Consolidated Annual Report, Program Year 2022 - 2023 Washington

2a: Narrative Performance: Implementation of State Leadership Activities

A. **Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)**

   Secondary: OSPI reviews existing juvenile centers to determine where there are current CTE programs or an interest in developing programs to serve incarcerated youth. There were two eligible secondary institutions in the Chehalis and Issaquah school districts which provide CTE opportunities for youth currently in juvenile justice facilities. Districts were awarded $196,000 in funds through a dedicated grant to fund CTE courses, updates and/or expansions to programs, educator salary and benefits, and professional development opportunities for CTE educators.

   Postsecondary: The State Board of Community and Technical Colleges (SBCTC) earmarks 1% of its share of Perkins Leadership funds for CTE programs within state correctional facilities.

   In 2022-2023, Corrections Education programs, at four colleges (Centralia, Edmonds, Tacoma, and Walla Walla), served 2,768 students and utilized $81,651 in Perkins Leadership funds.

   Corrections Education priorities are legislatively driven and aligned with Department of Corrections (DOC) policy. DOC's Education Director and SBCTC Associate Director for Corrections Education meet annually to identify systemwide needs and priorities and review deliverables outlined in the DOC/SBCTC contract. The Policy Associate and Program Administrator of Workforce Education oversee the Perkins Corrections Education funds but are coordinated by SBCTC's Associate Director for Corrections Education.

   After being notified by the Fiscal Contract Specialist of the amount of Leadership funding available, the Associate Director for Corrections Education solicits requests from each of the system's Corrections Education Deans or Directors. Requests are ranked by each applicant as high, medium, or low priority before the group of Corrections Education Deans/Directors are convened to discuss and negotiate their needs. Once eligible projects are identified and agreed upon, formal grant applications are submitted in SBCTC's Online Grants Management Software (OGMS), where they are subject to a three-pronged review process. First, the Contracts Specialist provides Fiscal Approval, which ensures that proposed expenditures are allowable and confirms the project meets fiscal requirements. Secondly, the Associate Director for Corrections Education confirms the application has been vetted, aligns with agency and system needs, and substantiates the amount of award requested per college. Finally, the Program Administrator for Workforce Education reviews the request to ensure it meets program eligibility and then forwards the applications to the appropriate authority for approval (Director of Workforce Education, Deputy Executive Director of Education, or Executive Director) depending on the amount requested. Once reviewed and approved, fiscal staff provide Administrative Approval in OGMS to complete the process.

B. **Describe your major accomplishments as a result of using State leadership funds for required activities in the following four key areas to improve career and technical education (CTE)—**

   i. **Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**

   ii. **Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**

   iii. **Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.**

   iv. **Providing technical assistance for eligible recipients.**

   (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

   B.i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

   Secondary: During the 2022-23 school year eight school districts and State-Tribal Education Compacts (STEC were

funded $30,000 in a Non-Traditional Fields grant. Each of their plans/accomplishments focused on increasing enrollment of varying non-traditional and special student populations:

 - Hosted the "Sisters in STEM" event which provided outreach to middle school female students.

 - Increased the female student enrollment in the engineering, woodshop and metal shop courses by 47 students. In addition students have had greater access to complete school based enterprise SAE projects and has also helped elevate barriers to become members of our various CTSOs and their ability to compete at the state level in their state conferences.

 - Increased the non traditional student enrollment based on our strategic marketing campaign.

 - Started a Women Entrepreneur lunch series. The series hosted six distinct panels of local women entrepreneurs exposing female identifying students in middle and high school to a wide variety of female led local business and a variety of education, background, and female specific topics on advancing through education and business as a women leader. This series served over 200 female identifying students and increased CTE and counseling staff on connecting more young women to resources and opportunities matched to their individualized interests.

- The district was able to provide two programs aimed specifically for females to be encouraged to sign up for the Agricultural Mechanics classes. The new program in Automotive 101 and was unable to attract female students to the program. The Women Who Weld night attracted a group of six females and several mothers. Students heard from a female in the welding industry and then the basics of welding (welding a yard art project to take home). Overall a success and with larger female students enrolling compared to transitional prescheduling.

 - Funds were used to engage for the Technical Arts programs to provide for projects, field trips and marketing to expose nontraditional middle school student opportunities. The goal was to accelerate engaging these students with CTE opportunities.

 - Provided a STEM experience for middle school female students and 200 participants through Career and Pathways Expo (CAPE). CAPE provided exposure to STEM careers in sessions led by females in the career areas such as veterinary medicine, health sciences, architecture and engineering aerospace, and design and modeling. Hands-on opportunities - drone operation, blood draw simulations, and robot operation.

 - Funds were used to compensate our Medical Careers instructor for the additional time involved with creating partnerships with outside organizations (Puyallup Tribal Health Authority and Northwest Portland Area Indian Health Board) to bring in guest speakers and provide students with internships.

38 school districts and skill centers were funded $725,000 in High Demand Grants. The school districts and skill centers plans/accomplishments focused on the following:

 - Purchased equipment to advance student access to electrical systems moving toward awareness of electrical cars. The district acquired an electrical vehicle and component training boards significantly increasing the knowledge in this area.

 - Students designed and built two tiny homes with mentoring from a local construction company and local contractors. Students worked with the mentors and laborers through the various stages of the shed/garage build. Multiple industry certifications (OSHA 10 and OSHA 30) were offered to students. Learned all the skills necessary to pass the entry level assessment for the LiUNA Laborers' Union of North America training Center in Kingston, Washington.

 - To begin a new Aviation program in the 2023-24 school year, the district purchased simulators for students to learn about the aerospace/aviation occupation and how to fly.

 - Funds were designated for our Culinary Arts Program, aimed at enhancing and modernizing our facilities. The infrastructure and appliances were upgraded to industry standards and local government regulations for catering services.

 - Students transported from the Home Care Aide (HCA) course to visit HCA sites across the city. The opportunities allowed them to interact with staff currently working in the field, network with future employers and see available opportunities.

 - Grant funds provided opportunities to retro fit and update current instructional resources and hand tools to move towards a construction trades program at the high school.

 - Updated the metal shops to meet safety standards and purchased equipment which would allow inclusion of all students, especially students with low motor skills or special needs.

 - Purchased equipment to support middle school engineering courses which align to the high school engineering courses, supporting a continuum of learning.

- Combining Perkins V and High Demand grant funds, purchased anatomage tables for each high school Health Sciences program.

- Modernized the welding and fabrication program replacing 10 antiquated, unsafe welding equipment vastly improving the health and safety of our students and instructors. Increased capacity to serve a greater number of students in all courses, and positioned to articulate the courses with college programs.

- Adding a Construction Trades program which will lead to more students completing their graduation pathway requirement in CTE. This is the beginning of a two-year expansion of courses at a high school which previously did offer this CTE sequence of courses.

- Established an ESports program for supplies and equipment to increase student interest and skills in technology.

- Provided teachers with Health Science materials.

- Acquired equipment and technology for the relaunched Automotive Service Technician lab.

- New equipment for the fire service program which is operated in cooperation with Camano Island Fire and Rescue. Students earned their Fire Fighter 1 Certification and 15 credits at Everett Community College. Video showcasing purchased items - https://youtu.be/18RsKNhrsT0?siQurEGtolvt821HlV

- Purchased an anatomage table for our health science students. This will allow them to be competitive in HOSA and to grow our programs.

- Added Adobe Creative Cloud programs to expand the creative computer work capabilities of all students.

- Purchased equipment and safety gear for students to operate industry standard equipment and engagement with the welding industry and pursuit of a welding career. This equipment also supports our continued articulation agreement with Centralia College welding program.

- Acquired instructional materials and supplies to expand the ITS and Cybersecurity curriculum focusing on Fiber Optics Installation.

Postsecondary: Four colleges were directly funded with Non-Traditional Employment and Training grants, including:

- *Bellingham Technical College* (BTC) provided resources for the **Students Helping Build an Inclusive Future in the Trades (SHIFT)** initiative, designed to raise employee awareness of non-traditional student experiences and challenges, increase visibility for and access to BTC programming on the part of non-traditional students (prospective and current), and increase engagement and retention levels for BTC non-traditional students. In the 2022-23 academic year, SHIFT members increased levels of collaboration and alignment with BTC's new DEI area and with the DEI governance committee. This alignment, coupled with DEI-led activities, helped engage employees in exploration and development of strategies to enhance and/or develop practices to support college diversity, equity and inclusion goals. SHIFT project outcomes included:

1) Collaborated with advocacy and other community partners such as Washington Women in Trades, Apprenticeship & Non-Traditional Employment for Women (ANEW), North Puget Sound Carpenter's Sisters in the Brotherhood, and Construction Center of Excellence to participate in the EmPower Women's Leadership Conference.

2) Worked with Marketing & Communications and BTC's Outreach & Admissions area to promote and host a Spring 2023 Try-a-Trade event that included a steel rose-making workshop open to the public. The event drew community members to BTC's campus and further advanced community awareness of SHIFT, BTC, and academic and career options for students interested in non-traditional programs.

The SHIFT faculty lead also worked with Marketing and Communications to produce SHIFT print materials, social media and YouTube content.

3) Held quarterly SHIFT team meetings involving at least 10 representatives from a variety of campus areas to guide action and fulfillment of non-trad grant objectives, aligning work with BTC's Diversity, Equity and Inclusion governance committee.

4) The SHIFT faculty lead hosted a brownbag "lunch and learn" info session open to all BTC employees to increase understanding of SHIFT across campus, seek new methods of cross-area collaboration, and answer questions.

5) Recruitment event included hosting a free community film showing of *The Fastest Woman on Earth* which included industry outreach tables with participation from employers and organizations such as Chuckanut Builders, BP Cherry Point Refinery, UA Local 26 Plumbers and Pipefitters, American Association of University Women, Northwest Carpenters

Institute, and Apprenticeship and Nontraditional Employment for Women (ANEW). BTC's Automotive, Welding & Fabricating Technology, and Baccalaureate of Applied Science (BAS) programs were in attendance, as well as ASBTC students.

 - *Peninsula College* sent 10 students and two staff/faculty, from their Welding and Construction programs, to the **2023 Empower Women's Leadership Conference**. This project helped improve completion rates by demonstrating to current students the value that women bring to the skilled trades. Faculty and students learned about the barriers that women in skilled trades face and how to adjust their curriculum to ensure equitable access, as well as maintaining a discrimination-free environment in their classrooms.

 - *Pierce College (PC)* created two **Nursing Program Admissions and Recruitment Videos.** Two videos for nursing program recruitment were created. The first video provided an overview of males in nursing based on research data and industry sector information. It focuses on interviews with five male nursing students. Pierce College Nursing Program is composed of 13% males so having five in one cohort was a story in and of itself. The intent of this video is to be used during nursing advising sessions, in prerequisite science courses, and in middle school and high school classrooms. The second video was a FAQs video to answer common admissions questions. It provides a visual resource for potential applicants with questions about the admissions process and frees up the nursing program manager to answer more specific questions. The FAQ video is narrated by Adrian Milanio who is the nursing simulation program manager. He's male and an Asian Pacific Islander and was asked to be in the video so potential non-trad students could see themselves in the program.

 - *Whatcom Community College* (WCC) organized workshops for their **Leading the Way: Health and Technology Career Pathways** initiative. Marketing and outreach developed materials to promote the Digital Download and Guys & Guts workshops featuring images of ethnically diverse students to reflect the pre-event survey participant demographics. To remove barriers for economically-disadvantaged populations, the workshops were offered at no cost to participants. Additionally, with support from the Area Health Education Center for Western Washington, transportation assistance was offered for Guys & Guts.

Three half-day workshops focused on exposing middle and high school students to non-traditional education and career pathways. Digital Download presented career opportunities for girls to learn about technology-oriented careers; Guys & Guts presented career opportunities for boys to learn about nursing and allied health careers. Digital Download was held on April 29, 2023, with 15 middle and 3 high school students participating in one combined workshop. Students chose two of three 75-minute labs in cybersecurity, engineering, and/or software development – each led by WCC faculty and program students. A sampling of hands-on activities enjoyed in each lab:

1) Cybersecurity: Students did a forensic challenge in which they investigated a USB drive for codes to break into a bank (premise: they'd been hired as an ethical hacker to test a company's security).

2) Engineering: Students worked in teams to solve an escape room style puzzle, through which they learned about engineering technologies such as laser cutting, 3D printing, microcontrollers, and electronic circuits

3) Software development: Students sharpened their creative problem-solving and information-gathering techniques in client-developer role play activities.

In a post-event evaluation, 69% of Digital Download participants indicated their overall level of interest in technology and engineering career choices increased and 75% indicated their interest in attending college increased after attending the workshop.

Guys & Guts was held on June 3, 2023, with eight high school students participating in the morning workshop and 14 middle school students participating in the afternoon workshop. Students participated in three 50-minute workshops in which they enjoyed hands-on activities in medical assisting, nursing, and physical therapist assistant – each led by WCC faculty and program students. A sampling of hands-on activities in each lab:

1) Medical assisting – Students drew "blood" from an artificial arm.

2) Nursing – Students inserted NG tubes into a simulation mannequin.

3) Physical therapist assistant - Students created and participated in an obstacle course composed of various tools used in the application of physical therapy.

In a post-event evaluation, 95% said they knew "some" or "a lot" about healthcare career choices (vs. 30% in a pre-event survey); 55% said they were "likely" or "very likely" to go into healthcare career (vs. 35% prior to the event); 63.16% said they knew "some" about college options for healthcare careers (vs. 15% prior to the event); and 100% said they were "more interested" or "much more interested" in a healthcare career.

SBCTC has compiled all Non-Traditional Grant-funded projects since 2016, into a document. The Perkins Non-Trad Project Book was shared out system-wide to increase collaboration and sharing of best practices. It will be shared again when the Perkins Non-Trad application reopens for fiscal year 2025.

The Leadership Block Grant application emphasizes access and equity and developing and improving CTE programs as high priorities for the community and technical college system and improves SBCTC's ability to track and evaluate efforts to leverage Perkins funding to support members of special populations through intentional practices. The following projects were accomplished with these funds:

 - *Bellevue College (BC)* funded **Career Development and Resume Support for Occupational & Life Skills** students. All Occupational and Life Skills (OLS) students are neurodivergent and identify as having learning disabilities. The program involves students in the business fabric of their communities via mock interviews, informational interviews, job shadows, industry tours, job fairs, etc. In their final year, every OLS student completes an internship of over 200 hours. The OLS program serves about 80 students per year with a consistently strong graduation rate (2P1). While post-graduation success rates (1P1) for students in the program are good, they are not as impressive as graduation rates, which is why the college is leveraging Perkins leadership funds to strengthen outcomes and close gaps. In April 2023, Bellevue College's OLS Program partnered with a professional resume writer to support their graduating students with improving their resumes to reflect their experiences upon graduation. One hundred percent of their 20 graduating students met individually with the resume writer and an OLS staff member for 30 minutes to develop their resumes. As part of the curriculum, students create a basic resume that reflects the first three years of their experience with OLS: their current education level, previous/current work experiences, volunteer experiences, certifications, and skills. In the spring quarter of 2023, the graduating students participated in a six-month internship in the field of their choice. For many, their internship is their first work experience. It is an opportunity to gain skills in their chosen work field, make meaningful industry connections, and pave the path for future employment opportunities.

The first place that the graduating students utilized their improved resumes was at the Bellevue College Job Fair, held on May 10, 2023. There was a 100% turnout rate for the Job Fair and all students were able to hand out at least three copies of their resumes to three different job vendors. Approximately 25% of the students received follow-up contact from the job fair and many of the recruiters encouraged students to apply for positions within the company. Upon graduation, 45% of the students were offered employment at their internship site. Thirty percent of those students accepted the offer upon graduation, while the remaining students declined the offers for various reasons. For the remaining students who were not offered employment immediately, approximately 50% of them began applying for jobs right after graduation using their resumes. Of those students, 30% were offered employment. BC believes that as the months progress, they will continue to see the positive benefits from their students' professional resumes in the workforce. Overall, the collaboration of OLS and a professional resume writer to provide a Resume Lab to graduating students has proven to be a successful investment.

 - *Bellingham Technical College (BTC)* allocated funds toward purchasing 20 **Infusion Pumps for the Nursing Program**. These pumps allowed students to work with the latest technology in intravenous infusion therapy in the simulation lab environments, better prepare them for success in their clinical experiences/workforce, and support the expansion of BTC's Nursing program. BTC has created a second Nursing simulation lab to better serve all students within the Nursing program, including additional students enrolled into the college's new, part-time RN cohort, which launched in Fall 2022.

 - *Columbia Basin College (CBC)* revised their **Surgical Technology Curriculum**. The changes were necessitated by the updated national curriculum guidelines outlined in the Association of Surgical Technologists (AST)'s Core Curriculum for Surgical Technology (7th edition). They developed new courses and curriculum, including a notable course on advanced surgical lab skills, meticulously aligned their course outcomes in areas such as pharmacology, sterile processing, minimally invasive surgical procedures, and robotic surgery to the new Core Curriculum requirements. CBC held a meeting with their program advisory committee to ensure the program changes aligned with local industry standards and needs. The committee members, who are well-versed in the practical needs and requirements of the field, unanimously approved the revised curriculum. The Perkins funding was instrumental in these improvements, underwriting the costs associated with the course redesign, creation of new lab assessments, review, and alignment of curriculum, and the development of new course outcomes.

 - *Edmonds College* used Leadership Block Grant funds for program adaptation and updates in the following fields:

Family Support Studies- Course Learning Outcomes were reviewed for duplication and accuracy and compared to the industry standards. Researched job opportunities and skills required by regional employers. Created a program map that outlined required courses, sequence of courses, and important milestones.

Mechatronics- All courses were updated to reflect industry standards. Met with other mechatronics programs and advisory committee members to identify gaps in education. Created a list of standard industry equipment to purchase.

Data Analytics Certificate- Created materials and labs for data analytics certificate courses. Researched workable

datasets for student projects. Created a computing pathway chart to help students identify various options at Edmonds College.

 - *Lake Washington Institute of Technology (LWIT)* focused their funds on **Toolboxes for Low-Income Trades Students**: Three toolkits were purchased for Diesel and Heavy Equipment Technology (DHET) and 2 toolkits for Auto Body students. These kits removed one of the biggest financial obstacles for students in Trades. LWIT collaborated with high school programs and doubled the number of kits for these programs. Students who were hesitant to join trades due to requiring expensive tool are motivated to join their program. As of July 2023, the new Fall 2023 cohort had 11 students registered with two more months of open registration window for DHET compared to Fall 2022 start had seven students registered.

 - *Spokane Falls Community College* (SFCC) used Leadership Block Grant funds for program adaptation and updates.

Orthotics and Prosthetics- The Orthotics and Prosthetics (O&P) overhauled the curriculum and credentials. SFCC created a new certificate coming online fall of 2023 and a second certificate coming online fall of 2024. These certificates are stackable and equate to an AAS. These credentials are intended to revolutionize O&P training and have been fully adopted by the national accreditor as the new path forward.

Business Management- SFCC determined that they have many credentials in business and their pathways in this field were unclear to students. Pathways were streamlined to ensure they are student centered and achievable.

Allied Health - Each year SFCC's specialized accreditors require a specific number of courses that are officially reviewed for relevancy and effectiveness. This year seven Physical Therapy and two Occupational Therapy courses were examined.

 - *Whatcom Community College (WCC)* used leadership funding for an **Analytics, Marketing, Research, and Strategy** project. WCC developed three new courses to further develop a new marketing-focused certificate: BUS 114 – Search Engine Marketing, BUS 215 – Digital Marketing Campaign, and BUS 216 – Marketing Strategy. Each course was developed with general input from the college's Business Administration program advisory committee and was reviewed for approval by the college's curriculum committee following established approval procedures.

B.ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

<u>**Secondary:**</u> Funds were provided to two recipients currently serving incarcerated youth. Chehalis school district hired a new instructor mid-year for the Auto program which had been dormant for approximately one year. The funding updated equipment and tools, and added a new CNC plasma cutting table and purchased a subscription to ICEV software to increase youth access to industry credentials.

Issaquah school district used the funds for a teacher stipend to provide leadership opportunities to residents outside the regular school day and time to set up the culinary arts lab space and prepare curricular materials for the following school year. In addition to purchasing supplies and equipment for the Culinary lab, the wood shop was equipped to house a Core Plus construction program.

<u>**Post Secondary:**</u>

During FY23, SBCTC subcontracted with eight community colleges to operate programs within Washington state prisons to provide education reentry services to justice-involved individuals. These programs were comprised of associate workforce degrees, vocational skills training, pre-college courses, basic education for adults, English as a second language/English language acquisition, and Associate of Arts programs. Second Chance Pell and private funds contributed to the support/completion of Associate of Arts degrees.

In addition to enrollment and completion targets, DOC, SBCTC and colleges worked to achieve seven primary goals during the 2022-23 year:

1) Offer workforce programs that are high-wage/high-demand, aligned to a career pathway, connected to apprenticeships where applicable, and achieving completion targets.

2) Increase the number of individuals released from DOC with a High School credential.

3) Build IT infrastructure that will allow education programs to deliver flipped classroom and web-enhanced instruction, while exploring secured internet access for education classrooms. A flipped classroom reverses traditional teaching methods by having students learn lecture- oriented content outside the classroom, online. Instructors then use classroom time to further explain difficult concepts, help students work through challenges, and engage students in exercises, projects, discussions or other in-person, interactive activities.

4) Create a seamless pathway from prison to postsecondary education with points of contact on community and technical college main campuses, crosswalks for workforce programs and connections with community-based programs.

5) Explore approval with DOC to provide digital literacy competencies for individuals as a reentry priority.

6) Pursue opportunities to increase our delivery of anti-racist and anti-bias curriculum.

7) Engage in professional education opportunities that emphasize trauma-informed instruction.

Corrections Education programs at (Centralia, Edmonds, Tacoma, and Walla Walla) utilized $81,651 in Perkins Leadership funds and served 2,768 students. The activities funded through Perkins Leadership include:

 - *Centralia College* funded equipment such as sliding miter saw, line lasers, top-handle jigsaws, open stand bandsaws, aluminum frame clamps, and a heavy-duty wet/dry shop vac to enhance hands-on skills training for their Construction Trades Apprenticeship Program (CTAP).

 - *Edmonds Community College* bought math, English, environmental science textbooks as well as graphing calculators for their Associate in Applied Science-Transfer Business Management program, allowing for 11 students to graduate in spring 2023. Additional textbooks were purchased for the CIS computer programming certificate course which resulted in 11 students that graduated in spring 2023. Thirty-one students were able to take a marketing class in spring 2023 since marking textbooks were also purchased.

 - *Tacoma Community College* purchased Microsoft Office 2019, web development, social media, and floriculture textbooks as well as totes to ensure safe laptop transport. Additionally, FemSTEM was used to develop curriculum and course learning outcomes for a new sociology course. The course focuses on women in STEAM form a social justice perspective to understand the history and social context of marginalized groups within the industry.

 - *Walla Walla Community College* (WWCC) supported the expansion of the automotive program from a one-year certificate to an Associate of Applied Sciences Degree in Automotive Repair Technology. WWCC started their first cohort of students in spring quarter and are on track to graduate at the end of fall quarter.

Perkins funding supported diversity, equity, and inclusion in SBCTC's Corrections Education programs. Corrections Education Deans/Directors stated they were able to serve historically underrepresented or underserved students in the following ways:

 - CTAP is a pre-apprenticeship program serving incarcerated individuals. The CTAP program provides preferential entrance to the union apprenticeship programs for formerly incarcerated people, dramatically improving their equity and inclusion in the living wage market. Learning skills with safe and modern industry tools and materials improves the transferability of learning to the actual job site. Many of the students have never used hand and power tools or been exposed to the construction trades as a career pathway. The CTAP program provides exposure to the proper and safe use of a variety of equipment and tools and the numerous career opportunities available in the construction trades.

 - The purchase of updated textbooks and appropriate calculators addresses DEI issues by ensuring that each student has the same resources for the class. This update provides all students with the most current resources which makes them more competitive in their academic career, and ultimately, in their employability upon release. Due to the inherently diverse student population, several of Edmond College's students come from underserved backgrounds. Equipping the classrooms with the most up-to-date materials provides students with opportunities they may not have had otherwise. Providing the materials for the academic support classes allows the AAS-T graduates to transfer directly into the Bachelor of Applied Science program at Central Washington University, giving them an academic advantage when they release.

 - Tacoma Community College stated that the primary goals of the projects were twofold. One was to provide equitable access to current text and resources that meet academic expectations for students in a correctional facility on par with their peers on campus. Secondly, it was to develop a curriculum that supports the department's Web Development/Coding Certificate program by focusing on social justice realities and cultural practices in the STEM/Tech industry that affect historically marginalized and underrepresented populations.

 - Funding the expansion of the automotive program to an associate degree impacts the increased retention and success of Perkins subgroups. Walla Walla Community College's current AAS cohort is made up of predominately BIPOC students.

In fiscal year 2023, SBCTC continued to train faculty and staff in culturally responsive and anti-bias teaching practices. Additionally, 250 corrections education professionals from across the state attended SBCTC's biennial corrections education conference, which was titled "Building Bridges to Success, A better Washington Through Education." Held May 2023, this first, post-pandemic conference offered professional development opportunities specifically tailored to our corrections education staff. The conference covered a variety of topics including, but not limited to, trauma- informed

education, classroom best practices, and enhanced technology in corrections education.

B.iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as pre-service, professional development, or leadership development programs.

<u>Secondary:</u> OSPI supported the preparation and training of CTE educators, including educators, administrators, paraprofessionals, career and guidance counselors, and support staff through various trainings, professional development conferences and sessions, and programs. To support certification and recertification requirements of educators, OSPI often sponsored or co-sponsored professional learning opportunities providing clock hours that support teacher certification requirements in the state. Some examples of supported events include:

<u>Conferences/Meetings/Programs</u>

- Summer 2022 WA-ACTE Conference

- Summer 2022 FBLA State Leadership Summit

- Fall 2022 FBLA Advisor Conference

- Fall 2022 MBA Research & Curriculum Conclave

- Fall 2022 DECA Fall Leadership Conference

- Fall 2022 Annual Family and Consumer Sciences Conference

- Fall 2022 WACTA Conference

- Fall 2022 DECA Fall Leadership Conference

- Fall 2022 FBLA/TSA LeaderCon Live

- Fall 2022 Washington Association of Agricultural Educators (WAAE) Executive Meeting

- Winter 2022 FFA State Staff Award Workshops (hosted 2 workshops in January)

- Winter 2022 FFA District Award Application Reviews (attended 4 district reviews in January)

- Spring 2023 DECA State Leadership Conference

- Spring 2023 WACTA Conference

- Spring 2023 FBLA State Business Leadership Conference

- Spring 2023 FBLA Advisor Conference

- Spring 2023 WITEA Educators Conference

- Spring 2023 SkillsUSA State Conference

- Spring 2023 WAAE Executive Meeting

- Spring 2023 FFA State Application Review

- Spring 2023 Washington State Indian Education Association (WSIEA) Conference

- Spring 2023 State FFA Convention

Post Secondary: In 2022-2023, $112,447 in Perkins Leadership funding was awarded to faculty and staff professional development activities, however, only $95,259 was spent (85%). Expenditures have increased from 2021-2022 when $85,830 was approved and 73% spent. A standalone component of each college's Leadership Block Grant, Industry-Based Professional Development, accounted for 21% of all Leadership Block Grant funds awarded, and 10 of 20 (50%) applicants earmarked funds for this purpose. As a result, 54 faculty completed over 1,571 hours of professional development which is an increase in 26.6% more hours in professional development than last year.

The chart highlights where Perkins Leadership funding was used to support faculty and staff professional development.

See Supporting Documentation #1_Professional Development Summary

The following examples provide insights into the activities funded by Perkins Leadership:

Industry-Based Trainings and Conferences: CallisonRTKL, Mithune, NAC, NBBJ, Grahm Baba, Olson Kundig, and Cushing Terrel (Interior Design), Swedish Medical Center (Nursing – Advanced Life Support), Swedish Medical Center First Hill (Radiation Therapy), Providence Lacey Family Medicine (Radiation Therapy), IVES Training Group (Diesel), FANUC Material Handling Cert Program (Electronics, Robotics, Automaton), Olympic Sports & Spine, PLLC (Physical Therapist Assistant), Rehab Without Walls (Occupational Therapy Assistant), Auto Rehab/John Day Polaris (Welding Technology), Basic Robotics Arc Welding Training (Welding), Advanced Robotic Arc Welding Training (Welding), FANUC Robotics Training (Welding), National Cybersecurity Training & Education Center (Cybersecurity), American Society of Brewing Chemists (Craft Brewing), NLN Education Summit (Nursing), American Culinary Federation Annual Conference (Culinary), NACAT Conference (Diesel), American Welding Society Summit (Welding), Farm & Food Symposium (Agriculture Systems), PNW Direct Seed Cropping Expo (Agriculture Systems), Fab Tech (Welding), NW Diesel Instructor Conference (Diesel), VetGirl (Veterinary Technology), Persyst Software Computer Assisted Review of EEGs (Neurodiagnostic Technology)

Professional Association Conference or Meeting: American Welding Society ASME Section IX Workshop (Welding), 2023 Pharmacology & Prescribing in Older Adults Conference (Nursing), International Simulation in Healthcare (Nursing), Organization for Associate Degree Nursing (Nursing), Association of Women's Health, Obstetric and Neonatal Nurses (Nursing), NCWE Conference (Automotive), Facility and Staff of Color Conference, OSAP Conference (Dental), Health CON (Medical)

Return-to-Industry: Ken Mandler (Orthotics), Tana Tenold (Occupational Therapy), Lewis County Senior Center/AARP (Accounting), KMB (Architecture, Engineering, and Construction Technology), Patrick Harron Associates (Architecture, Engineering, and Construction Technology), PeaceHealth St. Joseph Medical Center (Nursing), Pacific Northwest Urology (Medical Assisting), PeaceHealth Orthopedic & Sports Medicine (Medical Assisting)

In addition to supporting participation in outside trainings and return-to-industry experiences, Leadership funds were leveraged to implement system initiatives related to staff and faculty preparation and retention in the form of Special Projects. The most notable of these are:

Professional-Technical Faculty Boot Camps: Basic Boot Camps are intensive, 3-day, 3-credit, courses for professional-technical faculty who have limited or no teaching experience. Qualified instructors/facilitators introduced and modeled essential components of classroom management, adult learning, and facilitating skills. Emphasis was on practical and real-life applications. The courses offered used the "Flipped Classroom" model. Course materials focused on the Washington State Skills Standard for Professional-Technical Instructors and Industry Trainers: Manage Learning Environments, Develop Outcomes, Assessment and Curricula, Provide Student Instruction, Develop and Review Programs, Provide Student Instruction, and Create and Maintain a Professional Environment. Fifty-five faculty participated in one of the four sessions of Basic Boot Camp.

Advanced Boot Camps are 3-day intensive professional development opportunities for the instructor who has a solid foundation in place and is eager to learn more. The 2022-2023 Advanced Boot Camp covered the following topics: Creating an Inclusive Classroom, Practicing Mindfulness as an Instructor, Technology Tips and Tricks – AI in the Classroom, Outcomes/Assessments, Instructional Design, Integrating Service Learning in the Classroom, Demystifying Accessibility, Incorporating OER in the Classroom, Ways to Increase Enrollment with Engagement/Research, and Fostering Professional Resilience & Social/Emotional Well Being. Between the two Advanced Boot Camps, 23 faculty participated.

Dean's Academy: In existence since 2005, Washington's Workforce Deans Academy (WDA) is a year-long, grow-your-own training for community and technical college employees aspiring to higher level workforce leadership positions.

1) Successfully completed the 2022-2023 Academy with all 16 participants graduating by spring 2023.

2) Implemented a more robust self-assessment process for participants.

3) Collected detailed evaluations from 100% of participants throughout the year, utilizing data to continuously improve the academy's structure, curriculum, and processes.

4) Designed and developed the new WDA 2.0 program, now named "WDA: Next Level Learning," with input from the existing cohort to cater to the participants' needs and preferences.

The Workforce Deans Academy remains steadfast in its dedication to equity, diversity, and inclusion principles and in its mission to serve underrepresented populations within the community college system. The Academy's objectives are intrinsically aligned with fostering an inclusive and equitable learning environment:

1) Developing Equity-Minded Leaders: The WDA places a primary focus on cultivating equity-minded leaders equipped

with the practical knowledge and skills necessary to support quality workforce education and development across the entire CTC system. By incorporating DEI principles into the curriculum and training, the Academy prepares leaders who champion diversity and inclusivity within their respective institutions.

2) Building a Collaborative Network: Through the Academy, we actively encourage and facilitate ongoing collaboration among workforce leaders. This collaborative network serves as a platform for continued learning, exchange of best practices, and collective efforts to drive systemic change that fosters diversity and inclusivity.

3) Promoting Meaningful Dialogue and Learning: The WDA fosters an inclusive environment that encourages meaningful, open, respectful, and courageous conversations. By creating safe spaces for diverse perspectives, the Academy empowers participants to engage in transformative learning experiences, broadening their understanding of the challenges faced by underrepresented populations and fostering a commitment to creating positive change.

4) Incorporating DEI principles into all aspects of the Academy's operations, from participant selection to curriculum design, ensures that the WDA's impact extends beyond individual leaders. By promoting equitable leadership practices, fostering an inclusive network, and encouraging open dialogue, the WDA aims to serve underrepresented populations in the community college system and contribute to the development of a more diverse, inclusive, and equitable educational landscape.

Skills Standards—Phase II: Green River College, in collaboration with the Center of Excellence for Careers in Education, was awarded funds to manage the comprehensive update of the statewide 2012 Skill Standards for Professional Technical instructors, in addition to the identification and alignment of implicit bias and diversity, equity, and inclusion (DEI) competencies. Accomplishments included:

1) Successful Verification Survey: The Verification Survey was launched in January and received an overwhelming response of 745 completed surveys, surpassing the target of 400. Personalized communication with colleges played a significant role in achieving this success.

2) Alignment with Focus Group Findings: The survey results aligned with the insights gathered from faculty focus groups during Phase II, reinforcing the validity of the updated Skill Standards.

3) Comprehensive 100+ Page Final Report: The development and completion of the final 2023 edition report is a notable accomplishment. This extensive report comprises detailed insights from faculty focus groups, in-depth analysis by the consultants and facilitators, survey results from the verification process, and the updated Skill Standards presented and approved by the Workforce Education Council in the spring.

4) Presentation and Approval at Spring Workforce Education Council: The updated 2023 Edition of the Professional Technical Skill Standards was presented at the Spring Workforce Education Council meeting and received approval.

5) Decision on DEI Competencies: A DEI subject matter expert was engaged to develop a framework for the integration of DEI competencies into the remaining Critical Work Functions, paving the way for Phase IV.

6) Updated Editions Available at No Cost: The newly updated 2023 Edition of the Professional Technical Skill Standards (and subsequent version) will be made available to all community and technical colleges in the state at no cost in a digital format, ensuring equitable access to the latest standards.

B.iv. Providing technical assistance for eligible recipients. (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

Secondary: OSPI supported eligible recipients and all CTE administrators and educators with technical assistance through various presentations, professional development conferences and sessions, meetings, and communications. Presentations, materials and resources are available on the OSPI CTE Resources webpage. Some examples of supported events include:

 - Summer 2022 WA-ACTE Conference Presentations

- Fall 2022 WACTA Conference

 - Fall 2022 WACTA Conference Office Hours

 - Fall 2022 FBLA Advisor Training

 - Fall 2022 DECA Fall Leadership Conference

 - Fall 2022 FBLA Board of Directors Meeting

 - Fall 2022 DECA Board of Directors Meeting

- Fall 2022 Washington Educators of Business and Marketing (WE-BAM) Presentations

- Fall 2022 WAAE Executive Meeting (provided OSPI update)

- Winter 2022 Western Business Education Association Conference

- Winter 2022 FFA State Staff Award Workshops (co-presented with Lisa Baser 4 topics in January)

- Winter 2022 FFA District Award Application Reviews (attended 4 district reviews in January)

- Spring 2023 WACTA Conference

- Spring 2023 WACTA Conference Office Hours

- Spring 2023 DECA State Leadership Conference

- Spring 2023 DECA Board of Directors Meeting

- Spring 2023 FBLA State Business Leadership Conference

- Spring 2023 FBLA Advisor Conference

- Spring 2023 FBLA Board of Directors Meeting

- Spring 2023 SkillsUSA State Conference

- Spring 2023 WITEA Educators Conference

- Winter 2023 FFA State Staff Award Workshops (co-presented with Lisa Baser 4 topics in January)

- Winter 2023 FFA District Award Application Reviews (attended 4 district reviews in January)

- Spring 2023 WAAE Executive Meeting (provided OSPI update)

- Spring 2023 FFA State Application Review (presented on 3 award areas)

- Spring 2023 Washington State Indian Education Association (WSIEA) Conference (provided OSPI update and 1 round table discussion)

- Spring 2023 State FFA Convention (coordinated state delegate process, National Chapter Award presentations and Food Science CDE)

- FFA Board of Director Meetings (provided OSPI update at 4 meetings) (September 2022 through July 2023)

- FFA Foundation Board of Director Meetings (provided OSPI update at 3 meetings) (September 2022 through July 2023)

- Ag Ed in Action Newsletter (10 monthly editions September-June)

- STEM Email Monthly Update (2,000 CTE Directors, Administrators, Staff, Educators, and Partners) (11)

- STS Email Monthly Update (3,000 CTE Directors, Administrators, Staff, Educators, and Partners) (11)

- Business and Marketing News & More (7 monthly newsletters)

- CTE Weekly Email Update (2,000 CTE Directors, Administrators, Staff, Educators, and Partners) – 48 newsletters and news flashes

- CTE News & More Meetings (with CTE Directors, Administrators, Staff, Educators, and Partners) – 9 events

Post Secondary: The Perkins-supported Program Administrator and Policy Associate for Workforce Education at SBCTC are the main points of contact for colleges with respect to Perkins-related matters; however, the Contract Specialist, Program Assistant, and Policy Associate for Fiscal Management also work closely with colleges in providing technical assistance. The State Board for Community and Technical Colleges provides scaffolded support to assist college through timely and relevant communication, webinars and presentations, virtual office hours, and personalized feedback.

Communication: SBCTC Perkins staff communicate updates on Perkins-related matters through a listserv. Specific topics or concerns are addressed during Workforce Education Council (WEC) meetings where workforce deans and

directors from the colleges come together quarterly.

Webinars/Presentations: SBCTC provided nine webinars or presentations in 2022-2023. In response to the CLNA, SBCTC presented "Comprehensive Local Needs Assessment: Findings from 2020-2022" with challenges/needs and best practices from each element at the Workforce Education Council's fall meeting. Additional presentations included the Perkins Data Dashboard, Perkins Workforce Grants Information Session, Perkins Data, Coding, and Allocation Formula, general Perkins information at the winter and spring Workforce Education Council meetings and CTE Dual Credit Listening Sessions.

Virtual Office Hours: In program year, 2022-2023, SBCTC offered 13 opportunities for office hours. Topic areas consisted of best practices for successfully meeting performance indicators, grant information, and application assistance.

Feedback: Each college was provided specific feedback for all of their Perkins applications. The goal is to assist colleges in submitting stronger applications and to remind colleges of their accountability to the performance indicators. Additionally, colleges are provided information about the amount of the grant funds that have been invoiced vs awarded so that they can make any adjustments.

C. **Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)**

At the foundation of SBCTC is a focus on diversity, equity, and inclusion. The vision statement, "Leading with racial equity by working to dismantle racist policies and practices throughout our community and technical college, and ensuring our students of color and other minoritized students reap the benefits that come with higher education: higher incomes, better health, and greater social and economic mobility that passes from generation-to-generation" serves as a framework for how we prioritize funding. One of the goals in the strategic plan is to "increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents."

Additionally, the implementation of Guided Pathways, through our community and technical colleges, creates more inclusive campuses by focusing on increasing the diversification of students that access and earn credentials. These efforts are supported by legislative investments in our college system's equity efforts with the passage of SB5227 requiring DEI training and assessments at institutions of higher education and SB5194 providing for equity and access in the community and technical colleges.

The commitment to fulfill the mission is evident with a section dedicated to improving equity and access in the Perkins Grant application and CLNA. Colleges requesting Perkins funds are required to provide information in relation to recruiting special populations in the application and CLNA including current projects, services, or initiatives, gaps and deficiencies, action plan and priorities, and evaluation of efficacy of strategies in recruiting. Prior to awarding funds, SBCTC reviews each college's past and current efforts and initiatives, assessment of their success at recruiting and retaining special populations, as well as their plan to narrow any gaps for special populations by analyzing their performance indicator data. Additionally, SBCTC provides technical assistance, specific to this area, during monitoring visits.

Perkins funding supported colleges to engage, recruit, and provide career and academic guidance to prospective students. The chart shows the method of outreach and percentage of colleges that used Perkins funds. Overwhelmingly, high school visits were the most utilized way to recruit potential students.

See Supporting Documentation #2 Perkins-Funded Outreach Method by Percentage of Colleges

Decreasing Barriers to Participation

Cascadia College—Paid for access to the "Go to College for Free" online tool housed with Seattle Colleges IT staff. The online web tool acts as a sorting device asking students/potential students questions to determine their eligibility for specific workforce grant funding as well as information about programs at colleges. Cascadia received 23 referrals this year through the portal and each one received follow-up communication from the workforce team. Three ultimately turned into registered students. With the anticipated addition of new professional technical programs, Cascadia plans to revise their program information on the portal, and we hope to see an increase in 2023-24.

Clark College—Funded the CTE Showcase which introduced K-12 participants to the college's CTE programs, specifically about program requirements and employment opportunities and wages.

Pierce College—Created videos focused on nursing program recruitment by telling the stories of five male students.

Skagit Valley College (SVC)--SVC Recruitment and Outreach held multiple events on campus to recruit special populations into professional/technical programs. Perkins funding supported marketing efforts and partially funded

recruitment specialist that coordinated these events. The Recruitment and Outreach office also partnered with organizations to provide information sessions on-site, which included Goodwill, Anacortes Shelter, Helping Hand Foodbank, Foundation for Academic Endeavors, etc.

Tacoma Community College—Hired two Pathways Specialists in Business, Paralegal, Technology (BPT) and Healthcare. These positions are integral in moving the college's commitment to guided pathways forward. The Pathway Specialists have the following impacts: coordinate and deliver targeted recruitment and outreach activities both internally and externally for pathway programs including information sessions, assist with special events that highlight program pathways and options for students, represent the college and pathway programs in the community with industry and other partners at outreach and recruitment events, work with the Entry and Outreach Services, Workforce Education and departments to support and increase enrollment and outreach activities to diverse communities and organizations and work to decrease equity gaps in access and onboarding, engage students to support enrollment and increase retention and completion by identifying and mitigating individual circumstances through coordination of college support services with Entry Services, Advising, Workforce and other campus departments to best support student success.

Ensuring Equitable Access to Programs

Bates Technical College—Perkins provided funding for a full-time career advisor to support student recruitment and retention of males in healthcare programs and business/communication programs, traditionally highly enrolled by female students. A full-time disabilities coordinator was supported by Perkins, to support student recruitment and retention of students with disabilities.

Bellingham Technical College (BTC)—To improve equitable practices in recruitment and outreach, BTC has shifted from reactive to proactive outreach practices and provides key outreach services to all students. BTC's Outreach and Admissions and Navigation areas developed a new student survey to be administered prior to or during "GET Started" sessions to identify students' financial and accessibility needs. Applicable staff will see results and be able to proactively connect that student to resources for which they are eligible. This survey is planned for Summer or Fall 2023 implementation. BTC employees, including those partially funded through Perkins, worked in collaboration with Marketing and Communications, Outreach and Admissions and Navigation to develop automated communications based on a prospective student's program of interest by designing an initial plan for content and timing of automated text messages during the onboarding process. In another example, BTC's DEI staff and committee led the equitable bathroom project, which included updated signage across campus for all bathrooms, the addition of changing tables, and converting selected multi-stall bathrooms to all-gender bathrooms.

This project helped provide equitable support for and access to BTC programs and services not only for non-binary persons but student parents and students with disabilities. During the 2022-23 academic year, BTC also finalized Policy 342.0 (Academic Adjustments for Students with Limited English Proficiency). As part of this process, Student Services standardized a process where all new students are notified during "GET Started" sessions that they can access additional time on tests and other additional academic supports while in their courses and programs.

Green River College—Supported 0.5 FTE of a Career Advising position in the Career and Advising Center that supports prospective students interested in CTE programs and career paths.

Skagit Valley College—Perkins partially funded a recruitment specialist and a communication specialist who coordinated accessible events and outreach efforts on recruiting diverse students into professional/technical programs. Perkins funded audio language interpreting support to ensure access to academic coursework.

Whatcom Community College (WCC)—Two medical assisting faculty and two medical assisting students attended a Learning with Leaders career event at Options High School where they introduced approximately 80 high school students to the medical assisting program and profession via hands-on activities and information-sharing. Options HS is an alternative high school in which the total minority enrollment is 30% and 57% of students are economically disadvantaged. One CIS/cybersecurity faculty attended the Mount Vernon annual science night for K12 students where he introduced approximately 12 students to the CIS/cybersecurity program and profession. Mount Vernon is in the rural area designated in Skagit County. Featuring two female students enrolled in WCC's software development program (launched fall 2021), WCC created a video to recruit prospective students to the software development program with an emphasis on recruiting women. The video will be integrated into the program website and will be part of the college's social media campaign planned for 2023-24 to reach special populations.

Increasing Enrollment

Centralia College (CC)—Funding made it possible to provide inclusive printed outreach and recruitment materials. For this project, CC updated their CTE program viewbook to better reflect the latest program offerings including their certificates, associate degrees, and bachelor's degrees. In addition to the program updates, the information was translated into Spanish.

Renton Technical College (RTC)—RTC filled two important vacancies in their outreaching team, the Director of Outreach and Recruitment and the High School Program Outreach & Recruitment Manager.

Seattle Colleges—The Perkins-supported Outreach & Recruitment Specialist played an important role in recruitment with the high schools by setting up and coordinating high school visits and presentations. The specialist also provided tours and new student services functions onsite.

Discover Seattle Colleges, a series of virtual and in-person events around each area of study, highlighted programs on each campus with details about careers, wages and education pathway.

Events included interactive virtual sessions with faculty and on-campus Open House events with opportunities to tour program spaces and connect with staff from financial aid, registration, advising and workforce education departments. In 22-23, the reach and participation in Discover Seattle Colleges continued to grow with more than 400,000 online impressions, 2,000 link clicks from digital ads, 545 RSVPs, and a combined online/in-person prospective student and guest participation of more than 450 people. The 2023 videos are posted on the Discover Colleges website and are featured in social media every Tuesday in the Discover Tuesday series.

The colleges funded a Career Specialist who works with CTE students in specific Programs of Study to offer career resources and services to keep students engaged throughout their program, internships, and employment opportunities. This includes marketing and awareness to students for Handshake, one of the leading student-centered job boards in the country. Over 400,000 employers, including many in the region, use Handshake to recruit current college students and recent graduates for careers. All Seattle Colleges students and alumni have free access to Handshake. The Career Specialist organized two events, Headshots and Handshake, for students to get free professional headshots and to sign up for Handshake at the same time. The college had 225 students participate in these events. To date, 1600 students have created profiles in Handshake. The Career Specialist also provided support for the creation of an automotive technology internship this summer and connected with students in the program to inform them of the opportunity. Seattle's Advisors are also steeped in Guided Pathways and have been instrumental in the development and usage of program maps when advising CTE students and keeping them on track with their educational plans.

Skagit Valley College— Perkins partially funded a recruitment specialist who provided targeted outreach and recruitment to professional technical students to increase enrollment. This recruitment specialist coordinated a Try-A-Trade event and hosted approximately 135 students from ten local high schools.

Spokane Community College—Perkins funding was used in the following: 1) Purchased commercial airtime and a variety of ads for YouTube, OTT, SnapChat, and Facebook. These targeted adults 25-45, head of household income under $50K in Ferry, Stevens, and Pend O'Reille Counties; 2) Used a targeted geofence at the NE WA State Fair with animated GIFs to college program pages; 3) Direct Mail (oversized postcard promoting Business Certificates and Degrees) to 20,500 households in Ferry, Pend Oreille and Stevens counties focusing on tribal populations and out of work individuals; 4) Print advertising ran for Accounting, Marketing, Entrepreneurship, and Management to recruit underrepresented minorities into these programs, out of work individuals, and non-trad students; and 5) Live radio remotes on KCVL at the NE WA State Fair in Colville. The results were combined enrollment in SCC business courses increased from 83.9 FTE in Fall 2021 to 89.5 FTE in Fall 2022 which is a 6.6% increase which is a reversal of a three-year enrollment decline. SCC business class enrollment went from 102.6 FTE Fall 2019 to 91.7 FTE Fall 2020 to 83.9 FTE Fall 2021. This increase can be attributed (at least in part) to the increased recruiting efforts.

D. **Report on the effectiveness of the use of State leadership funds in—**

   i. **Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**

   ii. **Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**

(Section 124(a)(2) of Perkins V)

D.i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.

Secondary: State funds were used to support the design, review, and implementation of the secondary performance indicators. Leadership and reserve funds were used for directed grants to school districts and STECs who missed the state target. We continue to evaluate available programming to support student performance and quality program improvement.

We continued to refine the data collection for 5S1 and 5S3 and offer technical support for the school districts and STECs for the submission of Industry Recognized Credentials and Work-Based Learning data.

The following performance measures did not meet the state determined level of performance:

Postsecondary: Perkins Leadership Block and Special Projects grants fund important initiatives for student enrollment, retention, and completion. These efforts align with postsecondary performance targets of postsecondary placement (1P1), earned recognized postsecondary credential (2P1), and non-traditional program enrollment (3P1). The following are examples of projects being implemented across SBCTC's system to achieve Perkins V performance targets:

 - Curriculum creation or revisions to respond to industry demand in nursing, water resource management, advanced manufacturing, surgical technology, family support studies, mechatronics and automation, data analysis, orthotics and prosthetics, business management, allied heath, marketing (1P1 and 2P1)

 - Investment in pathways for transitional studies students (primarily English Learners) to strengthen and streamline the flow into certificates for Information Technology and Bookkeeping (1P1, 2P1, and 3P1)

 - Articulation agreements with postsecondary partners to support seamless student transitions in professional-technical pathways (2P1 and 3P1)

 - Partnerships that help decrease barriers to accessing college by subscribing to the Go to College Free Consortium and CTE Dual Credit consortiums (1P1, 2P1, and 3P1)

 - Creation of outreach and recruitment materials, events, social media ads, website updates, and videos to promote non-trad enrollment into CTE programs (3P1)

D.ii.Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V. (Section 124(a)(2) of Perkins V) (Section 124(a)(2) of Perkins V)

Secondary: Significant improvements in the Perkins data dashboard were made to allow better analysis and evaluation for each LEA.

Targeted investments for the data available measures were attempted by directed Perkins Reserve awards to school districts and STECs who did not meet the state target.

 - Funding used to expand equivalency opportunities for students.

 - Sponsored various technical assistance designed to meet the needs of the CTE community (see question 1(b)(iv) and the following activities

1) Allocated funds to school districts, STECs, and skill centers who did not meet state targets.

2) Continued to expand equivalency opportunities to support concentrator math obtainment and performance.

3) Reviewed equivalency options aligned with specific clusters.

4) Provided additional allocation of funds for districts/STECs/skill centers targeting specific student populations for improved student outcomes.

5) Used funds through targeted professional development and other permissible expenditures to support improvement.

6) Ongoing Non-Traditional Fields grant (see answer 1(b)(i)) availability for LEAs.

7) Ongoing review of state created CIP codes and work towards eliminating as many as necessary (to better align to federal list).

 - Funds were awarded to school districts/State-Tribal Education Compacts (STECs)/skill centers through a Non-Traditional Fields Grant (see question 1(b)(i)).

 - School districts/STECs/skill centers were able to utilize funds to support the Comprehensive Local Needs Assessment (CLNA) work in forming consortiums with each other.

Post Secondary: Specific projects, focused on a regional or system-wide improvement, funded in 2022-2023 included:

Centralia College: **CTE Dual Credit Night**. Centralia held a dual credit night for local school district CTE administrators and teachers which provided an opportunity to enhance partnership and collaborate on timelines to streamline efforts with K12 requirements with Office of Instruction of the Superintendent. College faculty reviewed district framework documents alongside college course outlines. This resulted in stronger, and more appropriate, articulations with local districts. These districts include those within their service district, alongside additional districts: Tumwater School District and New Market Skills Center. Funds went to faculty stipends to attend the evening program and/or review frameworks. (2P1)

Pierce College: **Washington Career Pathways Project (WACAPA)**. Leadership funding supported the Washington Career Pathways project through a part-time manager and technical staff salaries. The current project manager (PM) promotes WACAPA resources and increases awareness of how resources support college and K-12 CTE pathways work via social media interaction, conference presentations, and collaboration with partner organizations. Multiple templates for roadmaps and stakeholders are developed and used for career roadmaps and resources on the website and with K-12 school districts. With a refocus on CTE pathways, this project is having an impact on Guided Pathways communication and connections with potential partners, community members, and students. (1P1 and 2P1)

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2b: Narrative Performance: Fiscal Responsibility

A. **For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at: https://nces.ed.gov/ccd/schoolsearch/.**

    See attached file for response.

B. **For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: https://nces.ed.gov/ccd/districtsearch/. Public and Private Colleges and University IPEDS numbers can be found at: https://nces.ed.gov/collegenavigator/.**

    See attached file for response.

C. **Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)**

    Secondary: Reserve funds were distributed through a separate application process which provided a grant overview, were either competitive, incentive, piloted, or directed, depending upon the project. The selection criteria were described within the application, and alignment of Perkins Reserve priority areas are described within the application.

    Of the school districts, skill centers, and State-Tribal Education Compacts (STEC) who were eligible for Perkins Reserve grants (programs in rural areas, programs with high percentages or high numbers of CTE students, or areas with disparities or gaps in student performance), 156 school districts, skill centers, and STECs were awarded funds.

    The Perkins Reserve grants supported school districts, skill centers, and STECs in the following ways:

    Professional Development:

     - For the CTE Instructors with an industry background, additional support with Universal Design for Learning (UDL) and lesson planning.

     - High School Counselor attended the statewide CTE Conference to broaden understanding of how to link career options with student High School and Beyond Plans (HSBP).

     - Counselor to attend a Pathway Conference to increase their knowledge in careers in pathways.

     - Provided apprenticeships with AJAC for the Core Plus program

     - Instructors creating more employment opportunities for students participating in worksite and work based learning opportunities by creating partnerships through networking and site visits.

     - Local CTE collaboration with:

     1) Special Education staff to improve CTE instruction for students with an Individual Education Program (IEP).

     2) Analyzed math standards with math department for the CTE courses to determine alignment beginning with Wood and Metal shop classes.

    3) Advisory Board members, academic instructors and administrators to review and evaluate CTE courses for course equivalencies.

     - CTE Instructors to attend the following opportunities:

    1) Washington ACTE conference

2) Applied Math training

3) Washington State Agriculture Conference

4) AP Computer Science Principles Summer Institute

5) SW Washington Regional STEM Strategy Summit

Washington Industrial Technology Education Association

6) Washington Association for Skilled and Technical Sciences

7) National Health Science Conference

8) WA-BAM

 - The Comprehensive Local Needs Assessment (CLNA) process identified the following PD as a priority:

1) Provided workshops on the recruitment of Nontraditional student populations to CTE

2) Educators to address equity issues and cultural inclusiveness implemented across the CTE curriculum.

3) A book study with CTE teachers to highlight UDL benefits, engagement, application, lesson planning and delivery.

Student Growth and Program Support

 - Alignment of CTE courses to state assessments

 - Funding to ensure equity for underrepresented populations in CTE programs.

 - Hosted informational sessions creating opportunities for students to see nontraditional employees in their fields.

 - Provided CTE pathways connecting major tribal businesses with teachers focused on culturally responsive opportunities for native students and highlighting employment with the Tribe.

 - Field trips to colleges for students to explore nontraditional career pathways offered to align with the students' HSBP.

 - Informational materials to promote CTE programs to increase access and enrollment in nontraditional programs and overall CTE.

 - Paid for articulation agreement and dual credit consortium fees.

 - Funds assisted instructors to work on CTE equivalencies

 - Strengthen the success of EL students in CTE courses

 - Strived to diversify the population of students earning an Industry Recognized Credential (IRC)

 - Partnered with neighboring school district to support CTE partnership for native students interested in teaching with joint activities.

 - Curriculum and equipment for CTE courses

1) Healthcare curriculum

2) Fire Science equipment

3) Culinary Arts

4) Robotics, Drones, and VR Technology

5) Vernier software and technology

6) Career Connect curriculum

7) Agriculture

8) Engineering

9) Computer Science (Web Design, Media, CAD

10) Childhood Development

11) Update equipment and technology to align to industry standards

 - Industry Recognized Credentials:

1) Precision Exams

2) Career Safe

3) Food Handlers Permits

4) Adobe and Microsoft Certification

5) Forklift Training Certification

6) Automotive Service Excellence

7) First Responder

8) Certified Nursing Assistant

9) First Aid/CPR/AED

 - Funds were used for membership and assisting students in attending regional, statewide, and/or national leadership conferences with:

1) Future Farmers of America (FFA)

2) Future Business Leaders of America (FBLA)

3) SkillsUSA

4) HOSA

5) Family, Career and Community Leaders of America (FCCLA)

6) Washington Career and Technical Sports Medicine Association (WCTSMA)

Postsecondary: Ten percent of the postsecondary Perkins Plan grant is distributed by formula to rural colleges and those that have a high percentage of CTE participants. Defined as colleges that include counties with population densities of less than 100 persons per square mile within their service district boundaries, rural colleges receive 9% of the reserve funds. These colleges include Bellingham Technical College, Big Bend Community College, Centralia College, Clark College, Columbia Basin College, Grays Harbor College, Lower Columbia College, Olympic College, Peninsula College, Skagit Valley College, Spokane District, Walla Walla Community College, Wenatchee Valley College, Whatcom Community College, and Yakima Valley College. Population density determinations are based on data from the Washington State Office of Financial Management and three colleges are located in counties which are prorated to reflect the portions of the counties that meet the rural definition – Clark College, Olympic College, and Spokane Community College District.

Colleges with a high percentage of CTE participants receive 1% of the reserve funds and are those that have 50% or more of their student population enrolled in CTE programs. The percentage is calculated from the number of students with a workforce education intent code, divided by the college's annual student headcount. Bates Technical College, Bellingham Technical College, Clover Park Technical College, Lake Washington Institute of Technology, and Renton Technical College all receive a portion of the one percent of reserve funds set aside for colleges that serve a majority of CTE students.

As evidenced by this process, SBCTC prioritizes colleges serving rural communities and those with a high number of CTE concentrators in allocating reserve funding. Due to the low population density of their respective regions, the state's rural colleges are often under-resourced and disproportionately impacted by changing economic conditions. They often have lower enrollment overall and fewer full-time students, but comparatively greater demand for high-cost CTE programs based upon the economies of their service areas. As reserve funds are allocated by formula in combination with Perkins Plan awards, there are no means of accounting for exactly how reserve funds are utilized; however, many of the rural and smaller colleges invest significantly in CTE programs to serve their communities and rely on the allocation of reserve funding to maintain these programs.

Accomplishments from Perkins funding for rural areas or colleges with a high percentage of CTE concentrators:

Bellingham Technical College: Multiple Perkins-funded staff members serve on and support the college's SHIFT team. Since 2017, SHIFT has explored a variety of methods to increase non-traditional student enrollment and program completion, with special focus on women in historically male dominated training pathways and careers. In recent years, SHIFT has seen the most success from a targeted recruitment and outreach campaign that has consisted of local and regional outreach, hands-on and educational campus events, networking with local industry partners, and collaboration with regional advocacy groups.

Big Bend Community College: Intentional outreach to outlying communities and establishing two offsite locations in Mattawa and Othello in order to provide classes. Offered the ECE initial certificate in Spanish with Spanish language support on site for two cohorts.

Community Colleges of Spokane: Perkins funding continues to be critical for CTE programming at CCS's four rural campuses in northeastern Washington. Perkins funding helped with business student outreach efforts and purchased an autoclave to support allied health students at the Colville Center.

Grays Harbor College: Supporting CTE administration helps promote the exploration and adoption of new CTE programs that lead to high-wage, in-demand occupations. Grays Harbor's CTE administration is partnering with other colleges to offer Network Operating Security Systems and Computer Science. Funds support initiatives across all CTE programs including accounting, business management, welding, diesel technology, carpentry, automotive, nursing, medical assisting, human services, criminal justice, natural resources, and CDL.

Lake Washington Institute of Technology: The funds supported ongoing efforts to improve the representation of diverse students. Promotional materials were used to "refresh" existing campaign materials to recapture community interest as the impacts of the pandemic continue to lessen. Two new programs were also implemented to meet in-demand occupations: Funeral Directing and Management AAS-T (Associate of Applied Science Transfer) and Education Paraeducator AAS-T. Funeral Services is a continuously expanding field in need of management at a higher level as new methods of decedent preparation are adopted. Local school districts reinforce the lack of certified paraeducators, and this new pathway extends directly into local bachelor's degree programs.

Lower Columbia College: LCC utilized Perkins funding to further support the development and revision of new CTE programs to align with economic demand. Based on significant input from local employers and industry leaders, new programs such as the Paraeducator program and the Bachelor of Science in Nursing program have been developed. Perkins funding continues to provide resources to gather employer feedback and expertise through professional-technical advisory committees, community forums/listening sessions, and employer surveys.

Peninsula College: Funds were used to foster innovation through the identification and development of several new employer informed programs such as automotive electrical vehicle technician, natural resources, virtual office assistant, and marine technology. New curriculum and over 40 classes were developed in partnership with employers to ensure career pathways align with high-skill, high-wage, in-demand occupations or industries in Clallam and Jefferson Counties.

Renton Technical College: Funding has been used to support Renton's Automotive Technology evening program and provide professional development activities for automotive instructors. The evening automotive program has provided the community an opportunity to learn automotive technology during off work hours. Faculty were able to attend an automotive conference and professional development classes that exposed them to new technology emerging in the automotive industry. This new knowledge has been implemented into the automotive curriculum. Renton also invested funds into curriculum development for welding fabrication classes.

Wenatchee Valley College (WVC): Wenatchee has a very large service district, at over 10,000 square miles. Many students, or potential students, live in rural areas, which is why WVC has incorporated technology in various locations to serve these students. Funds were used to fortify partnerships with the Colville Confederated Tribes. Programs in Early Childhood Education, Business Computer Technology, and Adult Basic Education are able to offer classes at their Omak campus and other satellite locations such as Bridgeport and Nespelem, a tribal campus. These areas are also being served by Zoom technology, allowing students in these rural areas to take other courses online by connecting them to other faculty at Wenatchee and Omak. Wenatchee worked with their rural partners to identify qualified CTE instructors that can teach on site versus using the zoom option.

Whatcom Community College: Though student demographics are not tracked by rural versus urban, they are by zip code. Based on a sampling of Whatcom County zip codes, roughly 40% of WCC students enrolled in professional-technical programs in the 2022-23 academic year were from rural communities. One CIS/Cybersecurity faculty attended the annual science night for K12 students in Mount Vernon, a rural designated area. He introduced approximately 12 students to the CIS/cybersecurity program and profession. Of the 38 middle and high school students who participated in the Digital Download and Guys & Guts workshops for non-traditional fields, 45% indicated they attended schools located in the more rural communities outside of the urban center of Bellingham.

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2c: Disparities or Gaps in Performance

Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act.

☑ I have reviewed the quantifiable descriptions of disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section B.3 of this report.

Additional Information

<u>Secondary:</u> OSPI will continue to review and monitor collected data to inform future investments and potential revisions to definitions, and data collection methodologies. Proposed negotiated targets for 2025-28 will be submitted, OSPI aligned the targets with the ESSA goals (where applicable) and also looked more closely at the state level performance over the past three years of data (when available).

2S1: The Perkins concentrators performed slightly below the 60.3% statewide percentage of students who met the grade level standards on the ELA assessment taken in the 10th grade.

See Supporting Documentation #4 2s1 disparities.gaps

2S2: The Perkins concentrators performed slightly below the 29.9% statewide percentage of students who met the grade level standards on the math assessment taken in the 10th grade.

See Supporting Documentation #5 2s2 disparities.gaps

2S3: The Perkins concentrators performed slightly above the 36.7% statewide percentage of students who met the grade level standards on the science assessment taken in the 11th grade.

See Supporting Documentation #6 2s3 disparities.gaps

4S1: Secondary continues to review CIP code alignment in hopes to reduce the number of Washington created CIP codes. The courses designated with "U" for undetermined for Non-traditional status are also impacting the measure data.

See Supporting Documentation #7 4s1 disparities.gaps

5S1: Secondary continue to refine the IRC list and provide guidance and clarification to LEAs for data collection. Many of the LEAs have has data entry issues and continue to provide technical assistance on improving the input process.

See Supporting Documentation #8 5s1 disparities.gaps

5S3: Secondary continue to refine the definition of WBL and provide guidance and clarification to LEAs for data collection. Many of the LEAs have has data entry issues and continue to provide technical assistance on improving the input process.

See Supporting Documentation #9 5s3 disparities.gaps

<u>Postsecondary:</u>

1P1: Postsecondary Placement

The Perkins V State Determined Performance Level (SDPL) is 39.5%, whereas the actual performance was 39.9% in 2021-2022, exceeding the SDPL. Performance on this target was up by .6% from 2020-2021 data based on 8,601 out of 21,550 students succeeding at Postsecondary Placement. While the state did meet the target, we still have populations that require additional support and dedicated focus.

Practices being implemented within the system to improve 1P1 performance include:

 - Investment in CTE career advising

 - Funding staff positions that focus on employer relations/partnerships

- Hosting job fairs, seminars for small business owners, resume workshops

- Building meaningful CTE Dual Credit pathways

- Dedicated Pathways Navigators for Health and Business

See Supporting Documentation #10 1p1 disparities.gaps

2P1: Earned Recognized Postsecondary Credential

The Perkins V State Determined Performance Level (SDPL) is 53.5%, whereas the actual performance was 49.5% in 2021-2022, meeting 92.6% of the SDPL. Performance on this target fell 1.2% from 2020-2021 data. SBCTC's actual performance is based on 10,677 out of 21,550 concentrators meeting the desired outcome. In 2020-2021 we reported performance of 50.7% based on 11,580 out of 22.851 concentrators meeting the desired outcome.

SBCTC's Credentials Awarded Dashboard (https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard) shows a decline of 10.9% from 20-21 to 21-22 for all credentials awarded. Between 21-22 and 22-23 there was a slight drop (11.3%) in credentials awarded statewide. Specific to associate degrees, there was a 12.7% decrease in academic degrees awarded comparing 21-22 to 22-23 compared to 8.3% in workforce degrees. Across all credentials awarded, Workforce programs were reported with a 12.2% decline.

As stated often in college's annual reports and local applications, a barrier to completion are students entering industry before completing their degree due to the high wages. This is supported by the Washington State Employment Security Department's 2022 Labor Market and Economic Report (https://media.esd.wa.gov/esdwa/Default/ESDWAGOV/newsroom/Legislative-resources/2022-annual-economic-report.pdf) , which noted that "unemployment fell to near-historic lows". Wages continued to rise with a 1.2 percent increase.

Practices being implemented within the system to improve 2P1 performance include:

- Revising curriculum to require corequisites and embed supplemental instruction decreases need for separate remedial courses

- CTE Advisors leading program mapping and degree audit (courses toward degree completion) efforts

- Providing more holistic student support services

- Offering supplemental instruction

- Locating the Worker Retraining Coordinator at the same site as WorkSource to allow for interaction with staff and customers from Employment Security, Career Path Services, and partnering agencies

- Providing tool kits and book lending libraries

See Supporting Documentation #11 2p1 disparities.gaps

3P1: Non-Traditional Program Concentration

The Perkins V state performance target is 19%, whereas the actual performance was 20.12% in 2021-2022. Performance on this target decreased by 0.4% from 2020-2021 data based on 3,403 out of 16,911 students enrolling in non-traditional programs. For 2021-2022, all categories met the state target except for males and English Learners. CIP Groups that include this non-traditional enrollment which also did not meet the state target are Communications, Construction trades, Education, Health Sciences, Home Economics, Law and Legal Studies, Mechanics and Repairers, Multi/Interdisciplinary Studies, Precision Production Trades, and Transportation and Materials Moving Work. Additionally, the following groups decreased since last year: females, males, American Indian, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islanders, White, English Learner, Foster Care Youth, Individuals in Non-Trad Fields, Individuals with Disabilities, and Single Parents.

Practices being implemented across the system to improve 3P1 performance include:

- Investment in developing relevant and updated outreach materials, videos, and social media highlighting non-traditional populations

- Focus on hiring faculty and inviting potential advisor committee members that reflect non-traditional populations

- Curriculum review, including DEI inventories, to improve teaching and learning practices

- Funding summer events and camps to highlight non-traditional fields for K-12 students

- Intentional focus on non-trad outreach and recruitment

 - Texting services for non-trad students to increase communication, enrollment, and retention

See Supporting Documentation #12 3p1 disparities.gaps

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2d: Implementation of State Program Improvement Plans

Review your State's performance data in section 4 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:

  i. The core indicator(s) that your State failed to meet at the 90 percent threshold.

  ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.

  iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.

  iv. The staff member(s) in the State who are responsible for each action step.

  v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)

NOTE: First complete the performance indicator tables in Section IV below. Then return to complete this question.

Indicator: 2S1: Academic Proficiency in Reading Language Arts

Disaggregated Categories: Male; American Indian or Alaskan Native; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Individuals Preparing for Non-traditional Fields; English Learners; Homeless Individuals; Youth in Foster Care; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics

Action Steps:

Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

Continue to expand equivalency opportunities to support concentrator math obtainment and performance.

Review equivalency options aligned with the specific clusters identified in column the disaggregated categories.

Provide additional allocation of funds for districts/STECs/skill centers to target student populations (listed in column b) for improved student outcomes. Use of funds through targeted professional development and other permissible expenditures to support improvement.

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Tamara Whitcomb, and Katie Dailey.

Course Equivalency – Stanley Weaver.

CTE Perkins Administration – Clarisse Leong, Deifi Stolz.

Krista Fox

Rebecca Wallace

Timeline:

September 2, 2024 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Targeted Completion Date: 09/02/2024

Indicator: 2S2: Academic Proficiency in Mathematics

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Individuals Preparing for Non-traditional Fields; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Action Steps:

Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

Continue to expand equivalency opportunities to support concentrator math obtainment and performance.

Review equivalency options aligned with the specific clusters identified in column b.

Provide additional allocation of funds for districts/STECs/skill centers to target student populations (listed in column b) for improved student outcomes. Use of funds through targeted professional development and other permissible expenditures to support improvement.

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Tamara Whitcomb, and Katie Dailey.

Course Equivalency – Stanley Weaver.

CTE Perkins Administration – Clarisse Leong, Deifi Stolz.

Krista Fox

Rebecca Wallace

Timeline:

September 2, 2024 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Targeted Completion Date: 09/02/2024

Indicator: 4S1: Non-Traditional Program Concentration

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Action Steps:

Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

Ongoing grant (see answer 1(b)(i)) availability for school districts, State-Tribal Education Compacts, and skill centers to propose use of funds targeting Non-Trad enrollment.

Ongoing review of state created CIP codes and work towards eliminating as many as necessary (to better align to federal list).

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Tamara Whitcomb, and Katie Dailey.

Course Equivalency – Stanley Weaver.

CTE Perkins Administration – Clarisse Leong, Deifi Stolz.

Krista Fox

Rebecca Wallace

Timeline:

September 2, 2024 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Targeted Completion Date: 09/02/2024

Indicator: 5S1: Program Quality – Attained Recognized Postsecondary Credential

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Individuals Preparing for Non-traditional Fields; English Learners; Homeless Individuals; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics

Action Steps:

Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

Additional guidance/publications for LEAs to better understand the data collection process (started in 2021-22)

Update state recognized IRC list to ensure ample opportunities across coursework

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Tamara Whitcomb, and Katie Dailey.

Course Equivalency – Stanley Weaver.

CTE Perkins Administration – Clarisse Leong, Deifi Stolz.

Krista Fox

Rebecca Wallace

Timeline:

September 2, 2024 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

Annually, by May 15

Targeted Completion Date: 09/02/2024

Indicator: 5S3: Program Quality – Participated in Work-Based Learning

Disaggregated Categories: Male; Female; American Indian or Alaskan Native; Black or African American; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals from Economically Disadvantaged Families; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Education & Training; Government & Public Administration; Information Technology; Science,

Technology, Engineering & Mathematics

Action Steps:

Allocate funds to school districts, STECs, and skill centers who did not meet the state target.

Additional guidance/publications for LEAs to better understand the data collection process (started in 2021-22)

Provide updated Work Based Learning Manual to support district reporting efforts

Staff Member(s):

CTE Program Supervisors – Michelle Spenser, Holli Kalaleh, Tamara Whitcomb, and Katie Dailey.

Course Equivalency – Stanley Weaver.

CTE Perkins Administration – Clarisse Leong, Deifi Stolz.

Krista Fox

Rebecca Wallace

Timeline:

September 2, 2024 - action steps completion date

Ongoing/Annual assessment of failed targets and disaggregated student categories.

March 1, 2024

Targeted Completion Date: 09/02/2024

1S1: Four-Year Graduation Rate

Numerator Definition

CTE concentrators who graduate in the 4-year adjusted cohort.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	34740	37115	85.70%	93.60%	7.90	E
GENDER							
2	Male	18409	19812	85.70%	92.92%	7.22	E
3	Female	16180	17137	85.70%	94.42%	8.72	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	347	390	85.70%	88.97%	3.27	E
5	Asian	2922	3020	85.70%	96.75%	11.05	E
6	Black or African American	1277	1379	85.70%	92.60%	6.90	E
7	Hispanic or Latino	8681	9248	85.70%	93.87%	8.17	E
8	Native Hawaiian or Other Pacific Islander	376	409	85.70%	91.93%	6.23	E
9	White	18462	19823	85.70%	93.13%	7.43	E
10	Two or More Races	2675	2846	85.70%	93.99%	8.29	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	3395	3985	85.70%	85.19%	-0.51	Y
12	Individuals from Economically Disadvantaged Families	14383	15562	85.70%	92.42%	6.72	E
13	Individuals Preparing for Non-traditional Fields	7336	7775	85.70%	94.35%	8.65	E
14	Single Parents	-1	-1	85.70%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	85.70%	N/A	N/A	N/A
16	English Learners	2497	2764	85.70%	90.34%	4.64	E
17	Homeless Individuals	1040	1181	85.70%	88.06%	2.36	E
18	Youth in Foster Care	61	70	85.70%	87.14%	1.44	E
19	Youth with Parent in Active Military	594	690	85.70%	86.09%	0.39	E
20	Migrant Students	785	813	85.70%	96.56%	10.86	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	5951	6490	85.70%	91.69%	5.99	E
22	Architecture & Construction	926	996	85.70%	92.97%	7.27	E
23	Arts, A/V Technology & Communications	9638	10173	85.70%	94.74%	9.04	E
24	Business Management & Administration	1706	1749	85.70%	97.54%	11.84	E
25	Education & Training	4106	4295	85.70%	95.60%	9.90	E
26	Finance	513	519	85.70%	98.84%	13.14	E
27	Government & Public Administration	714	821	85.70%	86.97%	1.27	E
28	Health Science	7150	7440	85.70%	96.10%	10.40	E
29	Hospitality & Tourism	1377	1496	85.70%	92.05%	6.35	E
30	Human Services	1582	1685	85.70%	93.89%	8.19	E
31	Information Technology	3029	3167	85.70%	95.64%	9.94	E
32	Law, Public Safety, Corrections & Security	764	808	85.70%	94.55%	8.85	E
33	Manufacturing	2114	2248	85.70%	94.04%	8.34	E
34	Marketing	1749	1842	85.70%	94.95%	9.25	E
35	Science, Technology, Engineering & Mathematics	3356	3557	85.70%	94.35%	8.65	E
36	Transportation, Distribution & Logistics	1502	1613	85.70%	93.12%	7.42	E

37	Other: Please Identify:		-9	-9	85.70%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 151 Numerator 166 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

1S2: Extended-Year Graduation Rate

Numerator Definition

Denominator Definition

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED						
GENDER							
2	Male						
3	Female						
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native						
5	Asian						
6	Black or African American						
7	Hispanic or Latino						
8	Native Hawaiian or Other Pacific Islander						
9	White						
10	Two or More Races						
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth in Foster Care						
19	Youth with Parent in Active Military						
20	Migrant Students						
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources						
22	Architecture & Construction						
23	Arts, A/V Technology & Communications						
24	Business Management & Administration						
25	Education & Training						
26	Finance						
27	Government & Public Administration						
28	Health Science						
29	Hospitality & Tourism						
30	Human Services						
31	Information Technology						
32	Law, Public Safety, Corrections & Security						
33	Manufacturing						
34	Marketing						
35	Science, Technology, Engineering & Mathematics						
36	Transportation, Distribution & Logistics						

37	Other: Please Identify:						

Additional Information Related to Gender Counts

Additional Information Related to Race/Ethnicity Counts

Additional Information

2S1: Academic Proficiency in Reading Language Arts

Numerator Definition

Any CTE concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort who were expected to take the ELA academic assessment.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	21846	36474	68.00%	59.89%	-8.11	N
	GENDER						
2	Male	11426	19490	68.00%	58.62%	-9.38	N
3	Female	10297	16820	68.00%	61.22%	-6.78	Y
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	170	382	68.00%	44.50%	-23.50	N
5	Asian	2116	2988	68.00%	70.82%	2.82	E
6	Black or African American	618	1355	68.00%	45.61%	-22.39	N
7	Hispanic or Latino	4313	9140	68.00%	47.19%	-20.81	N
8	Native Hawaiian or Other Pacific Islander	130	400	68.00%	32.50%	-35.50	N
9	White	12736	19411	68.00%	65.61%	-2.39	Y
10	Two or More Races	1763	2798	68.00%	63.01%	-4.99	Y
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	893	3922	68.00%	22.77%	-45.23	N
12	Individuals from Economically Disadvantaged Families	7447	15312	68.00%	48.64%	-19.36	N
13	Individuals Preparing for Non-traditional Fields	4659	7656	68.00%	60.85%	-7.15	N
14	Single Parents	-1	-1	68.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	68.00%	N/A	N/A	N/A
16	English Learners	377	2707	68.00%	13.93%	-54.07	N
17	Homeless Individuals	462	1138	68.00%	40.60%	-27.40	N
18	Youth in Foster Care	22	65	68.00%	33.85%	-34.15	N
19	Youth with Parent in Active Military	452	638	68.00%	70.85%	2.85	E
20	Migrant Students	307	806	68.00%	38.09%	-29.91	N
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	3356	6370	68.00%	52.68%	-15.32	N
22	Architecture & Construction	449	983	68.00%	45.68%	-22.32	N
23	Arts, A/V Technology & Communications	6329	10033	68.00%	63.08%	-4.92	Y
24	Business Management & Administration	1116	1736	68.00%	64.29%	-3.71	Y
25	Education & Training	2640	4224	68.00%	62.50%	-5.50	Y
26	Finance	352	518	68.00%	67.95%	-0.05	Y
27	Government & Public Administration	411	790	68.00%	52.03%	-15.97	N
28	Health Science	4448	7333	68.00%	60.66%	-7.34	N
29	Hospitality & Tourism	777	1484	68.00%	52.36%	-15.64	N
30	Human Services	904	1661	68.00%	54.43%	-13.57	N
31	Information Technology	2311	3123	68.00%	74.00%	6.00	E
32	Law, Public Safety, Corrections & Security	436	797	68.00%	54.71%	-13.29	N
33	Manufacturing	1169	2222	68.00%	52.61%	-15.39	N
34	Marketing	1145	1816	68.00%	63.05%	-4.95	Y
35	Science, Technology, Engineering & Mathematics	2257	3519	68.00%	64.14%	-3.86	Y
36	Transportation, Distribution & Logistics	751	1597	68.00%	47.03%	-20.97	N

37	Other: Please Identify:	-9	-9	68.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 123 Numerator 164 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

2S2: Academic Proficiency in Mathematics

Numerator Definition

Any CTE concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort, who were expected to take the mathematics academic assessment.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	10802	36475	68.10%	29.61%	-38.49	N
GENDER							
2	Male	6134	19492	68.10%	31.47%	-36.63	N
3	Female	4606	16819	68.10%	27.39%	-40.71	N
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	45	383	68.10%	11.75%	-56.35	N
5	Asian	1631	2990	68.10%	54.55%	-13.55	N
6	Black or African American	199	1354	68.10%	14.70%	-53.40	N
7	Hispanic or Latino	1363	9140	68.10%	14.91%	-53.19	N
8	Native Hawaiian or Other Pacific Islander	46	399	68.10%	11.53%	-56.57	N
9	White	6614	19412	68.10%	34.07%	-34.03	N
10	Two or More Races	904	2797	68.10%	32.32%	-35.78	N
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	274	3920	68.10%	6.99%	-61.11	N
12	Individuals from Economically Disadvantaged Families	2511	15312	68.10%	16.40%	-51.70	N
13	Individuals Preparing for Non-traditional Fields	1999	7656	68.10%	26.11%	-41.99	N
14	Single Parents	-1	-1	68.10%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	68.10%	N/A	N/A	N/A
16	English Learners	81	2709	68.10%	2.99%	-65.11	N
17	Homeless Individuals	140	1138	68.10%	12.30%	-55.80	N
18	Youth in Foster Care	4	65	68.10%	6.15%	-61.95	N
19	Youth with Parent in Active Military	201	638	68.10%	31.50%	-36.60	N
20	Migrant Students	77	806	68.10%	9.55%	-58.55	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	1171	6369	68.10%	18.39%	-49.71	N
22	Architecture & Construction	176	982	68.10%	17.92%	-50.18	N
23	Arts, A/V Technology & Communications	2998	10034	68.10%	29.88%	-38.22	N
24	Business Management & Administration	600	1735	68.10%	34.58%	-33.52	N
25	Education & Training	1178	4223	68.10%	27.89%	-40.21	N
26	Finance	242	518	68.10%	46.72%	-21.38	N
27	Government & Public Administration	151	790	68.10%	19.11%	-48.99	N
28	Health Science	2087	7338	68.10%	28.44%	-39.66	N
29	Hospitality & Tourism	294	1484	68.10%	19.81%	-48.29	N
30	Human Services	327	1662	68.10%	19.68%	-48.42	N
31	Information Technology	1713	3119	68.10%	54.92%	-13.18	N
32	Law, Public Safety, Corrections & Security	151	798	68.10%	18.92%	-49.18	N
33	Manufacturing	515	2221	68.10%	23.19%	-44.91	N
34	Marketing	618	1814	68.10%	34.07%	-34.03	N
35	Science, Technology, Engineering & Mathematics	1383	3518	68.10%	39.31%	-28.79	N
36	Transportation, Distribution & Logistics	294	1601	68.10%	18.36%	-49.74	N

37	Other: Please Identify:		-9	-9	68.10%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 62 Numerator 164 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

2S3: Academic Proficiency in Science

Numerator Definition

Any CTE concentrators in the denominator who achieved proficiency on the science academic assessment.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort, who were expected to take the science academic assessment.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	15505	36341	29.10%	42.67%	13.57	E
	GENDER						
2	Male	8724	19417	29.10%	44.93%	15.83	E
3	Female	6698	16761	29.10%	39.96%	10.86	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	106	378	29.10%	28.04%	-1.06	Y
5	Asian	1539	2985	29.10%	51.56%	22.46	E
6	Black or African American	345	1353	29.10%	25.50%	-3.60	N
7	Hispanic or Latino	2801	9108	29.10%	30.75%	1.65	E
8	Native Hawaiian or Other Pacific Islander	85	395	29.10%	21.52%	-7.58	N
9	White	9376	19329	29.10%	48.51%	19.41	E
10	Two or More Races	1253	2793	29.10%	44.86%	15.76	E
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	558	3908	29.10%	14.28%	-14.82	N
12	Individuals from Economically Disadvantaged Families	4908	15241	29.10%	32.20%	3.10	E
13	Individuals Preparing for Non-traditional Fields	3145	7617	29.10%	41.29%	12.19	E
14	Single Parents	-1	-1	29.10%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	29.10%	N/A	N/A	N/A
16	English Learners	180	2708	29.10%	6.65%	-22.45	N
17	Homeless Individuals	295	1134	29.10%	26.01%	-3.09	N
18	Youth in Foster Care	17	66	29.10%	25.76%	-3.34	N
19	Youth with Parent in Active Military	335	630	29.10%	53.17%	24.07	E
20	Migrant Students	183	800	29.10%	22.88%	-6.23	N
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	2281	6325	29.10%	36.06%	6.96	E
22	Architecture & Construction	338	979	29.10%	34.53%	5.43	E
23	Arts, A/V Technology & Communications	4440	10027	29.10%	44.28%	15.18	E
24	Business Management & Administration	808	1737	29.10%	46.52%	17.42	E
25	Education & Training	1823	4225	29.10%	43.15%	14.05	E
26	Finance	279	519	29.10%	53.76%	24.66	E
27	Government & Public Administration	318	775	29.10%	41.03%	11.93	E
28	Health Science	3088	7317	29.10%	42.20%	13.10	E
29	Hospitality & Tourism	513	1477	29.10%	34.73%	5.63	E
30	Human Services	517	1665	29.10%	31.05%	1.95	E
31	Information Technology	1881	3116	29.10%	60.37%	31.27	E
32	Law, Public Safety, Corrections & Security	274	794	29.10%	34.51%	5.41	E
33	Manufacturing	951	2218	29.10%	42.88%	13.78	E
34	Marketing	801	1809	29.10%	44.28%	15.18	E
35	Science, Technology, Engineering & Mathematics	1776	3501	29.10%	50.73%	21.63	E
36	Transportation, Distribution & Logistics	531	1597	29.10%	33.25%	4.15	E

37	Other: Please Identify:		-9	-9	29.10%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 83 Numerator 163 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

3S1: Post-Program Placement

Numerator Definition

Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, advanced training, military service, or employment.

Denominator Definition

The number of CTE concentrators that exited (graduated or dropped out) from secondary education within the four-year adjusted cohort of the prior reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	26069	34063	67.00%	76.53%	9.53	E
	GENDER						
2	Male	13228	17909	67.00%	73.86%	6.86	E
3	Female	12765	16040	67.00%	79.58%	12.58	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	214	355	67.00%	60.28%	-6.72	N
5	Asian	2253	2735	67.00%	82.38%	15.38	E
6	Black or African American	1003	1269	67.00%	79.04%	12.04	E
7	Hispanic or Latino	6106	8272	67.00%	73.82%	6.82	E
8	Native Hawaiian or Other Pacific Islander	261	368	67.00%	70.92%	3.92	E
9	White	1994	2597	67.00%	76.78%	9.78	E
10	Two or More Races	14232	18459	67.00%	77.10%	10.10	E
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	2169	3404	67.00%	63.72%	-3.28	Y
12	Individuals from Economically Disadvantaged Families	10337	14246	67.00%	72.56%	5.56	E
13	Individuals Preparing for Non-traditional Fields	5294	6960	67.00%	76.06%	9.06	E
14	Single Parents	-1	-1	67.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	67.00%	N/A	N/A	N/A
16	English Learners	1518	2330	67.00%	65.15%	-1.85	Y
17	Homeless Individuals	683	999	67.00%	68.37%	1.37	E
18	Youth in Foster Care	49	77	67.00%	63.64%	-3.36	Y
19	Youth with Parent in Active Military	405	588	67.00%	68.88%	1.88	E
20	Migrant Students	564	768	67.00%	73.44%	6.44	E
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	3887	5485	67.00%	70.87%	3.87	E
22	Architecture & Construction	539	760	67.00%	70.92%	3.92	E
23	Arts, A/V Technology & Communications	7224	9468	67.00%	76.30%	9.30	E
24	Business Management & Administration	1207	1506	67.00%	80.15%	13.15	E
25	Education & Training	3597	4472	67.00%	80.43%	13.43	E
26	Finance	358	462	67.00%	77.49%	10.49	E
27	Government & Public Administration	464	697	67.00%	66.57%	-0.43	Y
28	Health Science	5583	6875	67.00%	81.21%	14.21	E
29	Hospitality & Tourism	1007	1329	67.00%	75.77%	8.77	E
30	Human Services	1161	1492	67.00%	77.82%	10.82	E
31	Information Technology	2166	2825	67.00%	76.67%	9.67	E
32	Law, Public Safety, Corrections & Security	619	798	67.00%	77.57%	10.57	E
33	Manufacturing	1497	2061	67.00%	72.63%	5.63	E
34	Marketing	1326	1683	67.00%	78.79%	11.79	E
35	Science, Technology, Engineering & Mathematics	2381	3189	67.00%	74.66%	7.66	E
36	Transportation, Distribution & Logistics	996	1385	67.00%	71.91%	4.91	E

37	Other: Please Identify:	-9	-9	67.00%	N/A	N/A	N/A
PLACEMENT							
38	Advanced Training	168	34063				
39	Military Service	-1	-1				
40	National or Community Service, or Peace Corps	-1	-1				
41	Employment	16674	34063				
42	Postsecondary Education	15229	34063				
43	Certificate	-1					
44	Associate Degree	-1					
45	Baccalaureate Degree	-1					

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male
72 = Numerator
110 = Denominator
Students with Null values for all subcategories = 4 - There was an issue with the apprenticeship logic in the software that initially brought in 4 students, placed in apprenticeships from a previous cohort. Coding has been fixed/updated to prevent any future errors
 </p>

Additional Information Related to Race/Ethnicity Counts

<p>Major Racial and Ethnic Groups, Null=8 , There were 8 unique students who had NULL values for the race/ethnicity field. Six of those students met placement criteria</p>

Additional Information

4S1: Non-Traditional Program Concentration

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	7340	37115	57.80%	19.78%	-38.02	N
GENDER							
2	Male	1634	19812	57.80%	8.25%	-49.55	N
3	Female	5701	17137	57.80%	33.27%	-24.53	N
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	89	390	57.80%	22.82%	-34.98	N
5	Asian	594	3020	57.80%	19.67%	-38.13	N
6	Black or African American	248	1379	57.80%	17.98%	-39.82	N
7	Hispanic or Latino	2094	9248	57.80%	22.64%	-35.16	N
8	Native Hawaiian or Other Pacific Islander	72	409	57.80%	17.60%	-40.20	N
9	White	3713	19823	57.80%	18.73%	-39.07	N
10	Two or More Races	530	2846	57.80%	18.62%	-39.18	N
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	700	3985	57.80%	17.57%	-40.23	N
12	Individuals from Economically Disadvantaged Families	3347	15562	57.80%	21.51%	-36.29	N
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents	-1	-1	57.80%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	57.80%	N/A	N/A	N/A
16	English Learners	556	2764	57.80%	20.12%	-37.68	N
17	Homeless Individuals	260	1181	57.80%	22.02%	-35.78	N
18	Youth in Foster Care	14	70	57.80%	20.00%	-37.80	N
19	Youth with Parent in Active Military	138	690	57.80%	20.00%	-37.80	N
20	Migrant Students	203	813	57.80%	24.97%	-32.83	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	2521	6490	57.80%	38.84%	-18.96	N
22	Architecture & Construction	123	996	57.80%	12.35%	-45.45	N
23	Arts, A/V Technology & Communications	2321	10173	57.80%	22.82%	-34.98	N
24	Business Management & Administration	563	1749	57.80%	32.19%	-25.61	N
25	Education & Training	582	4295	57.80%	13.55%	-44.25	N
26	Finance	67	519	57.80%	12.91%	-44.89	N
27	Government & Public Administration	49	821	57.80%	5.97%	-51.83	N
28	Health Science	1632	7440	57.80%	21.94%	-35.86	N
29	Hospitality & Tourism	604	1496	57.80%	40.37%	-17.43	N
30	Human Services	418	1685	57.80%	24.81%	-32.99	N
31	Information Technology	711	3167	57.80%	22.45%	-35.35	N
32	Law, Public Safety, Corrections & Security	300	808	57.80%	37.13%	-20.67	N
33	Manufacturing	283	2248	57.80%	12.59%	-45.21	N
34	Marketing	195	1842	57.80%	10.59%	-47.21	N
35	Science, Technology, Engineering & Mathematics	540	3557	57.80%	15.18%	-42.62	N
36	Transportation, Distribution & Logistics	183	1613	57.80%	11.35%	-46.45	N

37	Other: Please Identify:		-9	-9	57.80%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 5 Numerator 166 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

5S1: Program Quality – Attained Recognized Postsecondary Credential

Numerator Definition

Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	9067	34740	35.00%	26.10%	-8.90	N
	GENDER						
2	Male	4702	18409	35.00%	25.54%	-9.46	N
3	Female	4328	16180	35.00%	26.75%	-8.25	N
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	66	347	35.00%	19.02%	-15.98	N
5	Asian	583	2922	35.00%	19.95%	-15.05	N
6	Black or African American	348	1277	35.00%	27.25%	-7.75	N
7	Hispanic or Latino	2270	8681	35.00%	26.15%	-8.85	N
8	Native Hawaiian or Other Pacific Islander	112	376	35.00%	29.79%	-5.21	N
9	White	4914	18462	35.00%	26.62%	-8.38	N
10	Two or More Races	774	2675	35.00%	28.93%	-6.07	N
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	810	3395	35.00%	23.86%	-11.14	N
12	Individuals from Economically Disadvantaged Families	3906	14383	35.00%	27.16%	-7.84	N
13	Individuals Preparing for Non-traditional Fields	1980	7336	35.00%	26.99%	-8.01	N
14	Single Parents	-1	-1	35.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	35.00%	N/A	N/A	N/A
16	English Learners	520	2497	35.00%	20.82%	-14.18	N
17	Homeless Individuals	262	1040	35.00%	25.19%	-9.81	N
18	Youth in Foster Care	22	61	35.00%	36.07%	1.07	E
19	Youth with Parent in Active Military	148	594	35.00%	24.92%	-10.08	N
20	Migrant Students	163	785	35.00%	20.76%	-14.24	N
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	1382	5951	35.00%	23.22%	-11.78	N
22	Architecture & Construction	324	926	35.00%	34.99%	-0.01	Y
23	Arts, A/V Technology & Communications	2340	9638	35.00%	24.28%	-10.72	N
24	Business Management & Administration	458	1706	35.00%	26.85%	-8.15	N
25	Education & Training	1119	4106	35.00%	27.25%	-7.75	N
26	Finance	110	513	35.00%	21.44%	-13.56	N
27	Government & Public Administration	257	714	35.00%	35.99%	0.99	E
28	Health Science	2317	7150	35.00%	32.41%	-2.59	Y
29	Hospitality & Tourism	595	1377	35.00%	43.21%	8.21	E
30	Human Services	561	1582	35.00%	35.46%	0.46	E
31	Information Technology	724	3029	35.00%	23.90%	-11.10	N
32	Law, Public Safety, Corrections & Security	223	764	35.00%	29.19%	-5.81	N
33	Manufacturing	629	2114	35.00%	29.75%	-5.25	N
34	Marketing	493	1749	35.00%	28.19%	-6.81	N
35	Science, Technology, Engineering & Mathematics	626	3356	35.00%	18.65%	-16.35	N
36	Transportation, Distribution & Logistics	623	1502	35.00%	41.48%	6.48	E

37	Other: Please Identify:		-9	-9	35.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 37 Numerator 151 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

5S2: Program Quality – Attained Postsecondary Credits

Numerator Definition

Of students in the denominator, students that completed courses that provided dual credit.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort who graduated.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	33627	34740	81.50%	96.80%	15.30	E
GENDER							
2	Male	17726	18409	81.50%	96.29%	14.79	E
3	Female	15756	16180	81.50%	97.38%	15.88	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	316	347	81.50%	91.07%	9.57	E
5	Asian	2902	2922	81.50%	99.32%	17.82	E
6	Black or African American	1252	1277	81.50%	98.04%	16.54	E
7	Hispanic or Latino	8391	8681	81.50%	96.66%	15.16	E
8	Native Hawaiian or Other Pacific Islander	365	376	81.50%	97.07%	15.57	E
9	White	17803	18462	81.50%	96.43%	14.93	E
10	Two or More Races	2598	2675	81.50%	97.12%	15.62	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	3125	3395	81.50%	92.05%	10.55	E
12	Individuals from Economically Disadvantaged Families	13799	14383	81.50%	95.94%	14.44	E
13	Individuals Preparing for Non-traditional Fields	7125	7336	81.50%	97.12%	15.62	E
14	Single Parents	-1	-1	81.50%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	81.50%	N/A	N/A	N/A
16	English Learners	2370	2497	81.50%	94.91%	13.41	E
17	Homeless Individuals	971	1040	81.50%	93.37%	11.87	E
18	Youth in Foster Care	59	61	81.50%	96.72%	15.22	E
19	Youth with Parent in Active Military	583	594	81.50%	98.15%	16.65	E
20	Migrant Students	749	785	81.50%	95.41%	13.91	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	5657	5951	81.50%	95.06%	13.56	E
22	Architecture & Construction	857	926	81.50%	92.55%	11.05	E
23	Arts, A/V Technology & Communications	9417	9638	81.50%	97.71%	16.21	E
24	Business Management & Administration	1658	1706	81.50%	97.19%	15.69	E
25	Education & Training	4032	4106	81.50%	98.20%	16.70	E
26	Finance	511	513	81.50%	99.61%	18.11	E
27	Government & Public Administration	674	714	81.50%	94.40%	12.90	E
28	Health Science	6987	7150	81.50%	97.72%	16.22	E
29	Hospitality & Tourism	1332	1377	81.50%	96.73%	15.23	E
30	Human Services	1553	1582	81.50%	98.17%	16.67	E
31	Information Technology	2995	3029	81.50%	98.88%	17.38	E
32	Law, Public Safety, Corrections & Security	756	764	81.50%	98.95%	17.45	E
33	Manufacturing	1992	2114	81.50%	94.23%	12.73	E
34	Marketing	1732	1749	81.50%	99.03%	17.53	E
35	Science, Technology, Engineering & Mathematics	3236	3356	81.50%	96.42%	14.92	E
36	Transportation, Distribution & Logistics	1467	1502	81.50%	97.67%	16.17	E

37	Other: Please Identify:		-9	-9	81.50%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 145 Numerator 151 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

5S3: Program Quality – Participated in Work-Based Learning

Numerator Definition

Of students in the denominator, CTE concentrators that participated in work-based learning.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort who graduated.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	15027	34740	50.00%	43.26%	-6.74	N
	GENDER						
2	Male	8111	18409	50.00%	44.06%	-5.94	N
3	Female	6857	16180	50.00%	42.38%	-7.62	N
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	134	347	50.00%	38.62%	-11.38	N
5	Asian	1316	2922	50.00%	45.04%	-4.96	Y
6	Black or African American	528	1277	50.00%	41.35%	-8.65	N
7	Hispanic or Latino	4115	8681	50.00%	47.40%	-2.60	Y
8	Native Hawaiian or Other Pacific Islander	148	376	50.00%	39.36%	-10.64	N
9	White	7710	18462	50.00%	41.76%	-8.24	N
10	Two or More Races	1076	2675	50.00%	40.22%	-9.78	N
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	1538	3395	50.00%	45.30%	-4.70	Y
12	Individuals from Economically Disadvantaged Families	6383	14383	50.00%	44.38%	-5.62	N
13	Individuals Preparing for Non-traditional Fields	3313	7336	50.00%	45.16%	-4.84	Y
14	Single Parents	-1	-1	50.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	50.00%	N/A	N/A	N/A
16	English Learners	1208	2497	50.00%	48.38%	-1.62	Y
17	Homeless Individuals	417	1040	50.00%	40.10%	-9.90	N
18	Youth in Foster Care	25	61	50.00%	40.98%	-9.02	N
19	Youth with Parent in Active Military	196	594	50.00%	33.00%	-17.00	N
20	Migrant Students	370	785	50.00%	47.13%	-2.87	Y
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	2422	5951	50.00%	40.70%	-9.30	N
22	Architecture & Construction	464	926	50.00%	50.11%	0.11	E
23	Arts, A/V Technology & Communications	4004	9638	50.00%	41.54%	-8.46	N
24	Business Management & Administration	945	1706	50.00%	55.39%	5.39	E
25	Education & Training	1801	4106	50.00%	43.86%	-6.14	N
26	Finance	253	513	50.00%	49.32%	-0.68	Y
27	Government & Public Administration	218	714	50.00%	30.53%	-19.47	N
28	Health Science	3403	7150	50.00%	47.59%	-2.41	Y
29	Hospitality & Tourism	663	1377	50.00%	48.15%	-1.85	Y
30	Human Services	783	1582	50.00%	49.49%	-0.51	Y
31	Information Technology	1357	3029	50.00%	44.80%	-5.20	N
32	Law, Public Safety, Corrections & Security	458	764	50.00%	59.95%	9.95	E
33	Manufacturing	1035	2114	50.00%	48.96%	-1.04	Y
34	Marketing	839	1749	50.00%	47.97%	-2.03	Y
35	Science, Technology, Engineering & Mathematics	1437	3356	50.00%	42.82%	-7.18	N
36	Transportation, Distribution & Logistics	944	1502	50.00%	62.85%	12.85	E

37	Other: Please Identify:	-9	-9	50.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 59 Numerator 151 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

5S4: Program Quality - Other (Optional; as approved in Perkins V State Plan)

Numerator Definition

Denominator Definition

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED						
GENDER							
2	Male						
3	Female						
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native						
5	Asian						
6	Black or African American						
7	Hispanic or Latino						
8	Native Hawaiian or Other Pacific Islander						
9	White						
10	Two or More Races						
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth in Foster Care						
19	Youth with Parent in Active Military						
20	Migrant Students						
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources						
22	Architecture & Construction						
23	Arts, A/V Technology & Communications						
24	Business Management & Administration						
25	Education & Training						
26	Finance						
27	Government & Public Administration						
28	Health Science						
29	Hospitality & Tourism						
30	Human Services						
31	Information Technology						
32	Law, Public Safety, Corrections & Security						
33	Manufacturing						
34	Marketing						
35	Science, Technology, Engineering & Mathematics						
36	Transportation, Distribution & Logistics						

37	Other: Please Identify:						

Additional Information Related to Gender Counts

Additional Information Related to Race/Ethnicity Counts

Additional Information

5S5: Program Quality - Other (Optional; as approved in Perkins V State Plan)

Numerator Definition

Denominator Definition

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED						
	GENDER						
2	Male						
3	Female						
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native						
5	Asian						
6	Black or African American						
7	Hispanic or Latino						
8	Native Hawaiian or Other Pacific Islander						
9	White						
10	Two or More Races						
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities						
12	Individuals from Economically Disadvantaged Families						
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Youth in Foster Care						
19	Youth with Parent in Active Military						
20	Migrant Students						
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources						
22	Architecture & Construction						
23	Arts, A/V Technology & Communications						
24	Business Management & Administration						
25	Education & Training						
26	Finance						
27	Government & Public Administration						
28	Health Science						
29	Hospitality & Tourism						
30	Human Services						
31	Information Technology						
32	Law, Public Safety, Corrections & Security						
33	Manufacturing						
34	Marketing						
35	Science, Technology, Engineering & Mathematics						
36	Transportation, Distribution & Logistics						

37	Other: Please Identify:						
Additional Information Related to Gender Counts							
Additional Information Related to Race/Ethnicity Counts							
Additional Information							

1P1: Postsecondary Placement

Numerator Definition

Cohort with Program Completion (recognized postsecondary credential) and additional activity

• Exit Codes 1 thru Y excluding exit codes U, 6 and 7

AND

• In the L&I apprenticeship completers or active files

Denominator Definition

CTE Concentrator Cohort

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	8601	21550	39.50%	39.91%	0.41	E
GENDER							
2	Male	3107	8760	39.50%	35.47%	-4.03	N
3	Female	5494	12790	39.50%	42.96%	3.46	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	49	151	39.50%	32.45%	-7.05	N
5	Asian	812	1976	39.50%	41.09%	1.59	E
6	Black or African American	452	1340	39.50%	33.73%	-5.77	N
7	Hispanic or Latino	1393	3606	39.50%	38.63%	-0.87	Y
8	Native Hawaiian or Other Pacific Islander	62	172	39.50%	36.05%	-3.45	Y
9	White	4705	11213	39.50%	41.96%	2.46	E
10	Two or More Races	630	1617	39.50%	38.96%	-0.54	Y
11	Unknown	498	1475	39.50%	33.76%	-5.74	N
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
12	Individuals with Disabilities	567	1490	39.50%	38.05%	-1.45	Y
13	Individuals from Economically Disadvantaged Families	2420	5909	39.50%	40.95%	1.45	E
14	Individuals Preparing for Non-traditional Fields	1328	16911	39.50%	7.85%	-31.65	N
15	Single Parents	1137	2876	39.50%	39.53%	0.03	E
16	Out of Workforce Individuals	266	864	39.50%	30.79%	-8.71	N
17	English Learners	22	68	39.50%	32.35%	-7.15	N
18	Homeless Individuals	-1	-1	39.50%	N/A	N/A	N/A
19	Youth in Foster Care	193	560	39.50%	34.46%	-5.04	N
20	Youth with Parent in Active Military	-1	-1	39.50%	N/A	N/A	N/A
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	173	498	39.50%	34.74%	-4.76	N
22	Architecture & Construction	286	843	39.50%	33.93%	-5.57	N
23	Arts, A/V Technology & Communications	195	638	39.50%	30.56%	-8.94	N
24	Business Management & Administration	984	2963	39.50%	33.21%	-6.29	N
25	Education & Training	637	1707	39.50%	37.32%	-2.18	Y
26	Finance	2	5	39.50%	40.00%	0.50	E
27	Government & Public Administration	-9	-9	39.50%	N/A	N/A	N/A
28	Health Science	3230	6001	39.50%	53.82%	14.32	E
29	Hospitality & Tourism	224	621	39.50%	36.07%	-3.43	Y
30	Human Services	358	1106	39.50%	32.37%	-7.13	N
31	Information Technology	702	2263	39.50%	31.02%	-8.48	N
32	Law, Public Safety, Corrections & Security	418	1194	39.50%	35.01%	-4.49	N
33	Manufacturing	718	1857	39.50%	38.66%	-0.84	Y
34	Marketing	118	436	39.50%	27.06%	-12.44	N
35	Science, Technology, Engineering & Mathematics	93	233	39.50%	39.91%	0.41	E
36	Transportation, Distribution & Logistics	457	1171	39.50%	39.03%	-0.47	Y

37	Other: Please Identify:	6	14	39.50%	42.86%	3.36	E
PLACEMENT							
38	Advanced Training	1204	21550				
39	Military Service	-1	-1				
40	National or Community Service, or Peace Corps	-1	-1				
41	Employment	8201	21550				
42	Postsecondary Education	1189	21550				
43	Certificate	2408					
44	Associate Degree	6193					
45	Baccalaureate Degree	-1					

Additional Information Related to Gender Counts

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>The CTC system does not track special populations: homeless individuals or youth from military families as well as military service or national/community service or Peace Corps.</p>

2P1: Earned Recognized Postsecondary Credential

Numerator Definition

Cohort with Program Completion

Program Completion = Exit Codes 1 thru Y excluding exit codes U, 6 and 7 in current or following academic year

Denominator Definition

CTE Concentrator Cohort

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	10677	21550	53.50%	49.55%	-3.95	Y
GENDER							
2	Male	3956	8760	53.50%	45.16%	-8.34	N
3	Female	6721	12790	53.50%	52.55%	-0.95	Y
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	62	151	53.50%	41.06%	-12.44	N
5	Asian	1092	1976	53.50%	55.26%	1.76	E
6	Black or African American	575	1340	53.50%	42.91%	-10.59	N
7	Hispanic or Latino	1741	3606	53.50%	48.28%	-5.22	Y
8	Native Hawaiian or Other Pacific Islander	73	172	53.50%	42.44%	-11.06	N
9	White	5696	11213	53.50%	50.80%	-2.70	Y
10	Two or More Races	750	1617	53.50%	46.38%	-7.12	N
11	Unknown	688	1475	53.50%	46.64%	-6.86	N
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
12	Individuals with Disabilities	746	1490	53.50%	50.07%	-3.43	Y
13	Individuals from Economically Disadvantaged Families	2947	5909	53.50%	49.87%	-3.63	Y
14	Individuals Preparing for Non-traditional Fields	1646	16911	53.50%	9.73%	-43.77	N
15	Single Parents	1348	2876	53.50%	46.87%	-6.63	N
16	Out of Workforce Individuals	382	864	53.50%	44.21%	-9.29	N
17	English Learners	28	68	53.50%	41.18%	-12.32	N
18	Homeless Individuals	-1	-1	53.50%	N/A	N/A	N/A
19	Youth in Foster Care	242	560	53.50%	43.21%	-10.29	N
20	Youth with Parent in Active Military	-1	-1	53.50%	N/A	N/A	N/A
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	213	498	53.50%	42.77%	-10.73	N
22	Architecture & Construction	368	843	53.50%	43.65%	-9.85	N
23	Arts, A/V Technology & Communications	279	638	53.50%	43.73%	-9.77	N
24	Business Management & Administration	1308	2963	53.50%	44.14%	-9.36	N
25	Education & Training	833	1707	53.50%	48.80%	-4.70	Y
26	Finance	3	5	53.50%	60.00%	6.50	E
27	Government & Public Administration	-9	-9	53.50%	N/A	N/A	N/A
28	Health Science	3677	6001	53.50%	61.27%	7.77	E
29	Hospitality & Tourism	294	621	53.50%	47.34%	-6.16	N
30	Human Services	435	1106	53.50%	39.33%	-14.17	N
31	Information Technology	988	2263	53.50%	43.66%	-9.84	N
32	Law, Public Safety, Corrections & Security	509	1194	53.50%	42.63%	-10.87	N
33	Manufacturing	919	1857	53.50%	49.49%	-4.01	Y
34	Marketing	161	436	53.50%	36.93%	-16.57	N
35	Science, Technology, Engineering & Mathematics	110	233	53.50%	47.21%	-6.29	N
36	Transportation, Distribution & Logistics	573	1171	53.50%	48.93%	-4.57	Y

37	Other: Please Identify:		7	14	53.50%	50.00%	-3.50	Y
Additional Information Related to Gender Counts								
Additional Information Related to Race/Ethnicity Counts								
Additional Information								
The CTC system does not track special populations: homeless individuals or youth from military families as well as military service or national/community service or Peace Corps.								

3P1: Nontraditional Program Concentration

Numerator Definition

Cohort in non-traditional programs

Denominator Definition

CTE Concentrator Cohort enrolled in programs that lead to employment in non-traditional fields.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	3403	16911	19.00%	20.12%	1.12	E
GENDER							
2	Male	1123	6945	19.00%	16.17%	-2.83	N
3	Female	2280	9966	19.00%	22.88%	3.88	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	26	126	19.00%	20.63%	1.63	E
5	Asian	307	1520	19.00%	20.20%	1.20	E
6	Black or African American	194	1015	19.00%	19.11%	0.11	E
7	Hispanic or Latino	552	2876	19.00%	19.19%	0.19	E
8	Native Hawaiian or Other Pacific Islander	27	133	19.00%	20.30%	1.30	E
9	White	1784	8844	19.00%	20.17%	1.17	E
10	Two or More Races	265	1228	19.00%	21.58%	2.58	E
11	Unknown	248	1169	19.00%	21.21%	2.21	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
12	Individuals with Disabilities	230	1137	19.00%	20.23%	1.23	E
13	Individuals from Economically Disadvantaged Families	1005	4700	19.00%	21.38%	2.38	E
14	Individuals Preparing for Non-traditional Fields						
15	Single Parents	479	2343	19.00%	20.44%	1.44	E
16	Out of Workforce Individuals	137	641	19.00%	21.37%	2.37	E
17	English Learners	11	62	19.00%	17.74%	-1.26	Y
18	Homeless Individuals	-1	-1	19.00%	N/A	N/A	N/A
19	Youth in Foster Care	90	435	19.00%	20.69%	1.69	E
20	Youth with Parent in Active Military	-1	-1	19.00%	N/A	N/A	N/A
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	173	434	19.00%	39.86%	20.86	E
22	Architecture & Construction	160	830	19.00%	19.28%	0.28	E
23	Arts, A/V Technology & Communications	21	97	19.00%	21.65%	2.65	E
24	Business Management & Administration	819	2481	19.00%	33.01%	14.01	E
25	Education & Training	75	1626	19.00%	4.61%	-14.39	N
26	Finance	2	3	19.00%	66.67%	47.67	E
27	Government & Public Administration	-9	-9	19.00%	N/A	N/A	N/A
28	Health Science	592	4293	19.00%	13.79%	-5.21	N
29	Hospitality & Tourism	240	449	19.00%	53.45%	34.45	E
30	Human Services	129	890	19.00%	14.49%	-4.51	N
31	Information Technology	345	1552	19.00%	22.23%	3.23	E
32	Law, Public Safety, Corrections & Security	350	1127	19.00%	31.06%	12.06	E
33	Manufacturing	316	1798	19.00%	17.58%	-1.42	Y
34	Marketing	10	17	19.00%	58.82%	39.82	E
35	Science, Technology, Engineering & Mathematics	31	144	19.00%	21.53%	2.53	E
36	Transportation, Distribution & Logistics	140	1170	19.00%	11.97%	-7.03	N

37	Other: Please Identify:		-1	1	19.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>The CTC system does not track special populations: homeless individuals or youth from military families as well as military service or national/community service or Peace Corps.</p>