011-12.
 3. Seattle Vocational Institute 83% (1), a decline of 19% from 2011-12.
 4. South Puget Sound Community College 80% (3+), a decline of 6% from 2011-12 after an improvement of 9% from 2010-11.
 5. Spokane Community College 89% (3+), the same performance as 2011-12.
 6. Spokane Falls Community College 80% (3+), a decline of 8% in 2011-12 after an improvement of 10% from 2010-11.
- Bates Technical College (98%), improved their performance by 22%. The college had only made 76% of their target in 2011-12, and that was the first time that the college had dropped below 90% in three years.
 - Seattle Vocational Institute 83%, (1) a decline of 19% from 2011-12. Even though they had exceeded their performance target in 2011-12, their performance for 2009-10 and 2010-11 ranged 83% to 85% and is in line with their performance this year.
 - Wenatchee Valley College exceeded their performance target in 2011-12 after missing it for the three previous years.

Performance Indicator: 5P1 - Activities will improve student participation in career and technical education programs that lead to employment in nontraditional fields.

The target for this measure was 19.00% and the ninety percent level is 17.10%.

The actual level of performance was 18.81%. The SBCTC achieved 99% of the target performance level.

- Twenty-five colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- Nine colleges did not make 90% of their goal.
- Of the nine colleges achieving less than 90% of their goal, five of them are technical colleges which have a historically difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges.
- Four of the nine colleges achieving less than 90% of their goal, are rural colleges with large Hispanic/Latino populations that have more cultural ties to traditional roles.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

1. Bates Technical College 11.25% (3+) an improvement of 0.61% from 2011-12.
2. Bellingham Technical College 14.72% (1), a decline of 2.74% from 2011-12.
3. Big Bend Community College 9.98% (3+), a decline of 0.32% from 2011-12.
4. Clover Park Technical College 11.49% (3+), a decline of 0.85% from 2011-12.
5. Columbia Basin College 16.38% (3+), an improvement of 1.49% from 2011-12.

6. Green River Community College 13.98% (3+), a decline of 0.35% from 2011-12.
7. Lake Washington Technical Institute 16.35% (2), a decline of 0.07% from 2011-12.
8. Renton Technical College 10.81% (3+), a decline of 0.17% from 2011-12.
9. Skagit Valley College 15.78% (3+), a decline of 1.09% from 2011-12.

Performance Indicator: 5P2 - Activities will improve student completion of career and technical education programs that lead to employment in nontraditional fields.

The target for this measure was 18.50% and the ninety percent level is 16.65%. The actual level of performance was 17.10%. The SBCTC achieved 92% of the target performance level.

- Eight colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- Sixteen colleges did not make 90% of their goals.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

1. . Bates Technical College 10.44% (3+), an improvement of 0.41% from 2011-12.
 2. Bellingham Technical College 15.28% (3+), an improvement of 0.48% from 2011-12.
 3. Big Bend Community College 8.72% (3+), an improvement of 0.06% from 2011-12.
 4. Centralia College 10.37% (2), a decline of 3.16% from 2011-12.
 5. Clark College 15.59% (1) a decline of 3.97% from 2011-12.
 6. Clover Park Technical College 14.67% (3+), an improvement of 2.15% from 2011-12.
 7. Columbia Basin College 12.35% (3+), a decline of 1.02% from 2011-12.
 8. Everett Community College 12.37% (3+), a decline of 3.36% from 2011-12.
 9. Grays Harbor College 14.88% (2), an improvement of 0.65% from 2011-12.
 10. Lake Washington Technical Institute 15.20% (1), a decline of 1.36% from 2011-12.
 11. Peninsula College 15.39% (2), an improvement of 4.86% from 2011-12.
 12. Renton Technical College 12.75% (3+), a decline of 2.83% from 2011-12.
 13. South Seattle Community College (1), a decline of 0.30% from 2011-12.
 14. Shoreline Community College (1), a decline of 1.64% from 2011-12.
 15. Skagit Valley College (2), a decline of 0.39% from 2011-12.
 16. Yakima Valley Community College (2), an improvement of 0.34% from 2011-12.
- South Puget Sound College improved their performance by 7.09% and exceeded their performance target.
 - Spokane Community College improved their performance by 2.44% and made over 90% of their performance target. This college had missed making 90% of their target for four years prior to 2012-13.