Consolidated Annual Report, Program Year 2023 - 2024 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)**

<u>Secondary:</u>

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 $129,726 in funds through a dedicated grant to fund CTE courses, updates and/or expansions to programs, Industry Recognized Credentials for students, educator salary and benefits, and professional development opportunities for CTE educators.

<u>Post Secondary:</u>

The State Board of Community and Technical Colleges (SBCTC) earmarks 0.5% of Perkins Leadership funds for CTE programs within state correctional facilities.

In 2023-2024, Corrections Education programs, at five colleges (Centralia, Edmonds, Peninsula, Spokane, and Walla Walla) utilized $148,500 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 Associate Director of Fiscal Management 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, in order of 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 multi-pronged review process. First, the Fiscal Grant Administrator provides Fiscal Approval, which ensures that proposed expenditures are allowable and confirms the project meets fiscal requirements. Second, the Associate Director for Corrections Education confirms the application has been vetted, aligns with agency and system needs, and substantiates the amount 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 (Policy Associate of Workforce Education, Director of Workforce Education, and the Deputy Executive Director of Education.). 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)

Secondary:

B i.

During the 2023-24 school year seven school districts 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:

Funded opportunities for skilled trades female students to attend the Youth Contractors Forum, Oregon Women in Trades Fair, and other site visits to local employers.

Hosted "Women in Welding" Career Night and open shop nights with industry professionals assisting female students in fabricating and hydro painting projects.

Hosted a targeted construction trades and skills event for Hispanic female students in upper-level plant systems courses to build plant stands for hanging baskets grown in the school's greenhouse and sold in the community.

Organized introductory welding workshops and intensive week trainings for participants to gain basic training in gas metal arc welding and learn about opportunities in the welding industry.

Continued implementation of the Sisters in STEM (SiS) program; monthly meetings to explore different topics, connect with women in STEM education or established in industry, leadership opportunities between under and upper-class students, outreach to middle school student with exceptional outcome opportunities.

Targeted female students to careers in STEM through the Careers and Pathway Expo (CAPE) program. Partnered high-middle school mentors and three hands-on workshops facilitated by women in STEM careers.

Provided marketing materials in the pathways listed that provide information on programs of study that use female role models in the different fields.

Recruited students in Drone Certification and Skilled Trades Pre-Apprenticeship by offering pre-registration events targeting female students.

Supported students attending Women in STEM and Engineering week events.

Professional development for teachers and counselors regarding non-traditional engineering paths.

Field trips to Pierce County Construction Career Day and Clover Park Technical College Career Conference for females in construction and manufacturing, males in medical fields

A student film crew documented the non-trad events and created a recruitment video aimed at encouraging underrepresented groups to explore careers in these fields.

19 school districts and State Tribal Education Compacts (STEC) were funded $635,047 in High Demand Grants. Their plans/accomplishments focused mainly on equipment purchases and program enhancements:

Started an introductory welding program with hopes to expand in the future. Grant funds supported equipment purchases, work-based learning (WBL) activities and aligned industry recognized credentials (IRC).

Purchased medical equipment of our Veterinary Technician courses to support our rural and remote students who would only access these offerings at the post-secondary level.

Upgraded equipment in the commercial kitchen to tools currently used in the industry gaining work experience in preparing indigenous foods strengthening the tribal connection and a relevant business model.

Reopened the shop program with new equipment and work integrated opportunities aligned with industry need and demand. Students worked with a local contractor building apartment complexes in collaboration with the Kalispell Tribe.

Enhanced student technical competencies and proficiency in Microsoft Office applications with emphasis on IRC attainment on Microsoft Office Specialist certifications.

Expanded the Building Trades program with purchased additional tools and equipment needed. Students who complete the magnet program earn IRCs, expedited entry to the apprenticeship program, and compete in regional and state

SkillsUSA competitions.

Provided new WBL experiences (industry tours with hands-on learning activities); support instructors' professional development with technical college instructors of feeder pathway programs (e.g., Mechatronics, Manufacturing Engineering Technologies, Operations Management, and Automation); and purchased new mechatronics and automation equipment.

Upgraded laptops for the Business and Marketing Program, specifically Microsoft Office Certification (Office User Specialist). With the upgrade, plans to add a CAD program and would be able to demonstrate their skills on the 3D printers, CNC Machine, Laser Engraver, and Plasma Tables.

Purchased twenty DJI Tello drones with controllers and three DJI Mavic Pro Fly 3 drones. The Tello drones are introductory drones for students to learn to fly via coding or controllers, and the Mavic 3 are advanced drones for students to utilize to expand their skills.

Funded CTE instructor to trainings, IRC in Microsoft for TEALS and CompTIA, additional WBL activities, and laid the groundwork for additional dual credit opportunities.

Increased the Computer Science program with additional IRCs, dual credit opportunities, and work-based learning options.

Purchased industry standard equipment and machinery for the welding and fabrication program and students participated in leadership events for Washington FFA.

By purchasing a CNC plasma cutter, students fabricated advanced projects for the FFA and SkillsUSA competitions.

Purchased an air compressor for the automotive and industry technology shops.

The manufacturing program replaced equipment and updated curriculum to better reflect current industry standards.

Purchased industry standard welding equipment for students to earn aligned IRCs and become employed with local opportunities.

Equipment and technology upgrades to the Agricultural Education programs with industry standard equipment, additional dual credit opportunities, IRCs and student engagement opportunities with FFA.

Purchased industry standard welding equipment, curriculum, IRCs, and dual credit opportunities.

Integrated dual language courses in each pathway offered, funds were used to translate curriculum for the students.

B ii.

Funds were provided to two recipients currently serving incarcerated youth:

Chehalis school district used the funds on equipment and tools for their new fish and aquaponics program.

Issaquah school district used the funds for a part time culinary teacher at Echo Glen School. Residents were able to take Introductory to Culinary courses and learn skills related to the culinary field.

B iii.

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:

Conferences/Meetings/Programs:

Summer 2023 WA-ACTE Conference

Fall 2023 WACTA Conference

Fall 2023 Washington Association of Agricultural Educators (WAAE) Executive Meeting

Fall 2023 FBLA, DECA, Washington Educators of Business and Marketing (WE-BAM) Joint Advisor Conference

Fall 2023 MBA Research & Curriculum Conclave

Fall 2023 DECA Fall Leadership Conference

Winter 2024 FFA State Staff Award Workshops (hosted 2 workshops in January)

Winter 2024 FFA District Award Application Reviews (attended 4 district reviews in January)

Spring 2024 WACTA Conference

Spring 2024 Northwest Council for Computer Education

Spring 2024 DECA State Career Development Conference

Spring 2024 AI Innovators Cohort

Spring 2024 FBLA State Business Leadership Conference

Spring 2024 FBLA Advisor Conference

Spring 2024 WAAE Executive Meeting

Spring 2024 FFA State Application Review

Spring 2024 State FFA Convention

Spring 2024 WAAE Summer Conference

Spring 2024 SAE for All Training for Ag Ed Teachers

Spring 2024 Washington Industrial Technology Education Association (WITEA) State Leadership & Skills Conference

Spring 2024 SkillsUSA State Conference

B iv.

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 2023 WA-ACTE Conference Presentations

Fall 2023 WA-ACTE Conference

Fall 2023 WAAE Executive Meeting (provided OSPI update)

Fall 2023 WACTA Conference

Fall 2023 WACTA Conference Office Hours

Fall 2023 FBLA, DECA, WE-BAM Joint Advisor Conference

Fall 2023 FBLA Board of Directors Meeting

Fall 2023 DECA Board of Directors Meeting

Winter 2024 Western Business Education Association Conference

Winter 2024 FFA State Staff Award Workshops (co-presented with Lisa Baser 4 topics in January)

Winter 2024 FFA District Award Application Reviews (attended 4 district reviews in January)

Winter 2024 FFA State Staff Award Workshops (co-presented with Lisa Baser 4 topics in January)

Winter 2024 FFA District Award Application Reviews (attended 4 district reviews in January)

Spring 2024 WACTA Conference

Spring 2024 WACTA Conference Office Hours

Spring 2024 DECA State Career Development Conference

Spring 2024 DECA Board of Directors Meeting

Spring 2024 FBLA State Business Leadership Conference

Spring 2024 WACTA Conference

Spring 2024 WACTA Conference Office Hours

Spring 2024 WITEA State Leadership & Skills Conference

Spring 2024 SkillsUSA State Conference

Spring 2024 WAAE Executive Meeting (provided OSPI update)

Spring 2024 FFA State Application Review (presented on 3 award areas)

Spring 2024 State FFA Convention (coordinated state delegate process, National Chapter Award presentations and Agricultural Communications CDE)

FFA Board of Director Meetings (provided OSPI update at 4 meetings) (September 2023 through July 2024)

FFA Foundation Board of Director Meetings (provided OSPI update at 3 meetings) (September 2023 through July 2024)

Agriculture Education in Action Newsletter (8 monthly editions September-June)

Spring 2024 SAE for All Training for Ag Ed Teachers (provided a 2-day training on SAE for All in June)

Spring 2024 WAAE Summer Conference (provided workshop 3 presentations and Ag Ed Program Update)

CTE Email Update (6,708 CTE Directors, Administrators, Staff, Educators, and Partners) – 23 newsletters and newsflashes

CTE News & More Meetings (with CTE Directors, Administrators, Staff, Educators, and Partners) – 7 events

Post Secondary:

B i.

Five 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. SHIFT project outcomes included:

-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.

-Collaborated with BTC's Data and Research team to more effectively use non-trad data by developing demographic filters into dashboards that disaggregate data by program and gender.

-Worked with Marketing & Communications and Institutional Planning & Assessment to launch a social media campaign, focused communication plans, and to integrate SHIFT objectives into campus activities.

-Provided a faculty training program centered around working with non-traditional students.

-Offered evening information sessions and Try-a-Trade focusing on non-trad students.

Edmonds College hosted **Career Workshops for Non-Trad Gender Populations (CTE Day)**.

-Construction Management Career Workshops--The workshop focused on construction management careers. It provided information about career opportunities, hands-on activities, including blueprint reading, a campus tour to examine

buildings using blueprints, bridge building, and load testing. By the end of the workshop, two students enrolled into the Construction Management program.

-Electronics Engineering/Robotics Workshop—Female-identifying students that were interested in electronics and robotics attended this workshop where the facilitator taught basic robotic programming skills allowing students to execute basic functions, such as object recognition and pathfinding. The plan was to have a robot battle at the end, but the students did not get that far in programming.

-Early Childhood Education Information Session—Current male-identifying students at Edmonds presented during this session for high school students.

Lake Washington Institute of Technology used Perkins funding for **Website Upgrades to attract Non-Traditional Students**. Nine videos were created highlighting professional technical programs with non-traditional students' interviews. Captions were added to each video and were translated into five languages: English, Korean, Spanish, Russian, Chinese, and Simplified Chinese, which are the core languages for the college based on the last Census information. These videos were shortened to various time limits and are used for outreach leading to a total of 36 videos. The college hired a photographer to complete a series of campus shoots for the trades program to update each of the CTE programs' webpages.

Spokane Community College (SCC) facilitated **Women in Electronics** events. Four events were held to promote enrollment in non-traditional fields called "Circuit Queens - Empowering Women & Gender-Diverse Individuals in Electronics" and "Solder Nights". A total of 80 people attended and most of them indicated that they were potential students. The events included an overview of Spokane's Electronics program, a presentation about potential jobs, and some hands-on projects with an Arduino and with soldering. Additionally, current students provided support and talked about their experience in the Electronics program.

Whatcom Community College (WCC) organized workshops for their **Try-a-Trade: Health and Technology Pathways** workshops. Three half-day workshops were held on WCC's campus focused on exposing middle and high school students to non-traditional education and career pathways.

-Guys & Guts presented career opportunities for males (10 middle school and 7 high school) to learn about nursing and allied health careers. Students participated in three 50-minute workshops in which they enjoyed hands-on activities in medical assisting, nursing, and physical therapist assistant that were led by WCC faculty and program students:

-Medical Assisting: Students drew "blood" from an artificial arm.

-Nursing: Students transferred manikin patients from beds to chairs using various types of lifts.

-Physical Therapist Assistant: Students created and participated in an obstacle course composed of various tools used in the application of physical therapy.

-Event Outcomes:

-94% said they knew "some" or "a lot" about healthcare career choices vs. 53% in a pre-event survey.

-59% said they were "likely" or "very likely" to go into a healthcare career vs. 30% prior to the event.

-76% said they knew "some" or "a lot" about college options for healthcare careers vs. 35% prior to the event.

-94% said they were "more interested" or "much more interested" in a healthcare career.

-Digital Download presented career opportunities to 23 middle school and five high school females to learn about technology-oriented careers. Students chose two of three labs in cybersecurity, engineering, and/or software development:

-Cybersecurity: Students participated, as ethical hackers to test a company's security, in a forensic challenge in which they investigated a USB drive for codes to break into a bank.

-Engineering: Engineering technologies such as laser cutting, 3D printing, microcontrollers, and electronic circuits were taught to students.

-Software development: Participants sharpened their creative client-to-developer communication skills, working in "client" teams to describe images to the "developer" to replicate.

-Event Outcomes:

-100% said they knew "some" or "a lot" about technology career choices vs. 54% in a pre-event survey.

-36% said they were "likely" or "very likely" to go into a technology career vs. 30% prior to the event.

-64% said they knew "some" or "a lot" about college options for technology careers vs. 26% prior to the event.

-92% said they were "more interested" or "much more interested" in a technology career.

-WCC implemented a Comcast/Xfinity ad campaign to promote the software development program to female students, featuring videos created with 2022-23 Perkins Leadership funds.

SBCTC compiled all Non-Traditional Grant-funded projects, since 2016, into a document. The Perkins Non-Trad Project Book was shared out system-wide, with the launch of the FY25 Perkins Non-Trad application, to increase collaboration and sharing of best practices.

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 two projects for special populations: **Supporting Occupational and Life Skills (OLS) Students Transitioning from Internship to Employmen**t and **Career Development and Resume Support for OLS 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. OLS employs job coaches to provide support with time management, communication, sensory overload, self-advocacy, etc. As OLS is a self-support program, funding rules make it challenging to continue job coaching after students graduate. However, the transition from a 15-hour/week internship to a full-time position presents new challenges and nuances for this population, and several graduates have been dismissed or returned to part-time status after being hired. This project thus addressed a known barrier by allowing us to extend the employment of job coaches both before students start their internships and, critically, as they transition from internship to ongoing employment after graduation. Students enjoy working with coaches, so this project has received positive feedback from both students and employers. Over the past several years, 53% of OLS interns converted to ongoing employment at their internship site. This is the "conversion rate," the "offer rate" is above 60%: some students were offered positions, but they chose to work with other employers after graduation. This year, 6 of 11 graduates (55%) converted their internship to ongoing employment. One other student was offered a position but went to another employer. In short, the offer rate and conversion rates are very similar to those from previous years, which is a good result in a softening job market. This limited data is not enough for us to evaluate the success of the project, so we will continue the project for another year. Post-graduation outcomes will be the ultimate measure of success. The current employment rate of OLS graduates 6 months after completion is 83%. The OLS program would like to achieve a 95% employment rate 6 months after graduation. It does appear that recent graduates are landing ongoing employment more quickly than in previous cohorts, but final data will not be available until Winter 2025.

OLS students currently spend class time developing resumes, and they connect with staff in the Center for Career Connections. However, additional 1:1 support is needed. In the past, some students paid to participate in a resume lab in which they met with a coach to complete their resumes, and they seemed to have better post-graduation outcomes. As such, this project extended the resume lab to all students in 2023-24. Employers provided very positive feedback on the new approach. The quality of the resumes is one key measure of efficacy, and students' updated resumes have received positive feedback from the Center for Career Connections staff and employers. Recent graduates appear to be receiving more interviews than the graduates from previous cohorts. However, we will not have solid data on post-graduation outcomes until Winter 2025. Qualitative reviews have, however, been very positive.

-*Edmonds College* used Leadership Block Grant funds for program adaptation and updates focusing on **Allied Health On-Ramp for English Language Learners**. Two faculty developed *ELA 079: English for Healthcare Careers* during Summer 2023. The course is an eight-credit course focused on analytical language skills to communicate effectively in academic and employment healthcare settings. The course was offered Fall 2023 and Spring 2024. Fourteen students signed up for the class in the Fall 2023 cohort, but two withdrew. As of Summer 2024, three students are still in ELA, one is in AENGL (English prep) classes, and three are in AHE and HLTH classes During the Spring 2023 cohort, 21 students signed up for class, but five withdrew   As of Summer 2024, 11 students are still in ELA and of the 11 students three are taking *ELA 83: English for Healthcare Careers: Speaking, Listening, & Punctuation*, and one student is in Allied Health and Health classes. This course will continue to be offered in future quarters. Data will be collected to determine the number of students transitioning into the Allied Health programs.

-*Lake Washington Institute of Technology (LWIT)* focused their funds on **Loaner Toolboxes for Autobody and Diesel/Heavy Equipment**: Starting Fall 2024, LWIT will remove the requirement to purchase a basic tool kit for Auto Body program. Students will have one less item to buy and this decreases their financial responsibility. Each student will have a designated toolbox to borrow at the beginning of the quarter and return on the last day of instruction. Each toolbox

and the tools are color coded to improve the weekly maintenance and upkeep of the toolboxes. We have laser etched LWTech on each tool and built a shadow box for each tool for easy removal and placement. This task was completed in-house via collaboration between the Innovation lab (Laser cutter for shadow boxes) and Auto Body Program. Since Fall 2023, 1st quarter Diesel and Heavy Equipment (DHET) students do not need to purchase a toolbox to explore DHET program. We have purchased seven kits for a class of 24 students to share as first quarter students. Previously, we had multiple students drop out of the DHET program as the toolbox required is expensive and some are not even sure of DHET as their field of choice. Due to the expensive nature of DHET programs toolboxes, we are unable to support third quarter and beyond students but working with national companies and advisory committees to provide discounts or donations to decrease the items we require in DHET toolbox as well as offer as many tools to be available to borrow for the quarter. Year 2023-2024 funds were used to add a new kit and update the existing six kits with new tools to support 2nd quarter DHET students. We have seen an increase in enrollment and diversity for DHET program from Fall 2022 to Fall 2023:

-Fall Quarter 2022= 26 students (92.3% white,7.7% non-specified race, 7.7% Female, and 92.3% Male)

-Fall Quarter 2023 = 30 students (86.7% white, 13.3% Hispanic, 13.3% Female, 80% Male and 6.7% unknown gender)

-*Peninsula College* funded **WABO Certification of the Welding Lab**. Peninsula College students are required to drive several hours to the nearest WABO testing site creating inequities for rural welding students. This project improved student equity by enabling students to test for WABO certification in their hometown and as a part of their class. The benchmark for this project was for the College to be a WABO Welder Qualifying Agency. That benchmark was met April 1, 2024. Students are appreciative of the Perkins support for PC to apply for WABO that will allow them to test in the classroom, and not have to drive 3 hours to the nearest WABO testing site.

Summary of Achievements:

-Reduced inequities for rural special populations welding students to achieve Washington Association of Building Officials (WABO) certification on campus.

-Incorporated new standards into existing curriculum.

-Created new methods of assessment and skills check offs to prepare students for certification tests.

-Developed and submitted AWS certification application.

-Successful WABO certification site visit.

-Peninsula College was deemed a WABO Welder Qualifying Agency.

Effectiveness/Success of project:

-Curriculum was updated.

-WABO application was developed and submitted.

-WABO Welding Quality Agency certification as awarded to Peninsula College.

-Indicator of success was receiving the WABO Qualifying Agency certificate. WABO testing will begin in fall 2024. We will monitor the count of students who receive their WABO certification.

-*Whatcom Community College* used leadership funding for their **You Belong Here** project, a year-long social media campaign to promote WCC professional-technical programs to special populations. WCC conducted a social media (supplemented by a television streaming ad campaign) to promote professional-technical programs that lead to non-traditional fields to prospective students. The social media campaign reached a total of 379,368 unique people, of which 10,298 (2.7%) engaged with the ads: reacted, commented, saved, shared, and/or clicked. For context, various online sources define a good social media engagement rate as anywhere between 1% and 5%. Programs featured in the campaign where the non-traditional gender is male were physical therapist assistant, medical assisting, and massage therapist. Programs featured in the campaign where the non-traditional gender is female were criminal justice, cybersecurity/computer information systems, and software development. Of the campaign's total reach, 46% was to the non-traditional gender (compared to 20% non-traditional enrollments in featured programs based on 2021-22 Perkins Dashboard data). That portion of the campaign that featured programs leading to non-traditional careers for males, reached 39% males vs. 18% male enrollments in those programs. That portion of the campaign that featured programs leading to non-traditional careers for females, reached 51% females (vs. 25% female enrollments in those programs. Data on which ads were most effective in reaching prospects by gender was also tracked and will be used to inform future ad campaigns targeted toward non-traditional populations. The television streaming ad campaign featured females in software development and males in physical therapist assistant (PTA). The software development ad had 42,016 impressions (instances of the ad served to a user), of which 39,302 (93.54%) were viewed completely through to the end

of the ad. The PTA ad had 53,428 impressions, of which 50,233 (94.02%) were viewed completely. For context, various online sources define a satisfactory completion rate of 70% to 80%.

B ii.

During FY24, 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 2023-24 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 students obtaining their high school credential prior to release, to include collaboration on implementation of forthcoming special education policies, procedures, and accommodations for students where applicable.

3) Align adult basic education, vocational, and academic programming across 11 prisons, where applicable, to increase transferability and student completion.

4) Develop a process for Federal Pell Grant reinstatement, to be implemented in fiscal year 2024, including assisting incarcerated persons participating in state-funded postsecondary and vocational education to access federal and state financial aid.

5) Develop a process for transferability of vocational and academic degree and certificate programs to four-year post-secondary degrees.

6) 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.

7) 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.

Corrections Education programs at (Centralia, Edmonds, Peninsula, Spokane, and Walla Walla) utilized $148,500 in Perkins Leadership funds. The activities funded through Perkins Leadership include:

-*Centralia College* funded equipment, power tools, and rain gear to enhance hands-on skills training for their Construction Trades Apprenticeship Program (CTAP). Eighty students were able to complete the program and earn a certificate. Additionally, CTAP faculty attended the Corrections Education Association's International conference to collaborate and learn best practices and presented a session about the CTAP program.

-*Edmonds Community College* bought books to replace outdated books for their business program resulting in 20 students graduating in the Entrepreneurship and Small Business Management certificate and 14 graduated with an Associate degree in Applied Science-Transfer Business Management degree. Additionally, the college purchased tools and materials for their CTAP program, which was on hiatus since 2022, resulting in eight students graduating with a Construction Trades Apprenticeship Preparation Program certificate and OSHA-10 card.

-*Peninsula College* reported an 8% increase in program interest after purchasing equipment for their CTAP, Licensed Trades Apprenticeship Preparation, and Pastry & Specialty Baking programs. Access to the Perkins-funded tools and equipment allowed students to meet course outcomes through hands-on learning and complete their capstone project.

-*Spokane Community College* used funds to update computers in their CTE classrooms to run industry standard programs for CNC machines, enabling students to transition easier to industry upon release. These upgrades also benefited the Business programs by increasing capacity to run industry-appropriate software for those classes.

-*Walla Walla Community College* supported professional development for their Automotive Repair and Diesel faculty as well as purchasing HVAC simulators and Comfort Gas Furnace to ensure students are getting relevant and hands-on training.

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:

-Corrections Education staff participated in sessions about diversity, equity, and inclusion.

-Instructors, at Peninsula College, developed activities that are aligned with learning objectives and have been designed with consideration for diversity, equity, and inclusion for their Construction Trades Apprenticeship Preparation, Licensed Trades Apprenticeship Preparation and Pastry and Specialty Baking programs.

-Edmonds College's Associate in Applied Science-Transfer in Business Management degree and Entrepreneurship and Small Business Management certificate have the foundational outcome "Explore and apply multiple perspectives to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings,"

-The Autobody and Diesel Instructor, from Walla Walla Community College, attended the Coalition on Adult Basic Education conference. Sessions included Digital Equity, evidence-based strategies for effectively teaching students with dyslexia.

B iii.

In 2023-2024, $116,152 in Perkins Leadership funding was awarded to faculty and staff professional development activities. A standalone component of each college's Leadership Block Grant, Industry-Based Professional Development, accounted for 20% of all Leadership Block Grant funds awarded, and 12 of 19 (63%) applicants earmarked funds for this purpose. As a result, 54 faculty completed over 1,330 hours of professional development. The chart highlights where Perkins Leadership funding was used to support faculty and staff professional development.

See Supporting Documentation #2 PS_Professional Development Summary

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

-Industry-Based Trainings and Conferences: Simulation Exam Prep (Nursing), OSHA #511 Occupational Safety and Health Standards for General Industry (Diesel), Robotics Service Training – Lincoln Electricity (Welding), NAPBIRT Lathe II (Band Instrument Repair), Organization for Safety, Asepsis and Prevention (Dental Assisting), John Deere TECH Instructor Development Week (John Deere), Farm and Food Symposium (Ag Program), Multiple Cisco and AWS trainings (Information Technology), US Department of Justice Training Center (Criminal Justice), Evidence & Crime Scene Collection (Criminal Justice), Research & Evaluation on Jail Administration (Criminal Justice), Community-Based Violence Intervention & Prevention (Criminal Justice), Assessment Teaching and Learning (Early Childhood and Education), International Nursing Association of Clinical and Simulation Learning (Nursing), Evidence based functional testing strategies and Pathological Gait Mechanism and Diagnoses (Physical Therapy Program), Ethical Hacker Training (Computer Science), Game developers Conference (Gaming), Blender Conference (Gaming) , WSCPA webcasts: The Complete Guide to Preparing Forms 706 and 709 (Accounting & Finance), WSCPA webcasts: Washington Ethics and New Developments 2023 (Accounting & Finance), WSCPA webcast: Crucial Real Estate Tax Strategies (Accounting & Finance), Mindfulness-Based Pain Relief Practitioner Certification Program (Physical Therapist Assistant).

-Professional Association Conference or Meeting: ADI: American Distilling Institute Conference & Expo (Craft Brewing & Distilling), American Association of Medical Assistants Annual Conference 2023 "Connexion" (Medical Assistant), PNW Great Teaching Seminar (Business), International Design Engineering Technical Conferences & Computers and Information in Engineering Conference (Electronics, Robotics, and Automation), Assessment, Teaching & Learning (Business), Lightcast Labor Market Tools User Conference (CTE Career Services), 2023 OADN Annual Convention (Nursing), Vancouver Pastry School-Professional Chocolate Diploma Program (Culinary Arts), IMSH Society for Simulation in Healthcare (Nursing), American Welding Society-Certified Welding Inspector Seminar (Welding), National Nurse Educator Summit by ATI (Nursing), Linux Institute (Information Technology), Kubernetes and Cloud Native (Information Technology), Kubernetes and Cloud Native Security (Information Technology), Tradeswomen Build Nations Conference (Welding) Deans Academy, Washington Faculty and Staff of Color Conference, WA State Assessment, Teaching, and Learning Conference 2024

-Return-to-Industry: Department of Health's IT Service Desk (Cybersecurity and Network Administration), UW Integrated Design Lab (Architecture, Engineering, and Construction), Nature Based Outdoor Learning Program (Early Childhood

Education), Blink Accountancy (Accounting), Shriners Hospital (Allied Health), PeaceHealth St. Joseph Medical Center (Nursing), Firs & Fiddleheads (Early Childhood Education), Lichen Learning (early childhood Education), Inovalon-Complex Care Solutions (Nursing)'

-Incorporation of New Equipment/Technology: American Welding Society Metallurgy Course (Welding), Access OnDemand EV Training (Diesel)

In addition to supporting participation in outside training and return-to-industry experiences, Leadership funds were leveraged to help implement system initiatives related to staff and faculty preparation, opportunity gap data analysis, and Natural Resources Tribal Stewards in the form of Special Projects. The most notable of these are:

-Professional-Technical Faculty Boot Camps: Basic Instructor Boot Camps are intensive, three-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, which reverses the traditional lecture and homework activities.

Advanced Boot Camps are three-day intensive professional development opportunities for the instructor who has a solid foundation in place and is eager to learn more.

Olympic College offered four Basic Instructor Boot Camps and two Advanced Boot Camps. In FY2024, 349 future CTE educators participated in the Basic Instructor Boot Camp and nine participated in the Advanced Boot Camp.

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

-Successful Monthly Training Sessions – Green River College (GRC) hosted two in-person overnight training sessions and five one-day virtual training sessions, facilitating ongoing learning and providing flexibility for participants.

-Graduates - 16 participants graduated from Deans Academy from across the CTC system.

-Formal Integration of MasterClass - The implementation of learning through MasterClass added valuable content for the cohort, enhancing their experience with high-quality, on-demand educational resources.

-Data-Driven Improvement - GRC collected both qualitative and quantitative data from participants throughout the year, using it to continuously monitor and improve the program, content, and learning experiences. This feedback ensured the program met the cohort's evolving needs.

-Representation in Facilitation and Content - Facilitators, consultants, and guest speakers were intentionally selected who reflected the diversity of the participants, providing varied perspectives and enhancing the learning experience.

-Refinement of Learning Outcomes – The learning outcomes were refined to better align with participants' needs and expectations, ensuring the program remained relevant and impactful with clear and measurable goals for growth and development.

-Skills Standards—Phase IV: 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:

-Faculty Engagement - Successfully recruited a dedicated faculty focus group from Phase II, securing nine participants. These faculty members were highly engaged, contributed significantly, and enjoyed exchanging ideas during live sessions. Their commitment extended to asynchronous work between live sessions.

-Collaborative CANVAS platform for faculty - Established a highly interactive Canvas platform for the faculty focus group to work through all Skill Standards and integrate DEI language. This platform enabled asynchronous participation from faculty, facilitating updates, questions, input sharing, and peer learning.

-Expert Consultants – Secured expert consultants, Dominique Foley Wilson and Nicole Franklin, to facilitate the work of the faculty. Their guidance and expertise were instrumental in leading the faculty focus group and completing the integration of DEI competencies into the Skill Standards.

-Updated Skill Standards with DEI integration – Completed the updated Skill Standards with DEI integration, reflecting the diverse needs and experiences of students in professional technical programs statewide.

-Faculty Confirmation Survey - Developed and disseminated a new system-wide confirmation survey, which received 291

responses, far exceeding the target of 50. This strong response underscored the statewide commitment of faculty to this important work.

-Formal presentation of updated Skill Standards - The updated standards were presented to the Workforce Education Council in March 2024 with 97% approval and to the Instruction Commission in April 2024 with 100% approval.

-Skill Standards Website - Developed and launched an interactive website, www.skillstandardswa.org, based on faculty input. The site is user-friendly, easy to navigate, and designed to share information effectively. The 2024 Edition of the Professional Technical Skill Standards is fully downloadable from the newly created site and will be available via the SBCTC site.

-Final Report and Recommendations - Prepared a comprehensive final report, presenting the entire project and outcomes, which includes recommendations for continuous, ongoing updates of the Skill Standards. The final report is compliant with foundational accessibility standards. This collaborative effort involved facilitators, project managers, and consultants, culminating in an aesthetically pleasing and comprehensive document completed in spring 2024.

-Opportunity Gap Analysis: The goal of this project was to provide professional development activities to support Washington State community and technical colleges in the planning, development, and execution of the Comprehensive Local Needs Assessment (CLNA). This training was essential to our statewide initiative to improve student outcomes through Perkins funding by focusing on Point Gap Analysis of institutional data. The virtual training was held on November 17, 2023. Participants included college teams of administrators and practitioners across instruction, student services, research and planning, grant offices, and others to ensure a strategic, cross-institutional approach to student success. Regional groups of colleges were formed for discussion and point gap analysis activities.

The training provided content and activities related to:

-Percentage-point gap analysis with institutional CTE enrollment data to identify opportunity gaps.

-Investigation of opportunity gaps and identify root causes.

-Practical, evidence-based strategies to address root causes and barriers to access.

-Tools such as a dashboard template, workbook, and discussion questions.

Major accomplishments of the project included:

-Institutional data was provided to all college participants.

-Planning and delivery of a three-hour virtual training session for staff and administrators.

-Collaboration with consultants on the preparation of workshop resources necessary to facilitate and lead discussions around access to CTE for students and support for CTE leaders to analyze gaps in access to high-quality CTE programs of study and apply mitigating strategies.

-Post-training consultation and assessment of the training session, tools provided to participants, and survey.

B iv.

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 Fiscal Grant Administrator, Program Coordinator, and Associate Director for Fiscal Management also work closely with colleges to provide technical assistance. The Washington State Board for Community and Technical Colleges staff provides scaffolded support to assist colleges 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/Conferences: SBCTC facilitated or hosted ten webinars or presentations in 2023-2024 which included the CLNA Conference in August 2023. All colleges were invited to bring teams to participate in the conference representing workforce, outreach, institutional research, guided pathways, student success staff, and CTE Dual Credit. Approximately 200 people attended the conference for training to start developing their college's CLNA. The following are the presentations that were offered to colleges during this past year:

-CLNA Basics

-Opportunity Gap Analysis and Root Causes in Special Populations and Subgroups & Programs of Study

-Non-Trad Recruitment

-CLNA Informing Perkins Funding & Size, Scope, and Quality

-Centers of Excellence Supporting CLNA with CHMURA

-Mindshift: Overcoming 5 Barriers to Create the Future of CTE

-Opportunity Gap Analysis Part II

-FY25 Perkins Workforce Grants

-Perkins Grant Approval Process Overview

-Perkins Monitoring and Risk Assessment

-Virtual Office Hours: In program year, 2023-2024, SBCTC offered 14 opportunities for Perkins focused open office hours. Topic areas consisted of best practices for CLNA, successfully meeting performance indicators, grant information, and application assistance.

-Feedback: Each college received specific feedback for all 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 received grant funding and expenditure information to assist them in effectively monitoring resources.

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)**

<u>Secondary:</u>

Equity, access, and inclusion are at the heart of Washington's Perkins V Mission, Vision, and Values. These will be the foundation upon which we further develop strategies and identify promising practices that ensure al students have equal access and program opportunities that will help them succeed in CTE and beyond.Our state's Comprehensive Local Needs Assessment includes disaggregated data reviews of enrolment and outcomes as wel as a ful section on equity and access. This tool will help identify gaps in performance and outcomes, and will incent school districts/STECs and coleges to develop strategies and implement solutions that address the gaps and improve outcomes for al students. Individuals who are members of special populations are guaranteed equal access to activities under Perkins V through compliance reviews conducted by staff whose role and responsibilities include oversight of Methods of Administration (MOA) for civil rights compliance in career and technical education. MOA administrators are engaged in onsite visits and/or desk audits, and providing technical assistance on civil rights compliance to community and technical coleges and school districts/STECs. In addition, OSPI and BEdA have partnered to create a seamless pathway for out-of-school youth and adults lacking a high school diploma or its equivalent. The Open Doors re- engagement program administered through OSPI and the competency-based High School+ programs implemented across the community and technical colege system provide students with a seamless pathway to high school completion. As students age out of Open Doors al credits and competencies earned count towards a high school diploma in the HS+ competency- based diploma program in Washington's community and technical coleges. The set aside for recruitment of special populations is used for a CTE focused digital marketing campaign. The campaign is designed to incent more special population participation in programs. We achieved 840,523 impressions with the campaign this cycle.

<u>Postsecondary:</u>

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 colleges 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, an 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 provides necessary support to 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 #1 PS_Outreach Method

Decreasing Barriers to Participation

-Bates Technical College—Added Disability Support Services information to Bates' admission acceptance letters.

-Bellevue College--Proactive outreach to the community is Bellevue College's primary means of lowering barriers for diverse prospective students, especially members of special populations. Although many staff and faculty at the college connect with the community, the Perkins-funded outreach efforts are coordinated by the Welcome Center and Workforce Education. Their staff collaborate with other units including the TRIO program, Disability Resource Center, Basic and Transitional Studies (BATS), and the Benefits Hub. The Benefits Hub maintains a food pantry on campus and provides referrals to all sorts of social and community services, including assistance with housing, transportation, childcare, and mental health. In addition, staff from BC's Welcome Center and Workforce Education are out in the community to build and maintain relationships with partners who serve special populations. The Outreach Specialist in the Welcome Center plays a crucial role in leading and coordinating these efforts. Outreach efforts have included connections with the following organizations and resource fairs:

-WorkSource

-Department of Social and Health Services

-City of Redmond Human Services Resource Fair

-City of Issaquah Human Services Resource Fair

-Bellevue Community Resource Fair

-Issaquah Resource Room

-Mary's Place

-Atlantic Street Center

-Eastside Pride

-Snoqualmie Valley Human Services Coalition

-Community Courts of Redmond, Renton, and Issaquah

-Bellingham Technical College—Bellingham Technical College has hired staff and created multiple work teams to help identify and address issues with professional technical program entry pipelines. For example, in 2023-24, the college created a team to help gather feedback on and provide recommendations for improving the guided self-placement processes it had established the previous year. Based on their experience of listening to and helping students as they navigated BTC entry processes over the past year, Perkins-funded staff members provided invaluable feedback regarding the improvements needed to the model. Based on this and other feedback, the college is planning improvements to its guided self-placement model, including moving the self-placement tool out of Canvas, shifting to having students report confidence levels with math rather than having to do an online test, and improving data tracking of student outcomes after they are placed using the guided self-placement process.

-Clark College--Through the use of the Perkins-funded Transitions navigator, Clark is building awareness of possibilities in career fields related in their CTE programs by providing pre-advising to potential CTE students. They are engaging potential students through high school visitations/events as well as working individually and in small groups with non-traditional students.

-Edmonds College—Funded the development of an English Language Acquisition course that helped students transition into prof/tech programs.

-Grays Harbor College-- The Accessibility Coordinator decreases barriers to participation for students with disabilities by creating letters of accommodation and supporting faculty to meet students' needs and help them achieve success in their classes.

-Green River College-- Disability Support Services supported ASL accommodations for a deaf student throughout lectures, labs, and clinicals to successfully complete their program of study. This student was selected as the program's Student Award at commencement due to their success. The student shared their story with the College's General Advisory Council and stated they would not have even considered attempting the nursing program let alone been successful without this vital support. Faculty members also shared that this experience encouraged them to think more inclusively about future healthcare practices.

-Highline College--Workforce Education Funding Services, in collaboration with the CTE Program Navigator, hosted multiple quarterly funding workshops to guide new and current students through the funding application. This resulted in the following special populations: economically disadvantaged, out of work, and single parent having access to funding and increasing retention.

-Lake Washington Institute of Technology—Toolkits that were purchased removed one of the financial barriers for Autobody students. Starting Fall 2024, all Autobody students do not need to purchase a toolkit instead they will borrow the toolkit for each quarter. LWIT also purchased 10 iPad Pro tablets for Illustration-Art program. These laptops provide students with software programs used in industry.

-Lower Columbia College (LCC)—In partnership with the Workforce Southwest workforce development council, and Employment Security Department (ESD) as part of WIOA, WorkSource staff are now co-located in the LCC Career Center to support dislocated workers, low-income students, and other special populations. An Employment Specialist is available to help enroll students in ESD funding programs (such as the Thrive/Economic Security for All program that is focused on supporting low-income individuals transition into education pathways that lead to living wage employment in high demand sectors). Co-location of WorkSource services on campus allows for greater access to services for low-income students, students with disabilities, and others with transportation barriers. Additionally, staff assist students with job search and other employment support and connect students to public benefits and resources. A shared system of referrals helps ensure students are connected to support and resources both on campus and within the community.

-Olympic College (OC)—**Tutoring Services**: In response to substantial growth for in-person tutoring services, services were expanded by offering additional tutoring hours in accounting, computer programming, mathematics, and sciences, while maintaining online tutoring. This allowed students more opportunities to seek support. Online tutoring is a great option for students with difficulties attending on-campus activities or those who need after-hours support. In-person tutoring provides support for those students who can attend on-campus activities and/or find online support difficult to use. Tutoring Services continued to staff the Assistive Technology Lab. This computer lab is available to students with disabilities who need technology to fully access computerized materials like screen readers, one-handed keyboards, or voice-recognition software.

Computer Information Systems: For many economically disadvantaged students who live in rural areas of OC's service district, driving to campus (or navigating the imperfect public transportation system) is not possible. When completed, a more Zoom-connected classroom will allow these students to participate more intimately in classroom activities.

Leadership & Business Management: We have chosen to develop a virtual immersion program to minimize barriers to participation for individuals with disabilities, individuals from economically disadvantaged families and single pregnant women because the course will be held virtually via zoom.

Computer Information Systems (CIS)/Digital Media Arts (DMA): New OER materials DMA 120/Beginning Photoshop and CIS 155/Web Development will aid students from economically disadvantaged families who can't afford the textbooks or can't afford transportation to campus. The new video lecture recordings mean students don't absolutely have to purchase a textbook or come to class, meaning fewer barriers to participation in the coursework.

Disability Services: Throughout the academic year, Disability Services staff worked with faculty and the Center for Learning Innovation (CLI) staff to coordinate the 31 courses requiring remediation for accessibility. Remediation included ensuring live Zoom sessions, audio content, and videos were transcribed and/or captioned for Deaf/Hard of hearing students, and electronic course materials were accessible to students in a variety of alternate formats including for the use of screen readers and text-to-speech software.

Career Center: Career Center Staff educated students on how to prepare resumes, cover letters, practice interviews, and write thank you notes following their interview. Many of the students have experienced homelessness, addiction, and/or

incarceration.

-Peninsula College—Hired a benefits navigator and established a benefits hub for students. Workforce programs staff are now making weekly visits to DSHS to support dislocated workers.

-Pierce College District—The implementation of guided self-placement has significantly reduced the timeline to completion for pro-tech students who delayed taking the required math courses. Now they place into college-level math and get the support they need to be successful. Pierce's data shows that students are completing the course they place themselves in at a much higher rate compared to former pre-college math sequences.

-Seattle Colleges—Perkins funded a Career Specialist position who helps support completion rates by preparing students to enter the workforce and assists with job and internship placement while going to school. In spring, the Career Specialist hosted an event called Handshake & Headshots, which included guidance on using the college job portal (Handshake), free professional headshot photos, and a networking event with employers. Over 100 students and employers came to the event, most students being from workforce programs such as aviation, automotive, culinary and YearUp (business technology). Perkins also paid for tutoring for YearUp students at South Seattle College.

-Skagit Valley College—Recruitment Specialist coordinated and participated in outreach events that were located at community locations, including Oak Harbor Naval Base, Mount Vernon Jail, Swinomish and Samish Indian Nations, Farmworker Center, Opportunity Council, Head Start, YMCA Oasis Teen Shelter, and United Way, that serves special populations and other marginalized populations.

-Whatcom Community College— WCC used Perkins funds in support of library subscriptions for the paralegal studies program that would otherwise require the implementation of student fees, a potential barrier for economically disadvantaged students.

Ensuring Equitable Access to Programs

-Bates Technical College—Designed and implemented new Orientation Disability Support Services session with specific messages around addressing student barriers.

-Bellevue College—Workforce Education funding can cover the cost of tuition and fees, books, and required supplies for eligible individuals. Workforce Education's collaborations with other units on campus—especially prof/tech program managers, the TRIO program, Disability Resource Center, Basic and Transitional Studies, and Benefits Hub ensure prospective students and new students are connected to such supports as soon as possible. BC staff have also conducted specific outreach and inclusion strategies for non-native English speakers, women in transition, and individuals experiencing homelessness. Staff worked with BC's Preparing for Work cohort, providing 1:1 career assistance for immigrants, many of them women, in preparing for work in Washington State. Pacific Northwest College Credit, the CTE Dual Credit program at the college, provides a fee waiver for any high school student that is on free and reduced lunch or requests a fee waiver due to current financial hardship. CTE Dual Credit is an important on-ramp into prof/tech programs, and this policy ensures all students have access to the program.

-Bellingham Technical College—The college employs a shared caseload navigation program model that includes mandatory, individualized entry advising and planning for all new degree-seeking students. This model was created to ensure equitable access to advising services for all BTC students. "GET Started" sessions form the nucleus of this navigation program model: these sessions are required for new students to help them assess the 'fit' of their educational and career goals, create an educational plan as needed, and identify what resources they may need to help them achieve their goals. The college fully adopted this model beginning in Fall 2019, but until this past year, had not conducted a formal assessment of student experiences or satisfaction with these required sessions. In 2023-24, BTC surveyed students and conducted follow-up focus group sessions in an effort to gather student input. During the 2023-24 academic year, the BTC Onboarding Redesign members began looking at student responses and recommending potential changes to current GET Started practices.

-Big Bend Community College—Purchased textbooks for student checkout. The agriculture program added more hybrid options to allow students more flexibility in scheduling. Revised Medical Assistant curriculum to shorten the time required to complete the clinical courses, by offering Saturday classes, to facilitate participation without impacting weekday employment for students. Manufacturing implemented the use of Solid Professor LMS in several courses, so students can use Solid Professor LMS in multiple classes over a two-year period, replacing the need for a textbook, covered by lab fees for day one access, and allowing access to additional learning and certificate achievement beyond their assigned curriculum. Manufacturing faculty utilized free software, online training videos, and online tools to increase access to learning off-campus and outside of class time with Path Pilot Hub. Offered the ECE initial certificate in Spanish as well as an online format option to increase access to program.

-Columbia Basin College—Perkins supported faculty for non-instruction time to revise the admission process to be more

holistic which allows for more access to non-traditional and special population students.

-Community Colleges of Spokane (CCS)—CCS used Perkins funds for outreach to economically disadvantaged, out-of-work, and non-traditional fields special populations.

-Edmonds College—Developing Career Launch programs in Allied Health, Cyber Security, and UX/UI.

-Grays Harbor College—The Workforce Funding application and Basic Needs applications are now available online through a universal access application, which allows students to apply for all programs at once. Workforce Funding representatives are working directly with the advising department to provide resources and training for helping students upon entry and make referrals. Staff also began visiting classes in all the Career and Technical Education programs at Grays Harbor College this year to share information about the funding and resources available. The Accessibility Coordinator ensures equitable access to programs for students with disabilities by creating letters of accommodation and supporting faculty to meet students' needs and help them achieve success in their classes.

-Green River College—Perkins funding provided support to the Early Childhood Education program to develop a Spanish-speaking cohort for students who need to complete their initial ECE Certificate for Washington State's licensing education requirements for childcare providers. Green River's partnership with AJAC (Advanced Manufacturing Apprenticeships) and the Muckleshoot Tribal College has resulted in providing indigenous students with educational pathways and entry to industry with wraparound support services.

-Lake Washington Institute of Technology—ASL interpreters supported Lake Washington's students in the classroom.

-Lower Columbia College—Leveraging the Perkins funded Outreach Navigator program, efforts to support CTE students transitioning from high school to college have continued to strengthen CTE pathways, particularly for students in special populations. This past year, mentoring and support programs aimed at supporting students of color and other special populations were implemented including the Men of Color Conference, Try-A-Trade, and Somos Latinos. A total of 50 students, from five local high schools, participated in Try-A-Trade which exposed students to career pathways in a variety of CTE programs. A new mentoring program, Summer Scholars, was launched to support the enrollment and persistence of men of color by using a cohort model for combining onboarding support with the College Success course and College and Career Preparation (basic skills) math in the summer quarter. Based on this initial success, a second cohort of students continued in the fall.

-Peninsula College—Streamlined new student enrollment, onboarding, and early access to advisors and faculty. Increased events and financial aid support for students and outreach to students receiving food assistance at local food banks.

-Renton Technical College (RTC)—Instruction Team launched Program Viability in FY2024. To ensure equitable access to programs, program faculty were encouraged to engage in research, read trade journals, and talk to advisory committees to to inform changes in CTE program offerings at RTC.

-Shoreline Community College—The High School Manager for Career Navigation, Student Transition and Success has raised awareness and access to professional technical programs by making connections between the high school and college by providing introductions to program representatives, bringing program representatives to the high schools for classroom visits, and arranging for tours of the college for high school students. In addition, programs were featured and the annual SOAR event where students come to campus for an overview, introduction to college, and campus tours.

-Skagit Valley College—The Recruitment Specialist and Communication Specialist staff coordinated accessible events and outreach efforts to recruit diverse students into professional/technical programs, in which six information sessions were offered entirely in Spanish. Perkins funding supported marketing efforts to promote professional-technical programs awareness of high-demand and high-wage career pathways.

-Wenatchee Valley College—Workforce Navigator is bilingual and supports students with financial aid applications, workforce grants, and scholarships. Student Access Manager provided support for students with disabilities.

-Yakima Valley College—Created print documents about Workforce Education programs to provide at the Rapid Response events.

Increasing Enrollment

-Bates Technical College—Designed and implemented session at Professional Development Day to provide trainings on DSS services.

-*Bellevue College*—The Outreach Specialist coordinates high school visits and outreach events at 26 different high schools and/or middle schools and coordinated visits for other staff in the Welcome Center.

-*Bellingham Technical College*—Admissions & Advising area staff assisted prospective students in navigating BTC's entry processes and participated in or hosted multiple events both on and off-campus to raise awareness about BTC programs. For example, in 2023-24, staff members worked with BTC employees to organize and lead a series of middle and high school tours and events. These included campus-wide events such as Tour Day; tours targeting special population students (such as a tour specifically for AVID program participants); and events focusing on specific programs, such as the Spring Program Highlight night, which featured select Advanced Manufacturing and Engineering Technology programs and provided opportunities for attendees to visit the programs and participate in hands-on activities. Staff members also assisted with the development of direct admit programming in collaboration with three local high schools. BTC plans to continue expanding this model to help decrease enrollment barriers and increase enrollment.

-*Clark College*—Clark's automotive programs recruitment and retention specialist works with potential students to raise awareness and provide support, including special populations, of career possibilities and supports within the automotive program.

-*Clover Park Technical College*—Hosted a High School Career Conference.

-*Columbia Basin College*—Retention Specialist focused on the development of I-BEST programs from Transitional Studies into CTE programs with an emphasis on non-traditional student enrollment. This position provides support services for much of CBC's migrant and undocumented student populations.

-*Edmonds College*—Hosted a Multicultural Job/Resource Fair.

-*Grays Harbor College*—The CTE and K-12 Support Specialist and Associate Director of Student Diversity, Outreach and Retention visited local high schools and attended college and career fairs and community events to support outreach to prospective students. Program and resource information was shared in both English and Spanish.

-*Highline College*—ESOL Night event was hosted for ESOL students to explore current prof-tech offerings as they transition to college-level programs/courses resulting an increase in enrollment in Medical Assisting.

-*Lake Washington Institute of Technology*—Lake Washington Tech held its annual Open House in April. This was the first Open House held during the Spring quarter to motivate students to register for LWTech programs in the summer and fall quarters. Most of the CTE programs have fall quarter starts. One hundred forty unique prospective students attended, and three students applied onsite and left the event with acceptance letters. Employees who speak languages other than English provided support to prospective students and guests needing translation services. CTE faculty provided tours of classrooms and in relevant areas gave visitors samples of finished student products (such as cookies in the baking program, soup in culinary, and small metal space needles in machining). Admission forms were processed on site during the event as well. The Open House webpage has mapping software that provides additional directions for new members of the community to find various resources and services. The software was purchased using Perkins funding.

-*Lower Columbia College*—This past year LCC entered a Memorandum of Understanding (MOU) with Youth and Family Link to provide community outreach and support to increase access to financial aid and improve FAFSA/WASFA filing rates in our service district. This agreement was supported by Perkins funding to align outreach efforts and provide targeted support for special populations and historically underrepresented student groups. Through this partnership, Youth and Family Link has provided a dedicated community outreach navigator to provide direct support and referral services for new and potential students.

-*Peninsula College*—Expanded Tribal outreach and used non-Perkins funding to update the computer lab at the Makah education center.

-*Renton Technical College*—In collaboration with the Outreach and Recruitment Department, RTC provides Perkins dashboard data to ensure that RTC is reaching out to special populations. RTC hosted luncheon meetings with United Indians of all Tribes Foundations for partnership and collaboration with Tribal community.

-*Seattle Colleges*—Discover Seattle Colleges hosted Discover Seattle Colleges where 419 participants participated. This year's addition of "field trip days" allowed students to participate in a field trip during school hours. We invited an Open Doors GED program to visit the college's Seattle Maritime Academy as part of Discover Seattle Colleges and were glad to have the group of 10 students tour the facilities, do some hands-on activities, and learn about careers in Maritime. One of the key planners for field trip days was a staff member paid with Perkins funds, the High School Initiatives Manager for the district. The High School Initiatives Manager also supports recruitment of special population and manages the CTE dual credit program for the district. A Perkins-supported CTE Advisor at South Seattle College works with outreach, faculty, and deans to convert outreach efforts into enrollment, conduct class visits to assist with batch enrollments for

retention, and helps students create educational plans. The Real Estate program at North Seattle College used Perkins funding for a significant program revamp and to do outreach to both students and potential employer partners to consult and take on student interns. This is the beginning of a long-term plan to grow the program and integrate the students more effectively in the local real estate community.

-*Shoreline Community College*—In the spring, Perkins funding supported a retreat of college student services staff and Shoreline School District leadership to strategize and plan for continued improvement to increase enrollment and completion of college credentials.

-*Skagit Valley College (SVC)*-SVC's Recruitment and Outreach department held multiple events on campus and in the community to recruit special populations into professional/technical programs including Try a Trade and Learning with Leaders. Approximately 100 students participated in Try a Trade and 150 students participated in Learning with Leaders, both including interactive hands-on experiences that expose them to professional-technical programs and career pathways. Participants included English Language Learners, individuals with disabilities, youth who are in the foster care system.

-*Wenatchee Valley College*—Provided outreach in rural communities, in Spanish and English, with updated marketing and hands-on tabling where prospective students can talk directly with faculty and program coordinators. Hosted occupation exploration events offering bilingual outreach with Work Source, Skill Source (unemployed), and Opportunities of Industrialization Center (low income and rural communities).

-*Whatcom Community College*—Whatcom used Perkins funds to provide faculty and students with stipends to participate in several outreach events targeted toward economically disadvantaged and/or underrepresented student populations, most notably, Learning with Leaders in partnership with FuturesNW.

Promoting and Maintaining a Discrimination-free Environment

-*Bellevue College*—Perkins-funded staff in the Center for Career Connections (CCC) attended a neurodiversity in the workplace training through Landmark College's Institute for Research and Training. This training provided an overview of key issues and considerations for hiring and retaining neurodiversity employees and for preparing neurodiverse students for success in the workplace. CCC materials and approaches were subsequently reviewed to ensure inclusive and effective strategies for neurodiverse students at Bellevue College.

-*Bellingham Technical College*—BTC's Student Access and Success participatory governance committee, whose members include Perkins-funded employees, were established to address issues of student connection, entry, progress and completion. These groups use BTC's equity-focused dashboards to identify student achievement gaps; thus, equity is a foundational consideration for any issue identification and improvement efforts related to student achievement. In 2023-24, Perkins-funded staff members also supported DEI activities both on and off-campus including Youth Pride events.

-*Clover Park Technical College*—Increased support for disability support office.

-*Community Colleges of Spokane*—Provided professional development for faculty and staff at CCS's Teaching and Learning Centers (TLC) to promote and maintain a discrimination-free environment throughout the academic year. The TLC Directors, and primary professional development instructors, are partially funded by Perkins. We also have a mandatory EDI training program for all employees that needs to be completed every two years.

-*Grays Harbor College*—The Accessibility Coordinator updated the appeals process for students this year to make it easier for students to obtain assistance if they have a concern regarding their accommodations. Forty-eight percent of the students served with accessibility support this year are pursuing CTE degrees. The Diversity and Equity Center provides snacks for students, printing and computer access, workshops on self-care, grief, and anxiety, and gives out fidget spinners. These resources and the monthly educational programs, student leadership development, and community events supporting diversity, equity, and inclusion, create a campus culture that is discrimination-free and supports equitable access and completion for all students.

-*Lower Columbia College*—Disability Support Services updated its name to Disability and Access Services (DAS) in July 2023 to reflect the various populations served, specifically students who access accommodations related to a disability, pregnancy related condition(s) or language barriers. In the past year, DAS served a total of 336 students which is a 12% increase over the previous year, conducted 252 new student intakes, provided Title IX (pregnancy-related) accommodations to 16 students, which is a slight increase over the previous year, and provided accommodations for 13 English Language Learners (ELL) students, which nearly doubled from the previous year. ELL accommodations are a new service added during this past academic year.

-*Seattle Colleges*— Perkins funds were utilized to send 20 staff and faculty to the National Conference on Race & Equity (NCORE). Seattle Colleges' Office of Equity, Diversity, Inclusion and Community (EDIC) highly encourages attendance

and has organized some action items for attendees to help put learnings into practice at Seattle Colleges. All attendees were invited to participate in a pre-conference planning meeting and were required to sign up for an affinity group, equity task force, or present about conference findings at an upcoming professional development day at the colleges.

-Shoreline Community College—Perkins funds were used to translate outreach materials into additional languages.

-Skagit Valley College—Perkins partially funded two staff in disability support services to ensure professional-technical students with disabilities received equitable opportunities to be successful and complete their CTE program. Annually, the Associate Dean of Workforce Education Programs (partially funded by Perkins) uses data disaggregated by gender and ethnicity to analyze enrollment, retention, and completion rates across demographics. The Associate Dean works with professional-technical program faculty as they complete their program review analysis to respond to discrepancies and ensure strategies are focused on diversity, equity, and inclusion efforts. The Associate Dean works with BEdA staff to coordinate I-BEST and identify barriers to transition to professional-technical programs for English Language Learners and INVEST students, which is a program that supports students with intellectual disabilities.

-Whatcom Community College—Print and digital outreach materials, created with Perkins funds, feature representation of diverse student populations and include WCC's notice of non-discrimination.

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)

Secondary:

D i.

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:

2S3: Academic Proficiency in Science

2024 Performance: 40

2025 Target: 45.5

Attainment: 88%

D ii.

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:

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

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

- Reviewed equivalency options aligned with specific clusters.

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

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

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

- 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 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:

D i.

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 advancements in the following programs: advanced manufacturing, surgical technician, dental auxiliary, allied health, business, cybersecurity, HVAC, fisheries and aquaculture sciences, data analysis and management, physical therapy, orthotics and prosthetics, computer technology, and facilities maintenance (1P1 and 2P1)

-Revision of seven of the common Early Childhood Education courses to include principles of equity, diversity and inclusion and trauma informed care (1P1)

-Support in Handshake career platform subscription and investment in staff to connect workforce students with internship or job opportunities (1P1, 2P1)

-Lending libraries and toolboxes kits for trades (2P1, 3P1)

-Funding tutoring services and supplemental instruction for CTE students to improve completion outcomes (2P1)

-Tribal Stewards: A Statewide Equity-Centered Green Workforce Development Program goal of increasing tribal student enrollment and partnering with tribal leaders to provide program relevance and cultural sensitivity (2P1, 3P1)

-Professional development opportunities focusing on women in trades (1P1, 2P1, 3P1)

-Employing Completion Coaches to improve retention and completion (2P1)

-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.

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

-*Bellevue College, Bellingham Technical College, Spokane Community College and Spokane Falls Community College*—**CLNA Partnership Development**. Four colleges used funding to hire a consultant to engage with regional stakeholders, conduct a qualitative study, develop new data tools, and strengthen collaborations with several key stakeholders. (2P1)

-*Edmonds College*—**Edmonds College Legal Aid Clinic and Snohomish County Allied Health Partnership**. Edmonds developed a partnership with Snohomish County Legal Services to provide free civil legal services and housing justice services for Edmonds College students. Twelve paralegal students participated in the clinic during the academic year. This allowed them to gain knowledge of the court system in real-life situations. Faculty participated in various events to increase awareness of allied health programs. Participated in Snohomish STEM ECHO (Exploring Careers & Healthcare Opportunities) Tour, a three-day event connecting faculty with students and school districts to discuss opportunities as pharmacy technicians. Established placement opportunities for Medical Assisting and Dental Assisting students at regional medical centers (1P1, 2P1)

-Pierce College—**Washington Career Pathways Project (WACAPA)**. Leadership funding supported the Washington Career Pathways project that provides multiple career roadmap templates. With a focus on CTE pathways, this project has 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:

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

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

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

CTE Instructors to attend the following opportunities:

- Washington ACTE conference

- Applied Math training

- Washington State Agriculture Conference

- Washington Industrial Technology Education Association

- Washington Association for Skilled and Technical Sciences

- National Health Science Conference

- WA-BAM

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

- Provided workshops on the recruitment of Nontraditional student populations to CTE

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

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.

- 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 agreements and dual credit consortium fees.

- Funds assisted instructors to work on CTE equivalencies

- Strengthened 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

- Approved Industry Recognized Credentials

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

Post Secondary:

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 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, and Yakima Valley College. Population density determinations are based on data from the Washington State Office of Financial Management and three colleges are 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, Renton Technical College, and South Seattle 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 is 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:

-*Bates Technical College*—increased enrollment in high demand programs including HVAC, Electrical Construction, Advanced Machining, and Welding.

-*Bellingham Technical College*—Funds were used to help support Perkins-funded personnel participating in several BTC work teams designed to assess BTC student success initiatives and develop improvement plans. These strategic planning activities have set the foundation to move these initiatives forward and improve student outcomes over the next few years. In 2023-24, for example, these employees served on the Onboarding Redesign team and are planning multiple improvement activities to improve student experiences and transition (particularly for first-generation and other special population students) through BTC's entry pipeline, including revising the new student welcome letter, creating onboarding checklists, and planning creation of a digital welcome/one-stop center. Other Perkins-funded personnel serve on the Student Access & Success Retention subcommittee, and are planning improvement activities such as creating a Student Services Canvas site that will be able to integrate into online and hybrid program instruction spaces for students, planning a Resource Re-Boot event series, which will be located in high-traffic student areas and designed to connect students to resources they may not have been aware they needed or were eligible for upon entry to the college, and develop and connect students to student affinity groups on campus.

-*Centralia College*--Updated equipment in Centralia's diesel, industrial trades, electronics, robotics, and automation, and medical assistant programs. The equipment is crucial to student training, so they may be knowledgeable of industry standards and potentially offer higher skills compared to other applicants in their fields. These industries are in high demand in Centralia's region and have led to high-wage jobs, as well as building skills to advance in a career.

-*Columbia Basin College (CBC)*—Franklin County is comprised of many rural communities having a large population of undocumented agriculture workers. Because of this CBC added the new position of Undocumented Student Advocacy Specialist. Perkins funds were used to purchase supplies for interactive presentations aimed at helping undocumented, English learners, and Hispanic students achieve success in school and in the workplace. Funds were also used to pay for legal professionals to present information specific to undocumented students such as DACA renewal, ITIN applications, and Entrepreneurial pursuits. The large population of Hispanic students at CBC impact many of the categories in 1P1, due to the intersectionality of identities. The rationale for focusing on English Learners is that they make up a large component of both the student body and wider community.   One of the most significant achievements in the past year, supported by Perkins funding, has been the expansion of the CBC School of Health Sciences through the development of new programs such as Expanded Function Dental Auxiliary and Respiratory Therapy. Adding varying levels of health care education programs increases accessibility and opportunities for students, particularly those from special populations, to obtain high-demand healthcare related jobs. Machining is an important industry in Benton and Franklin counties. By revising the program and replacing outdated and broken equipment, more students will have the opportunity to gain high wage jobs.

-*Grays Harbor College (GHC)* Rural funding partially supported the CTE and K-12 Support Specialist to work with school district counselors, CTE directors, and teachers, re-establish relationships, and collaborate with GHC Instruction Office to establish new procedures for program alignment and streamline the CTE Dual Credit review process. The CTE and K-12 Support Specialist visited all 9th grade classes in GHC's service area to enroll students in a scholarship opportunity (World Class Scholars) and share information about GHC and CTE Dual Credit opportunities. GHC has placed special emphasis this year on re-establishing relationships with GHC's rural K-12 partners and those with high populations of Native students (Oakville, Lake Quinault, North Beach, Taholah, Ilwaco, and Naselle).

-*Lake Washington Institute of Technology*—High percentage vocational funds supported ongoing efforts to upgrade equipment in Dental Assisting and Diesel and Heavy Equipment programs. The purchase of updated equipment will help students to be workforce-ready with minimal training required.

-*Lower Columbia College*—As a result of the additional allocation for rural colleges, LCC has utilized Perkins funding to further support the development and revision of new CTE programs to align with economic demand. With Perkins funding,

staff have been trained on Developing a Curriculum (DACUM) methods which are used in the development of new programs, assessment of current programs, and work related to CTE program specific accreditation standards. Perkins funding continues to provide resources to gather employer feedback and expertise through professional-technical advisory committees, community forums/listening sessions, and employer surveys.

*-Olympic College—*As a result of receiving rural funding, Olympic College developed and implemented, programs of study and career pathways aligned with identified high-skill, high-wage, and in-demand occupations and industries. This funding enables the college to fund a part-time Prof-Tech Program Specialist that focuses on program development and review and a full-time Program Specialist 2 focuses on research and data analytics related to professional-technical programs. Additionally, this funding supported the Director of Workforce Grants, a new position that enabled the college to apply for funding specific to supporting programs, practices, and strategies that prepare individuals for non-traditional fields.

*-Peninsula College—*Funds were used to develop and launch several new industry-aligned professional technical programs including automotive electrical vehicle, facilities maintenance, natural resources, and virtual office assistant.

*-Renton Technical College—*Perkins Grant funding at RTC prioritizes CTE Program Development and Faculty and Staff Professional Development. In FY 23-24, RTC Perkins Grant continued to support the Automotive Technology Evening Program, this program has grown from its inception. It started with two students and has grown to 13 students. The Automotive Technology program faculty is an active member of Non-Traditional Students Committee and participates in virtual and in-person workshop to promote women in trades. The program provides student support including counselor connections and classroom visits to assist students in registration or any other student concerns/needs.

*-Skagit Valley College—*Perkins rural funds supported efforts to foster innovation and advancement of curriculum in career and technical education programs such as advanced manufacturing and design. The Associate Dean of Workforce Education Programs, who is partially Perkins funded, supported faculty in modernizing curriculum to incorporate mechatronics and emerging robotic technologies. The Associate Dean worked with faculty and industry advisory partners to pursue grant funding that incorporated industry aligned equipment such as new CNC Router, Tormach CNC Mill, and Universal Robots Cobot Arm with education curriculum kit. Perkins funding directly funded the procurement of PENTA Pocket NC machine, which is a 5-axis CNC machine that allows students to mill materials with the hardness of titanium. Perkins funding supported the faculty in participating in the 2024 Automation conference to receive training on robotics and automation in manufacturing technology, to foster innovation in associate level curriculum that will lead to high-skill and high wage manufacturing positions in the region. This modernization of lab equipment and curricular updates has resulted in student learning experiences that has integrated mechatronics to ensure readiness for work-placed learning and employment.

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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

Secondary:

OSPI will continue to review and monitor collected data to inform future investments and potential revisions to definitions, and data collection methodologies. The 2025 targets aligned 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).

2S2: The Perkins concentrators performed at 34.2% statewide percentage of students who met the grade level standards on the math assessment taken in their 10th grade. The state met 86.8% of the state target

See Supporting Documentation #5 S_Performance Disparities

Post Secondary:

1P1: Postsecondary Placement

The Perkins V State Determined Performance Level (SDPL) is 40.0%, the actual performance was 41.4% in 2021-2022, exceeding the SDPL. Performance on this target was up by .5% from 2021-2022 data based on 8,297 out of 20,024 students succeeding at Postsecondary Placement. While the state did meet the target, we still have populations that require additional support and dedicated focus.

Practices within the system to improve 1P1 performance include:

-CTE career advising and career coaches.

-Staff positions that focus on employer relations/partnerships.

-Staff focusing on work-based learning opportunities.

-Hosting job fairs and resume workshops.

-Dedicated Pathway Navigators for Career and Technical Education programs.

2P1: Earned Recognized Postsecondary Credential

The Perkins V State Determined Performance Level (SDPL) is 50.5%, whereas the actual performance was 51.8% in 2022-2023, meeting 102.6% of the SDPL. Performance on this target increased 2.3% from 2021-2022 data. SBCTC's actual performance is based on 10,379 out of 20,024 concentrators meeting the desired outcome. In 2021-2022 we reported performance of 49.5% based on 10,677 out of 21,550 concentrators meeting the desired outcome.

-SBCTC's Credentials Awarded Dashboard shows a decline of 11.3% from 2021-2022 to 2022-2023 for all credentials awarded. Between 22-23 and 23-24 there was an increase of 6.8% in credentials awarded statewide. Specific to associate degrees, there was a 1.1% increase in academic degrees awarded comparing 22-23 to 23-24 compared to a 1.5% decrease in workforce degrees. Across all credentials awarded, Workforce programs were reported with a 11.4% growth from 22-23.

-As stated often in college's annual reports and local applications, a barrier to credential completion rates is the students who are hired by industry before degree completion due to labor market demand and the high wages. This is supported by the Washington State Employment Security Department's 2023 Labor Market and Economic Report, which noted that "In 2023, Washington's labor market continued its recovery from the COVID-19 recession.

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

-Revising the curriculum to require corequisites and embed supplemental instruction, which reduces the need for separate remedial courses.

-Providing more holistic student support services.

-Purchasing industry standard equipment and software.

-Supporting early alert technology and staff to proactively address barriers for students.

3P1: Non-Traditional Program Concentration

The Perkins V state performance target is 21.0%, whereas the actual performance was 21.0% in 2022-2023. Performance on this target increased by 0.9% from 2021-2022 data based on 3,316 out of 15,777 students enrolling in non-traditional programs.

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

-Developing relevant and updated outreach materials, videos, and social media highlighting non-traditional populations.

-Focus on hiring faculty that are reflective of non-traditional populations.

-Recruiting advisory committee members that match the underrepresented gender of non-traditional fields.

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

-Funding hands-on events to highlight non-traditional fields.

-Intentional focus on non-trad outreach and recruitment.

-Professional development for faculty to bring awareness of the experiences of underrepresented students in non-traditional pathways.

See Supporting Documentation #4 PS_Performance Disparities for more information

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: 2S2: Academic Proficiency in Mathematics

Disaggregated Categories: Female; 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; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Education & Training; 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 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.

See Supporting Documentation #6 S_Performance Improvement Plan

Staff Member(s):

CTE Program Supervisors – Michelle Spenser and Holli Kalaleh.

Course Equivalency – Stanley Weaver.

CTE Perkins Administration – Clarisse Leong, Deifi Stolz.

Krista Fox

Kari Morgan

Rebecca Wallace

Timeline:

August 31, 2025 - action steps completion date

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

A. State: Washington

B. PR/Award Numbers:
Title I Basic Grant to States: V048A230047

C. Period covered by this report:
Start Date: 7/1/2023
End Date: 6/30/2024

D. Individual Serving as the State Director for Career and Technical Education:
Name: Eleni Papadakis
Official Position Title: Executive Director
Agency: Workforce Training and Education Coordinating Board
Telephone: 3607094600
Email: eleni.papadakis@wtb.wa.gov

E. Lead Individuals Completing This Report:
Individual completing the Narrative Performance Report: Paulette Beadling
Individual completing the Financial Status Reports: Lisa Engelhart
Individual completing the Performance Reports: Joe Wilcox

1. State Name   Washington

2. Federal Funding Period

Start Date   7/1/2023

End Date   9/30/2024

3. Reporting Period

Start Date   7/1/2023

End Date   9/30/2024

4. Accounting Basis   0

5. Grant Award Number

Perkins V Grant   V048A230047

6. Grant Award Amount

Perkins V Grant   25945021

7. Amended Interim FSR   FALSE

Date of Ammended FSR

Additional Information:

Row		1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New Outlays This Report Period (Column 2 - 3)	5 Net Outlays To Date (Column 1 + 4)	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays (Column 5 - 6)	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds (Column 10 - 9)
	FUNDS FOR LOCAL DISTRIBUTION											
	RESERVE FUNDS											
A	Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	970,343.00	970,343.00	970,343.00	0.00
B	Funds for Postsecondary Recipients	0.00	1,234,983.00	0.00	1,234,983.00	1,234,983.00	0.00	1,234,983.00	0.00	1,234,983.00	1,234,983.00	0.00
C	Subtotal Reserve Funds (Row A + B)	0.00	1,234,983.00	0.00	1,234,983.00	1,234,983.00	0.00	1,234,983.00	970,343.00	2,205,326.00	2,205,326.00	0.00
	LOCAL FORMULA FUNDS											
D	Funds for Secondary Recipients	0.00	658,584,224.00	0.00	658,584,224.00	658,584,224.00	653,358,518.00	5,225,706.00	3,507,389.00	8,733,095.00	8,733,095.00	0.00
E	Funds for Postsecondary Recipients	0.00	285,642,502.86	0.00	285,642,502.86	285,642,502.86	274,883,041.00	10,759,461.86	355,385.14	11,114,847.00	11,114,847.00	0.00
F	Subtotal Local Formula Funds (Row D + E)	0.00	944,226,726.86	0.00	944,226,726.86	944,226,726.86	928,241,559.00	15,985,167.86	3,862,774.14	19,847,942.00	19,847,942.00	0.00
G	Subtotal Funds for Local Distribution (Row C + F)	0.00	945,461,709.86	0.00	945,461,709.86	945,461,709.86	928,241,559.00	17,220,150.86	4,833,117.14	22,053,268.00	22,053,268.00	0.00
	FUNDS FOR STATE LEADERSHIP											
H	Funds for State Institutions	0.00	30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	30,000.00	60,000.00	60,000.00	0.00
I	Funds for Nontraditional Preparation	0.00	70,797.01	0.00	70,797.01	70,797.01	0.00	70,797.01	188,653.99	259,451.00	259,451.00	0.00
J	Funds for Special Population Recruitment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,594.00	2,594.00	2,594.00	0.00
K	Funds for Other Leadership Activities	0.00	177,392,906.00	0.00	177,392,906.00	177,392,906.00	177,379,254.00	13,652.00	2,258,805.00	2,272,457.00	2,272,457.00	0.00
L	Subtotal Funds for State Leadership (Row H + I + J + K)	0.00	177,493,703.01	0.00	177,493,703.01	177,493,703.01	177,379,254.00	114,449.01	2,480,052.99	2,594,502.00	2,594,502.00	0.00
	STATE ADMINISTRATION											
M	Subtotal Funds for State Administration	0.00	755,684.70	0.00	755,684.70	755,684.70	459,879.76	295,804.94	1,001,446.06	1,297,251.00	1,297,251.00	0.00
N	Total Funds	0.00	1,123,711,097.57	0.00	1,123,711,097.57	1,123,711,097.57	1,106,080,692.76	17,630,404.81	8,314,616.19	25,945,021.00	25,945,021.00	0.00

1. State Name	Washington	
2. Federal Funding Period		Perkins V Grant
Start Date	7/1/2022	**6. Grant Award Amount**
End Date	9/30/2023	Perkins V Grant
3. Reporting Period		**7. Amended Final FSR**
Start Date	7/1/2022	Date of Ammended FSR
End Date	9/30/2024	**Additional Information:**
4. Accounting Basis	0	

5. Grant Award Number		
Perkins V Grant	V048A220047	
6. Grant Award Amount		
Perkins V Grant	24994750	
7. Amended Final FSR	FALSE	
Date of Ammended FSR		
Additional Information:	Exlanation on underspending the Funds for Non Traditional	

Row		1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New Outlays This Report Period (Column 2 - 3)	5 Net Outlays To Date (Column 1 + 4)	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays (Column 5 - 6)	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds (Column 10 - 9)
	FUNDS FOR LOCAL DISTRIBUTION											
	RESERVE FUNDS											
A	Funds for Secondary Recipients	0.00	934,803.00	0.00	934,803.00	934,803.00	0.00	934,803.00	0.00	934,803.00	934,803.00	0.00
B	Funds for Postsecondary Recipients	1,189,750.00	0.00	0.00	0.00	1,189,750.00	0.00	1,189,750.00	0.00	1,189,750.00	1,189,750.00	0.00
C	Subtotal Reserve Funds (Row A + B)	1,189,750.00	934,803.00	0.00	934,803.00	2,124,553.00	0.00	2,124,553.00	0.00	2,124,553.00	2,124,553.00	0.00
	LOCAL FORMULA FUNDS											
D	Funds for Secondary Recipients	630,457,605.00	6,176,242.00	0.00	6,176,242.00	636,633,847.00	628,220,614.00	8,413,233.00	0.00	8,413,233.00	8,413,233.00	0.00
E	Funds for Postsecondary Recipients	284,782,041.55	835,357.45	0.00	835,357.45	285,617,399.00	274,909,648.00	10,707,751.00	0.00	10,707,751.00	10,707,751.00	0.00
F	Subtotal Local Formula Funds (Row D + E)	915,239,646.55	7,011,599.45	0.00	7,011,599.45	922,251,246.00	903,130,262.00	19,120,984.00	0.00	19,120,984.00	19,120,984.00	0.00
G	Subtotal Funds for Local Distribution (Row C + F)	916,429,396.55	7,946,402.45	0.00	7,946,402.45	924,375,799.00	903,130,262.00	21,245,537.00	0.00	21,245,537.00	21,245,537.00	0.00
	FUNDS FOR STATE LEADERSHIP											
H	Funds for State Institutions	21,448.06	228,499.94	0.00	228,499.94	249,948.00	0.00	249,948.00	0.00	249,948.00	249,948.00	0.00
I	Funds for Nontraditional Preparation	55,828.62	30.51	0.00	30.51	55,859.13	0.00	55,859.13	0.00	55,859.13	60,000.00	4,140.87
J	Funds for Special Population Recruitment	0.00	2,490.85	0.00	2,490.85	2,490.85	0.00	2,490.85	0.00	2,490.85	2,499.00	8.15
K	Funds for Other Leadership Activities	155,898,456.65	1,829,996.35	0.00	1,829,996.35	157,728,453.00	155,541,426.00	2,187,027.00	0.00	2,187,027.00	2,187,027.00	0.00
L	Subtotal Funds for State Leadership (Row H + I + J + K)	155,975,733.33	2,061,017.65	0.00	2,061,017.65	158,036,750.98	155,541,426.00	2,495,324.98	0.00	2,495,324.98	2,499,474.00	4,149.02
	STATE ADMINISTRATION											
M	Subtotal Funds for State Administration	838,548.92	581,741.84	0.00	581,741.84	1,420,290.76	710,143.06	710,147.70	0.00	710,147.70	1,249,738.00	539,590.30
N	Total Funds	1,073,243,678.80	10,589,161.94	0.00	10,589,161.94	1,083,832,840.74	1,059,381,831.06	24,451,009.68	0.00	24,451,009.68	24,994,749.00	543,739.32

Row	Populations	Number of Se	Agri. Food &	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & T	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law,. Public S	Manufacturin	Marketing	STEM	Transp. Distr.	Other (specify)
			Career Clusters																
1	Grand Total	193053	40502	6024	68821	19940	17749	18577	4018	66069	24302	24319	31012	7717	16311	21800	27871	6890	13952
	GENDER																		
2	Male	101930	21207	4940	35757	10290	6214	10392	2483	30569	11710	8890	19787	4049	12794	12079	18979	5859	7481
3	Female	89902	19075	1062	32550	9556	11303	8087	1516	35117	12461	15290	11060	3620	3474	9641	8742	1013	6362
	RACE/ETHNICITY (1997 Revised Standards)																		
4	American Ind	2117	622	108	709	209	153	181	50	575	361	329	302	41	214	167	408	70	167
5	Asian	16931	2070	153	5663	1605	992	1734	241	5407	1736	1746	4774	660	818	2339	2362	232	841
6	Black or Africa	8683	1304	134	3580	921	808	619	273	3271	1473	1213	1364	375	523	1156	1030	152	911
7	Hispanic/Lati	51524	13174	2094	19353	5367	3371	5648	974	18378	7021	8385	7972	2135	4303	5993	7750	1926	4372
8	Native Hawai	2647	450	88	1094	237	329	215	152	981	420	391	382	90	170	391	328	80	264
9	White	95105	20265	3161	32366	10121	10322	8878	1899	31696	11124	10276	13785	3796	9112	9874	13785	3963	6139
10	Two or More	15968	2576	286	6047	1476	1771	1289	427	5730	2164	1954	2402	619	1163	1870	2200	467	1254
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																		
11	Individuals W	22986	6027	908	8285	2016	1902	1764	766	7130	3446	2877	3198	873	2489	1864	3405	1147	2181
12	Individuals fro	88257	21520	3093	32489	9253	7514	8394	2214	31260	12009	12685	14146	3292	8081	9716	13298	3239	7656
13	Individuals Pr	44236	8838	976	6484	2438	703	36	0	6352	8094	2737	4798	772	2663	144	3858	729	0
14	Single Parent:	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
15	Out of Workf	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
16	English Learn	19155	5143	816	7828	1755	892	2041	371	6709	2685	2775	3134	682	1736	2205	2960	665	1682
17	Homeless Ind	6069	1519	222	2349	671	452	639	203	2096	894	857	897	250	540	607	959	208	603
18	Youth In Fost	408	109	9	163	41	36	33	18	168	51	67	61	18	50	24	59	13	44
19	Youth with Pa	4363	758	89	1587	456	394	297	373	1693	529	609	715	124	392	459	701	189	333
20	Migrant Stud	4720	1780	346	1591	563	211	661	51	1634	604	865	950	166	279	471	789	188	371

Definition for Secondary CTE Participant Enrollment

Additional Information Related to Gender Counts

<p>1214 secondary CTE students reported as "Gender X" as allowed by Washington state law.</p>

Additional Information Related to Race/Ethnicity Counts

<p>The discrepency is explained by the presence of NULL/"Not Provided" values in students' demographic characteristics (i.e., situations where a participant or concentrator did not have a reported race/ethnicity). Here's a breakdown reconciling each of the summed totals and grand totals:</p>

<p>7 students had a NULL value for their race/ethnicity.</p>

<p>An additional 71 had a value of "Not Provided"—which isn't technically NULL but still does not have a dedicated "row" in the reporting template.</p>

Additional Information

<p>The "Number of Secondary Students" are unduplicated counts. Other Column - Includes only CIP code 320107. Single Parents & Out of Workforce Individuals not reported. Beginning in this reporting year, we have re-operationalized the "Individuals Preparing for Non-traditional Fields" category. Previously, when a CTE Participant took a course that was non-traditional for their gender, they were counted as a non-traditional participant in every cluster they achieved "participant" status in. Now, when a CTE Participant takes a course that is non-traditional for their gender, they are only counted as a non-traditional participant for the cluster(s) in which the non-traditional coursework was taken. We believe that this new approach better aligns with the intentions of this reporting.</p>

Row	Populations	Number of Participants	Agri. Food & Nat.	Arch. & Const	Arts, AV, Tech	Business Mgmt	Education & T	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law,. Public S	Manufacturin	Marketing	STEM	Transp. Distr.	Other (specify)
																			Career Clusters
1	Grand Total	82707	1635	10859	2117	9074	6323	11	-9	20546	1614	3765	7376	2634	7617	1291	1583	3539	2723
	GENDER																		
2	Male	37062	714	8348	941	3171	450	6	-9	3758	736	789	5045	1284	6081	453	1114	2915	1257
3	Female	45645	921	2511	1176	5903	5873	5	-9	16788	878	2976	2331	1350	1536	838	469	624	1466
	RACE/ETHNICITY (1997 Revised Standards)																		
4	American Ind	723	17	93	5	115	55	0	-9	126	14	65	42	19	75	15	14	41	27
5	Asian	6658	27	369	202	648	411	2	-9	2390	159	135	848	96	731	124	77	208	231
6	Black or Africa	6240	23	525	134	892	447	0	-9	2023	137	343	769	156	327	122	32	173	137
7	Hispanic/Latin	14658	218	1461	246	1775	1953	2	-9	3813	238	588	1154	555	1088	250	242	742	333
8	Native Hawai	413	1	55	9	61	29	0	-9	97	11	14	43	15	39	4	7	14	14
9	White	33660	798	3976	988	3732	2222	6	-9	8129	640	1799	2725	1236	3371	508	770	1537	1223
10	Two or More	5981	57	556	190	672	371	1	-9	1635	143	374	626	234	526	103	100	238	155
11	Unknown	14374	494	3824	343	1179	835	0	-9	2333	272	447	1169	323	1460	165	341	586	603
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																		
12	Individuals W	5066	86	172	171	632	378	1	-9	1636	111	415	597	149	343	81	82	151	61
13	Individuals fro	33127	502	1141	699	4571	4054	7	-9	10113	661	2050	3398	1129	2154	679	207	1606	156
14	Individuals Pr	14191	474	2488	193	2685	348	6	-9	2299	641	620	1360	808	1508	49	89	623	0
15	Single Parents	5397	40	115	43	1014	653	2	-9	1943	65	499	315	230	191	126	18	118	25
16	Out of Workf	5455	97	205	205	859	338	0	-9	1389	152	353	709	216	390	123	61	295	63
17	English Learn	331	1	9	1	50	88	0	-9	96	8	7	29	2	10	2	1	5	22
18	Homeless Ind	-1	-1	-1	-1	-1	-1	-1	-9	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
19	Youth In Fost	725	12	39	16	108	79	0	-9	216	10	42	83	24	32	17	9	28	10
20	Youth with Pa	-1	-1	-1	-1	-1	-1	-1	-9	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1

Definition for Postsecondary CTE Participant Enrollment

Additional Information Related to Gender Counts

<p>Perkins V Gender Counts report unduplicated headcount of female and male students. Unknown gender has been recoded into either female or male proportionally.</p>

Additional Information Related to Race/Ethnicity Counts

<p>Perkins V Race/Ethnicity Counts report unduplicated headcount of customized Perkins race/ethnicity including American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiians or Other Pacific Islanders, White, Two or More Races, Unknown.</p>

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. Column T: CIP TYPE: Non-vocational Program, CIP TITLE: UKNOWN CIP, PROGRAM CIP: 000000, HEADCOUNT: 2605 CIP TYPE: VOCATIONAL PROGRAM, CIP TITLE: New Chance, PROGRAM CIP: 980002, HEADCOUNT: 118</p>

Row	Populations	Number of Se	Agri. Food & I	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & T	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law,. Public S	Manufacturin	Marketing	STEM	Transp. Distr.	Other (specify)
	Career Clusters																		
1	Grand Total	38817	6947	1162	10453	1928	4593	504	715	7765	1645	1804	3296	901	2358	2048	3733	1744	-9
	GENDER																		
2	Male	20550	3764	1034	5311	898	1548	312	465	2605	755	377	2479	537	2063	1103	2804	1535	-9
3	Female	18066	3152	125	5066	1026	3003	192	246	5125	886	1421	800	361	291	939	904	208	-9
	RACE/ETHNICITY (1997 Revised Standards)																		
4	American Ind	422	121	20	116	25	28	4	12	57	44	27	16	6	27	17	42	21	-9
5	Asian	3237	183	20	838	196	220	88	34	648	88	81	907	18	73	240	399	48	-9
6	Black or Africa	1465	123	26	503	44	176	9	47	357	83	69	125	18	46	97	117	31	-9
7	Hispanic/Lati	10136	2316	400	2695	519	741	113	168	2434	475	755	539	219	575	458	912	462	-9
8	Native Hawai	440	52	19	153	12	69	8	27	107	23	13	17	8	18	24	27	11	-9
9	White	20171	3786	617	5232	1003	2935	244	353	3570	812	765	1449	565	1470	1031	1976	1078	-9
10	Two or More	2946	366	60	916	129	424	38	74	592	120	94	243	67	149	181	260	93	-9
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																		
11	Individuals W	4901	1314	205	1284	135	425	35	121	642	331	224	259	162	401	161	441	368	-9
12	Individuals fro	19767	4279	704	5266	977	1955	171	425	4182	985	1157	1228	467	1305	847	1777	918	-9
13	Individuals Pr	8694	2586	111	1979	401	75	6	0	1151	672	194	696	348	250	46	530	189	-9
14	Single Parent:	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
15	Out of Workf	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
16	English Learn	3489	810	161	896	128	159	45	43	763	161	248	196	73	193	143	310	207	-9
17	Homeless Ind	2999	657	120	776	161	308	19	83	565	179	170	157	84	169	109	257	128	-9
18	Youth In Fost	139	28	3	32	12	15	1	6	28	7	11	2	9	6	3	11	5	-9
19	Youth with Pa	808	113	18	229	45	92	6	80	139	38	31	71	17	43	37	80	29	-9
20	Migrant Stud	1165	402	74	198	75	45	16	8	283	40	145	66	33	51	29	121	62	-9

Definition for Secondary CTE Concentrator Enrollment

Additional Information Related to Gender Counts

<p>201 secondary CTE students reported as "Gender X" as allowed by Washington state law. </p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>The "Number of Secondary Students" are unduplicated counts. Single Parents & Out of Workforce Individuals not reported.

Beginning in this reporting year, we have re-operationalized the "Individuals Preparing for Non-traditional Fields" category. Previously, when a CTE Concentrator took a course that was non-traditional for their gender, they were counted as a non-traditional concentrator in every cluster they achieved "concentrator" status in. Now, when a CTE Concentrator takes a course that is non-traditional for their gender, they are only counted as a non-traditional concentrator for the cluster(s) in which the non-traditional coursework was taken. We believe that this new approach better aligns with the intentions of this reporting.

Row	Populations	Number of Pc	Agri. Food & I	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & T	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law,. Public S	Manufacturin	Marketing	STEM	Transp. Distr.	Other (specify)
																		Career Clusters	
1	Grand Total	59821	922	7495	1708	6408	4480	8	-9	15973	1332	2662	5687	2020	5488	941	833	2921	943
	GENDER																		
2	Male	27299	477	6374	770	2078	308	3	-9	2959	599	527	3882	996	4549	326	629	2419	403
3	Female	32522	445	1121	938	4330	4172	5	-9	13014	733	2135	1805	1024	939	615	204	502	540
	RACE/ETHNICITY (1997 Revised Standards)																		
4	American Ind	467	12	60	3	61	33	0	-9	97	9	41	26	12	56	13	6	28	10
5	Asian	5088	21	285	158	482	284	2	-9	1931	142	75	690	74	527	98	52	193	74
6	Black or Africa	4235	12	361	99	538	312	0	-9	1447	106	206	542	106	241	79	17	129	40
7	Hispanic/Lati	10751	138	1045	191	1226	1450	1	-9	2925	195	436	864	418	821	176	127	614	124
8	Native Hawai	310	1	44	8	48	17	0	-9	72	8	9	36	14	28	3	5	9	8
9	White	25901	605	3069	828	2786	1605	4	-9	6651	540	1359	2195	985	2629	378	456	1302	509
10	Two or More	4339	40	424	157	458	253	1	-9	1212	112	244	483	178	395	78	61	182	61
11	Unknown	8730	93	2207	264	809	526	0	-9	1638	220	292	851	233	791	116	109	464	117
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																		
12	Individuals W	3980	74	126	146	468	268	1	-9	1363	93	329	479	108	264	61	64	118	18
13	Individuals fr	26676	415	969	622	3525	3069	6	-9	8417	551	1574	2732	875	1852	525	161	1362	21
14	Individuals Pr	9680	379	1105	156	1884	233	3	-9	1831	553	401	999	606	920	39	70	501	0
15	Single Parent	3778	23	84	29	684	469	2	-9	1399	45	336	216	149	149	85	13	85	10
16	Out of Workf	4132	75	159	159	640	242	0	-9	1065	126	227	562	176	318	88	34	237	24
17	English Learn	71	0	3	0	9	31	0	-9	17	0	0	5	1	3	0	0	2	0
18	Homeless Ind	-1	-1	-1	-1	-1	-1	-1	-9	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
19	Youth In Fost	600	11	35	15	83	59	0	0	185	8	34	72	17	30	14	7	26	4
20	Youth with Pa	-1	-1	-1	-1	-1	-1	-1	-9	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1

Definition for Postsecondary CTE Concentrator Enrollment

Additional Information Related to Gender Counts

<p>Perkins V Gender Counts report unduplicated headcount of female and male students. Unknown gender has been recoded into either female or male proportionally.</p>

Additional Information Related to Race/Ethnicity Counts

<p>Perkins V Race/Ethnicity Counts report unduplicated headcount of customized Perkins race/ethnicity including American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiians or Other Pacific Islanders, White, Two or More Races, Unknown.</p>

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. Column T: CIP TYPE: Non-vocational Program, CIP TITLE: UKNOWN CIP, PROGRAM CIP: 000000, HEADCOUNT: 942 CIP TYPE: VOCATIONAL PROGRAM, CIP TITLE: New Chance, PROGRAM CIP: 980002, HEADCOUNT: 1</p>

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	36612	38072	86.80%	96.17%	9.37	E
GENDER							
2	Male	19202	20115	86.80%	95.46%	8.66	E
3	Female	17224	17761	86.80%	96.98%	10.18	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	372	409	86.80%	90.95%	4.15	E
5	Asian	3134	3201	86.80%	97.91%	11.11	E
6	Black or African American	1359	1434	86.80%	94.77%	7.97	E
7	Hispanic or Latino	9539	10003	86.80%	95.36%	8.56	E
8	Native Hawaiian or Other Pacific Islander	418	433	86.80%	96.54%	9.74	E
9	White	19002	19703	86.80%	96.44%	9.64	E
10	Two or More Races	2788	2889	86.80%	96.50%	9.70	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	4174	4791	86.80%	87.12%	0.32	E
12	Individuals from Economically Disadvantaged Families	18363	19415	86.80%	94.58%	7.78	E
13	Individuals Preparing for Non-traditional Fields	8291	8576	86.80%	96.68%	9.88	E
14	Single Parents	-1	-1	86.80%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	86.80%	N/A	N/A	N/A
16	English Learners	3175	3440	86.80%	92.30%	5.50	E
17	Homeless Individuals	2684	2933	86.80%	91.51%	4.71	E
18	Youth in Foster Care	115	130	86.80%	88.46%	1.66	E
19	Youth with Parent in Active Military	715	738	86.80%	96.88%	10.08	E
20	Migrant Students	1095	1152	86.80%	95.05%	8.25	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	6428	6791	86.80%	94.65%	7.85	E
22	Architecture & Construction	1103	1141	86.80%	96.67%	9.87	E
23	Arts, A/V Technology & Communications	9934	10302	86.80%	96.43%	9.63	E
24	Business Management & Administration	1865	1912	86.80%	97.54%	10.74	E
25	Education & Training	4437	4534	86.80%	97.86%	11.06	E
26	Finance	497	503	86.80%	98.81%	12.01	E
27	Government & Public Administration	640	670	86.80%	95.52%	8.72	E
28	Health Science	7517	7671	86.80%	97.99%	11.19	E
29	Hospitality & Tourism	1522	1619	86.80%	94.01%	7.21	E
30	Human Services	1717	1785	86.80%	96.19%	9.39	E
31	Information Technology	3181	3254	86.80%	97.76%	10.96	E
32	Law, Public Safety, Corrections & Security	836	878	86.80%	95.22%	8.42	E
33	Manufacturing	2221	2310	86.80%	96.15%	9.35	E
34	Marketing	1974	2023	86.80%	97.58%	10.78	E
35	Science, Technology, Engineering & Mathematics	3559	3674	86.80%	96.87%	10.07	E
36	Transportation, Distribution & Logistics	1639	1708	86.80%	95.96%	9.16	E
37	Other: Please Identify:	-9	-9	86.80%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 186 Numerator 196 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

1S2: Extended-Year Graduation Rate

Numerator Definition

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

Denominator Definition

All CTE concentrators in the five-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	34972	36092	89.80%	96.90%	7.10	E
GENDER							
2	Male	18568	19271	89.80%	96.35%	6.55	E
3	Female	16264	16677	89.80%	97.52%	7.72	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	358	385	89.80%	92.99%	3.19	E
5	Asian	2939	2987	89.80%	98.39%	8.59	E
6	Black or African American	1270	1318	89.80%	96.36%	6.56	E
7	Hispanic or Latino	8769	9049	89.80%	96.91%	7.11	E
8	Native Hawaiian or Other Pacific Islander	371	385	89.80%	96.36%	6.56	E
9	White	18630	19250	89.80%	96.78%	6.98	E
10	Two or More Races	2633	2716	89.80%	96.94%	7.14	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	4021	4491	89.80%	89.53%	-0.27	Y
12	Individuals from Economically Disadvantaged Families	17142	17923	89.80%	95.64%	5.84	E
13	Individuals Preparing for Non-traditional Fields	7427	7628	89.80%	97.36%	7.56	E
14	Single Parents	-1	-1	89.80%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	89.80%	N/A	N/A	N/A
16	English Learners	3039	3196	89.80%	95.09%	5.29	E
17	Homeless Individuals	2693	2902	89.80%	92.80%	3.00	E
18	Youth in Foster Care	133	149	89.80%	89.26%	-0.54	Y
19	Youth with Parent in Active Military	548	558	89.80%	98.21%	8.41	E
20	Migrant Students	1013	1039	89.80%	97.50%	7.70	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	6020	6298	89.80%	95.59%	5.79	E
22	Architecture & Construction	935	970	89.80%	96.39%	6.59	E
23	Arts, A/V Technology & Communications	9571	9845	89.80%	97.22%	7.42	E
24	Business Management & Administration	1766	1806	89.80%	97.79%	7.99	E
25	Education & Training	4014	4087	89.80%	98.21%	8.41	E
26	Finance	515	516	89.80%	99.81%	10.01	E
27	Government & Public Administration	718	755	89.80%	95.10%	5.30	E
28	Health Science	7087	7189	89.80%	98.58%	8.78	E
29	Hospitality & Tourism	1398	1480	89.80%	94.46%	4.66	E
30	Human Services	1656	1703	89.80%	97.24%	7.44	E
31	Information Technology	3026	3080	89.80%	98.25%	8.45	E
32	Law, Public Safety, Corrections & Security	765	781	89.80%	97.95%	8.15	E
33	Manufacturing	2115	2195	89.80%	96.36%	6.56	E
34	Marketing	1774	1814	89.80%	97.79%	7.99	E
35	Science, Technology, Engineering & Mathematics	3405	3487	89.80%	97.65%	7.85	E
36	Transportation, Distribution & Logistics	1499	1567	89.80%	95.66%	5.86	E
37	Other: Please Identify:	-9	-9	89.80%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 140 Numerator 144 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

<p>The discrepancy is explained by the presence of NULL/"Not Provided" values in students' demographic characteristics (i.e., situations where a participant or concentrator did not have a reported race/ethnicity). Here's a breakdown reconciling each of the summed totals and grand totals:</p>

<p>Two students had a Null value for their race/ethnicity.</p>

<p>Race/Ethnicity Numerator: 358+2939+1270+8769+371+18630+2633 + 2 Unknown =34972</p>

Additional Information

<p>The data reported above is for the 2023 cohort of students. Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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	25530	37684	69.00%	67.75%	-1.25	Y
GENDER							
2	Male	12781	19919	69.00%	64.16%	-4.84	Y
3	Female	12607	17572	69.00%	71.74%	2.74	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	196	404	69.00%	48.51%	-20.49	N
5	Asian	2629	3163	69.00%	83.12%	14.12	E
6	Black or African American	709	1393	69.00%	50.90%	-18.10	N
7	Hispanic or Latino	5344	9898	69.00%	53.99%	-15.01	N
8	Native Hawaiian or Other Pacific Islander	189	427	69.00%	44.26%	-24.74	N
9	White	14442	19532	69.00%	73.94%	4.94	E
10	Two or More Races	2021	2867	69.00%	70.49%	1.49	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	1238	4758	69.00%	26.02%	-42.98	N
12	Individuals from Economically Disadvantaged Families	10783	19211	69.00%	56.13%	-12.87	N
13	Individuals Preparing for Non-traditional Fields	5752	8499	69.00%	67.68%	-1.32	Y
14	Single Parents	-1	-1	69.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	69.00%	N/A	N/A	N/A
16	English Learners	720	3342	69.00%	21.54%	-47.46	N
17	Homeless Individuals	1339	2879	69.00%	46.51%	-22.49	N
18	Youth in Foster Care	50	128	69.00%	39.06%	-29.94	N
19	Youth with Parent in Active Military	539	703	69.00%	76.67%	7.67	E
20	Migrant Students	483	1136	69.00%	42.52%	-26.48	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	3867	6744	69.00%	57.34%	-11.66	N
22	Architecture & Construction	586	1132	69.00%	51.77%	-17.23	N
23	Arts, A/V Technology & Communications	7058	10193	69.00%	69.24%	0.24	E
24	Business Management & Administration	1317	1896	69.00%	69.46%	0.46	E
25	Education & Training	3406	4519	69.00%	75.37%	6.37	E
26	Finance	382	494	69.00%	77.33%	8.33	E
27	Government & Public Administration	406	659	69.00%	61.61%	-7.39	N
28	Health Science	5332	7610	69.00%	70.07%	1.07	E
29	Hospitality & Tourism	941	1599	69.00%	58.85%	-10.15	N
30	Human Services	1087	1768	69.00%	61.48%	-7.52	N
31	Information Technology	2636	3222	69.00%	81.81%	12.81	E
32	Law, Public Safety, Corrections & Security	538	868	69.00%	61.98%	-7.02	N
33	Manufacturing	1356	2287	69.00%	59.29%	-9.71	N
34	Marketing	1432	2003	69.00%	71.49%	2.49	E
35	Science, Technology, Engineering & Mathematics	2566	3655	69.00%	70.21%	1.21	E
36	Transportation, Distribution & Logistics	908	1695	69.00%	53.57%	-15.43	N
37	Other: Please Identify:	-9	-9	69.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 142 Numerator 193 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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	12878	37704	39.40%	34.16%	-5.24	N
GENDER							
2	Male	7166	19931	39.40%	35.95%	-3.45	Y
3	Female	5644	17579	39.40%	32.11%	-7.29	N
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	59	404	39.40%	14.60%	-24.80	N
5	Asian	2004	3164	39.40%	63.34%	23.94	E
6	Black or African American	221	1408	39.40%	15.70%	-23.70	N
7	Hispanic or Latino	1696	9904	39.40%	17.12%	-22.28	N
8	Native Hawaiian or Other Pacific Islander	47	425	39.40%	11.06%	-28.34	N
9	White	7832	19533	39.40%	40.10%	0.70	E
10	Two or More Races	1019	2866	39.40%	35.55%	-3.85	Y
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	390	4757	39.40%	8.20%	-31.20	N
12	Individuals from Economically Disadvantaged Families	3843	19230	39.40%	19.98%	-19.42	N
13	Individuals Preparing for Non-traditional Fields	2568	8502	39.40%	30.20%	-9.20	N
14	Single Parents	-1	-1	39.40%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	39.40%	N/A	N/A	N/A
16	English Learners	223	3364	39.40%	6.63%	-32.77	N
17	Homeless Individuals	392	2889	39.40%	13.57%	-25.83	N
18	Youth in Foster Care	15	128	39.40%	11.72%	-27.68	N
19	Youth with Parent in Active Military	249	706	39.40%	35.27%	-4.13	N
20	Migrant Students	110	1138	39.40%	9.67%	-29.73	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	1460	6749	39.40%	21.63%	-17.77	N
22	Architecture & Construction	216	1129	39.40%	19.13%	-20.27	N
23	Arts, A/V Technology & Communications	3454	10203	39.40%	33.85%	-5.55	N
24	Business Management & Administration	712	1897	39.40%	37.53%	-1.87	Y
25	Education & Training	1598	4523	39.40%	35.33%	-4.07	N
26	Finance	266	494	39.40%	53.85%	14.45	E
27	Government & Public Administration	186	660	39.40%	28.18%	-11.22	N
28	Health Science	2435	7607	39.40%	32.01%	-7.39	N
29	Hospitality & Tourism	372	1598	39.40%	23.28%	-16.12	N
30	Human Services	364	1769	39.40%	20.58%	-18.82	N
31	Information Technology	1974	3226	39.40%	61.19%	21.79	E
32	Law, Public Safety, Corrections & Security	171	868	39.40%	19.70%	-19.70	N
33	Manufacturing	619	2289	39.40%	27.04%	-12.36	N
34	Marketing	779	2005	39.40%	38.85%	-0.55	Y
35	Science, Technology, Engineering & Mathematics	1675	3659	39.40%	45.78%	6.38	E
36	Transportation, Distribution & Logistics	385	1693	39.40%	22.74%	-16.66	N
37	Other: Please Identify:	-9	-9	39.40%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 68 Numerator 194 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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	15149	37788	30.10%	40.09%	9.99	E
	GENDER						
2	Male	8657	19961	30.10%	43.37%	13.27	E
3	Female	6396	17635	30.10%	36.27%	6.17	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	123	409	30.10%	30.07%	-0.03	Y
5	Asian	1617	3181	30.10%	50.83%	20.73	E
6	Black or African American	308	1417	30.10%	21.74%	-8.36	N
7	Hispanic or Latino	2679	9928	30.10%	26.98%	-3.12	N
8	Native Hawaiian or Other Pacific Islander	74	427	30.10%	17.33%	-12.77	N
9	White	9134	19555	30.10%	46.71%	16.61	E
10	Two or More Races	1214	2871	30.10%	42.28%	12.18	E
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	718	4755	30.10%	15.10%	-15.00	N
12	Individuals from Economically Disadvantaged Families	5866	19245	30.10%	30.48%	0.38	E
13	Individuals Preparing for Non-traditional Fields	3223	8520	30.10%	37.83%	7.73	E
14	Single Parents	-1	-1	30.10%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	30.10%	N/A	N/A	N/A
16	English Learners	288	3384	30.10%	8.51%	-21.59	N
17	Homeless Individuals	684	2888	30.10%	23.68%	-6.42	N
18	Youth in Foster Care	29	128	30.10%	22.66%	-7.44	N
19	Youth with Parent in Active Military	329	727	30.10%	45.25%	15.15	E
20	Migrant Students	218	1143	30.10%	19.07%	-11.03	N
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	2179	6742	30.10%	32.32%	2.22	E
22	Architecture & Construction	331	1134	30.10%	29.19%	-0.91	Y
23	Arts, A/V Technology & Communications	4182	10241	30.10%	40.84%	10.74	E
24	Business Management & Administration	826	1896	30.10%	43.57%	13.47	E
25	Education & Training	1935	4515	30.10%	42.86%	12.76	E
26	Finance	238	500	30.10%	47.60%	17.50	E
27	Government & Public Administration	268	662	30.10%	40.48%	10.38	E
28	Health Science	2844	7626	30.10%	37.29%	7.19	E
29	Hospitality & Tourism	550	1610	30.10%	34.16%	4.06	E
30	Human Services	469	1776	30.10%	26.41%	-3.69	N
31	Information Technology	1908	3237	30.10%	58.94%	28.84	E
32	Law, Public Safety, Corrections & Security	285	873	30.10%	32.65%	2.55	E
33	Manufacturing	928	2295	30.10%	40.44%	10.34	E
34	Marketing	750	2017	30.10%	37.18%	7.08	E
35	Science, Technology, Engineering & Mathematics	1883	3645	30.10%	51.66%	21.56	E
36	Transportation, Distribution & Logistics	586	1699	30.10%	34.49%	4.39	E
37	Other: Please Identify:	-9	-9	30.10%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 96 Numerator 192 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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, 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	28058	35337	68.00%	79.40%	11.40	E
	GENDER						
2	Male	14399	18781	68.00%	76.67%	8.67	E
3	Female	13561	16414	68.00%	82.62%	14.62	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	246	360	68.00%	68.33%	0.33	E
5	Asian	2577	2951	68.00%	87.33%	19.33	E
6	Black or African American	1048	1306	68.00%	80.25%	12.25	E
7	Hispanic or Latino	6716	8852	68.00%	75.87%	7.87	E
8	Native Hawaiian or Other Pacific Islander	278	384	68.00%	72.40%	4.40	E
9	White	15087	18854	68.00%	80.02%	12.02	E
10	Two or More Races	2106	2630	68.00%	80.08%	12.08	E
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	2195	3483	68.00%	63.02%	-4.98	Y
12	Individuals from Economically Disadvantaged Families	10966	14728	68.00%	74.46%	6.46	E
13	Individuals Preparing for Non-traditional Fields	5889	7443	68.00%	79.12%	11.12	E
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	1723	2563	68.00%	67.23%	-0.77	Y
17	Homeless Individuals	763	1087	68.00%	70.19%	2.19	E
18	Youth in Foster Care	49	65	68.00%	75.38%	7.38	E
19	Youth with Parent in Active Military	452	594	68.00%	76.09%	8.09	E
20	Migrant Students	602	797	68.00%	75.53%	7.53	E
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	4439	6102	68.00%	72.75%	4.75	E
22	Architecture & Construction	705	944	68.00%	74.68%	6.68	E
23	Arts, A/V Technology & Communications	7750	9761	68.00%	79.40%	11.40	E
24	Business Management & Administration	1451	1716	68.00%	84.56%	16.56	E
25	Education & Training	3475	4148	68.00%	83.78%	15.78	E
26	Finance	419	513	68.00%	81.68%	13.68	E
27	Government & Public Administration	501	738	68.00%	67.89%	-0.11	Y
28	Health Science	6096	7212	68.00%	84.53%	16.53	E
29	Hospitality & Tourism	1108	1408	68.00%	78.69%	10.69	E
30	Human Services	1299	1604	68.00%	80.99%	12.99	E
31	Information Technology	2510	3068	68.00%	81.81%	13.81	E
32	Law, Public Safety, Corrections & Security	606	773	68.00%	78.40%	10.40	E
33	Manufacturing	1587	2151	68.00%	73.78%	5.78	E
34	Marketing	1449	1764	68.00%	82.14%	14.14	E
35	Science, Technology, Engineering & Mathematics	2646	3391	68.00%	78.03%	10.03	E
36	Transportation, Distribution & Logistics	1141	1544	68.00%	73.90%	5.90	E
37	Other: Please Identify:	-9	-9	68.00%	N/A	N/A	N/A
	PLACEMENT						
38	Advanced Training	127	35337				
39	Military Service	-1	-1				
40	National or Community Service, or Peace Corps	-1	-1				
41	Employment	17021	35337				
42	Postsecondary Education	17780	35337				
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</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>The data reported above is for the 2023 cohort of students. Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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	8296	38072	21.00%	21.79%	0.79	E
	GENDER						
2	Male	1814	20115	21.00%	9.02%	-11.98	N
3	Female	6477	17761	21.00%	36.47%	15.47	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	98	409	21.00%	23.96%	2.96	E
5	Asian	664	3201	21.00%	20.74%	-0.26	Y
6	Black or African American	272	1434	21.00%	18.97%	-2.03	Y
7	Hispanic or Latino	2340	10003	21.00%	23.39%	2.39	E
8	Native Hawaiian or Other Pacific Islander	90	433	21.00%	20.79%	-0.21	Y
9	White	4245	19703	21.00%	21.54%	0.54	E
10	Two or More Races	587	2889	21.00%	20.32%	-0.68	Y
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	861	4791	21.00%	17.97%	-3.03	N
12	Individuals from Economically Disadvantaged Families	4486	19415	21.00%	23.11%	2.11	E
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents	-1	-1	21.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	21.00%	N/A	N/A	N/A
16	English Learners	722	3440	21.00%	20.99%	-0.01	Y
17	Homeless Individuals	684	2933	21.00%	23.32%	2.32	E
18	Youth in Foster Care	33	130	21.00%	25.38%	4.38	E
19	Youth with Parent in Active Military	171	738	21.00%	23.17%	2.17	E
20	Migrant Students	305	1152	21.00%	26.48%	5.48	E
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	2776	6791	21.00%	40.88%	19.88	E
22	Architecture & Construction	145	1141	21.00%	12.71%	-8.29	N
23	Arts, A/V Technology & Communications	2581	10302	21.00%	25.05%	4.05	E
24	Business Management & Administration	666	1912	21.00%	34.83%	13.83	E
25	Education & Training	718	4534	21.00%	15.84%	-5.16	N
26	Finance	60	503	21.00%	11.93%	-9.07	N
27	Government & Public Administration	46	670	21.00%	6.87%	-14.13	N
28	Health Science	1867	7671	21.00%	24.34%	3.34	E
29	Hospitality & Tourism	700	1619	21.00%	43.24%	22.24	E
30	Human Services	477	1785	21.00%	26.72%	5.72	E
31	Information Technology	774	3254	21.00%	23.79%	2.79	E
32	Law, Public Safety, Corrections & Security	352	878	21.00%	40.09%	19.09	E
33	Manufacturing	331	2310	21.00%	14.33%	-6.67	N
34	Marketing	219	2023	21.00%	10.83%	-10.17	N
35	Science, Technology, Engineering & Mathematics	710	3674	21.00%	19.32%	-1.68	Y
36	Transportation, Distribution & Logistics	222	1708	21.00%	13.00%	-8.00	N
37	Other: Please Identify:	-9	-9	21.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 5 Numerator 196 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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	14404	36612	36.00%	39.34%	3.34	E
GENDER							
2	Male	7399	19202	36.00%	38.53%	2.53	E
3	Female	6943	17224	36.00%	40.31%	4.31	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	125	372	36.00%	33.60%	-2.40	Y
5	Asian	931	3134	36.00%	29.71%	-6.29	N
6	Black or African American	577	1359	36.00%	42.46%	6.46	E
7	Hispanic or Latino	4190	9539	36.00%	43.92%	7.92	E
8	Native Hawaiian or Other Pacific Islander	200	418	36.00%	47.85%	11.85	E
9	White	7259	19002	36.00%	38.20%	2.20	E
10	Two or More Races	1122	2788	36.00%	40.24%	4.24	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	1574	4174	36.00%	37.71%	1.71	E
12	Individuals from Economically Disadvantaged Families	7673	18363	36.00%	41.79%	5.79	E
13	Individuals Preparing for Non-traditional Fields	3522	8291	36.00%	42.48%	6.48	E
14	Single Parents	-1	-1	36.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	36.00%	N/A	N/A	N/A
16	English Learners	1310	3175	36.00%	41.26%	5.26	E
17	Homeless Individuals	1101	2684	36.00%	41.02%	5.02	E
18	Youth in Foster Care	45	115	36.00%	39.13%	3.13	E
19	Youth with Parent in Active Military	283	715	36.00%	39.58%	3.58	E
20	Migrant Students	468	1095	36.00%	42.74%	6.74	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	2580	6428	36.00%	40.14%	4.14	E
22	Architecture & Construction	568	1103	36.00%	51.50%	15.50	E
23	Arts, A/V Technology & Communications	3710	9934	36.00%	37.35%	1.35	E
24	Business Management & Administration	701	1865	36.00%	37.59%	1.59	E
25	Education & Training	1774	4437	36.00%	39.98%	3.98	E
26	Finance	141	497	36.00%	28.37%	-7.63	N
27	Government & Public Administration	317	640	36.00%	49.53%	13.53	E
28	Health Science	3683	7517	36.00%	49.00%	13.00	E
29	Hospitality & Tourism	1028	1522	36.00%	67.54%	31.54	E
30	Human Services	825	1717	36.00%	48.05%	12.05	E
31	Information Technology	984	3181	36.00%	30.93%	-5.07	N
32	Law, Public Safety, Corrections & Security	502	836	36.00%	60.05%	24.05	E
33	Manufacturing	956	2221	36.00%	43.04%	7.04	E
34	Marketing	842	1974	36.00%	42.65%	6.65	E
35	Science, Technology, Engineering & Mathematics	1094	3559	36.00%	30.74%	-5.26	N
36	Transportation, Distribution & Logistics	846	1639	36.00%	51.62%	15.62	E
37	Other: Please Identify:	-9	-9	36.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 62 Numerator 186 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers. Previous reporting used an outdated server object when identifying students in this indicator's numerator. This year's reporting uses the correct object, which accounts for the sizable improvement in the state's success rate.</p>

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	35522	36612	82.50%	97.02%	14.52	E
	GENDER						
2	Male	18526	19202	82.50%	96.48%	13.98	E
3	Female	16817	17224	82.50%	97.64%	15.14	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	334	372	82.50%	89.78%	7.28	E
5	Asian	3120	3134	82.50%	99.55%	17.05	E
6	Black or African American	1348	1359	82.50%	99.19%	16.69	E
7	Hispanic or Latino	9226	9539	82.50%	96.72%	14.22	E
8	Native Hawaiian or Other Pacific Islander	405	418	82.50%	96.89%	14.39	E
9	White	18364	19002	82.50%	96.64%	14.14	E
10	Two or More Races	2725	2788	82.50%	97.74%	15.24	E
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	3882	4174	82.50%	93.00%	10.50	E
12	Individuals from Economically Disadvantaged Families	17614	18363	82.50%	95.92%	13.42	E
13	Individuals Preparing for Non-traditional Fields	8066	8291	82.50%	97.29%	14.79	E
14	Single Parents	-1	-1	82.50%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	82.50%	N/A	N/A	N/A
16	English Learners	3025	3175	82.50%	95.28%	12.78	E
17	Homeless Individuals	2554	2684	82.50%	95.16%	12.66	E
18	Youth in Foster Care	104	115	82.50%	90.43%	7.93	E
19	Youth with Parent in Active Military	700	715	82.50%	97.90%	15.40	E
20	Migrant Students	1038	1095	82.50%	94.79%	12.29	E
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	6133	6428	82.50%	95.41%	12.91	E
22	Architecture & Construction	1032	1103	82.50%	93.56%	11.06	E
23	Arts, A/V Technology & Communications	9734	9934	82.50%	97.99%	15.49	E
24	Business Management & Administration	1779	1865	82.50%	95.39%	12.89	E
25	Education & Training	4362	4437	82.50%	98.31%	15.81	E
26	Finance	493	497	82.50%	99.20%	16.70	E
27	Government & Public Administration	609	640	82.50%	95.16%	12.66	E
28	Health Science	7395	7517	82.50%	98.38%	15.88	E
29	Hospitality & Tourism	1457	1522	82.50%	95.73%	13.23	E
30	Human Services	1679	1717	82.50%	97.79%	15.29	E
31	Information Technology	3123	3181	82.50%	98.18%	15.68	E
32	Law, Public Safety, Corrections & Security	823	836	82.50%	98.44%	15.94	E
33	Manufacturing	2075	2221	82.50%	93.43%	10.93	E
34	Marketing	1962	1974	82.50%	99.39%	16.89	E
35	Science, Technology, Engineering & Mathematics	3460	3559	82.50%	97.22%	14.72	E
36	Transportation, Distribution & Logistics	1610	1639	82.50%	98.23%	15.73	E
37	Other: Please Identify:	-9	-9	82.50%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 179 Numerator 186 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers.</p>

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	29673	36612	51.00%	81.05%	30.05	E
GENDER							
2	Male	15723	19202	51.00%	81.88%	30.88	E
3	Female	13814	17224	51.00%	80.20%	29.20	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	287	372	51.00%	77.15%	26.15	E
5	Asian	2471	3134	51.00%	78.84%	27.84	E
6	Black or African American	1120	1359	51.00%	82.41%	31.41	E
7	Hispanic or Latino	8035	9539	51.00%	84.23%	33.23	E
8	Native Hawaiian or Other Pacific Islander	353	418	51.00%	84.45%	33.45	E
9	White	15200	19002	51.00%	79.99%	28.99	E
10	Two or More Races	2207	2788	51.00%	79.16%	28.16	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	3426	4174	51.00%	82.08%	31.08	E
12	Individuals from Economically Disadvantaged Families	15095	18363	51.00%	82.20%	31.20	E
13	Individuals Preparing for Non-traditional Fields	6821	8291	51.00%	82.27%	31.27	E
14	Single Parents	-1	-1	51.00%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	51.00%	N/A	N/A	N/A
16	English Learners	2683	3175	51.00%	84.50%	33.50	E
17	Homeless Individuals	2234	2684	51.00%	83.23%	32.23	E
18	Youth in Foster Care	97	115	51.00%	84.35%	33.35	E
19	Youth with Parent in Active Military	598	715	51.00%	83.64%	32.64	E
20	Migrant Students	917	1095	51.00%	83.74%	32.74	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	5295	6428	51.00%	82.37%	31.37	E
22	Architecture & Construction	974	1103	51.00%	88.30%	37.30	E
23	Arts, A/V Technology & Communications	8437	9934	51.00%	84.93%	33.93	E
24	Business Management & Administration	1621	1865	51.00%	86.92%	35.92	E
25	Education & Training	3562	4437	51.00%	80.28%	29.28	E
26	Finance	421	497	51.00%	84.71%	33.71	E
27	Government & Public Administration	591	640	51.00%	92.34%	41.34	E
28	Health Science	6152	7517	51.00%	81.84%	30.84	E
29	Hospitality & Tourism	1274	1522	51.00%	83.71%	32.71	E
30	Human Services	1439	1717	51.00%	83.81%	32.81	E
31	Information Technology	2485	3181	51.00%	78.12%	27.12	E
32	Law, Public Safety, Corrections & Security	752	836	51.00%	89.95%	38.95	E
33	Manufacturing	1862	2221	51.00%	83.84%	32.84	E
34	Marketing	1618	1974	51.00%	81.97%	30.97	E
35	Science, Technology, Engineering & Mathematics	2815	3559	51.00%	79.10%	28.10	E
36	Transportation, Distribution & Logistics	1500	1639	51.00%	91.52%	40.52	E
37	Other: Please Identify:	-9	-9	51.00%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 136 Numerator 186 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>Beginning in this reporting year, we have revisited the way homeless and foster care statuses are attributed to CTE Concentrators. Previously, information from the student's most recent enrollment record was used to identify them as experiencing homelessness or foster care. Presently, we identify the student as such if they ever experienced homelessness or foster care. This approach aligns with how students in a given graduation cohort are identified in our state Report Card as well as in the Perkins data dashboards we share with districts/State-Tribal Education Compacts/skill centers. Previous reporting used an outdated server object when identifying students in this indicator's numerator. This year's reporting uses the correct object, which accounts for the sizable improvement in the state's success rate.</p>

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 OR

Denominator Definition

CTE Concentrator Cohort: Students who are enrolled in a professional/technical program and have earned at least 12 college level credits or earned a short certificate with less than 12 credits required. The students must have exited the

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	8297	20024	40.00%	41.44%	1.44	E
	GENDER						
2	Male	2957	7948	40.00%	37.20%	-2.80	Y
3	Female	5340	12076	40.00%	44.22%	4.22	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	56	166	40.00%	33.73%	-6.27	N
5	Asian	844	1943	40.00%	43.44%	3.44	E
6	Black or African American	501	1444	40.00%	34.70%	-5.30	N
7	Hispanic or Latino	1497	3634	40.00%	41.19%	1.19	E
8	Native Hawaiian or Other Pacific Islander	42	140	40.00%	30.00%	-10.00	N
9	White	4336	9840	40.00%	44.07%	4.07	E
10	Two or More Races	626	1496	40.00%	41.84%	1.84	E
11	Unknown	395	1361	40.00%	29.02%	-10.98	N
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	577	1409	40.00%	40.95%	0.95	E
13	Individuals from Economically Disadvantaged Families	4190	9348	40.00%	44.82%	4.82	E
14	Individuals Preparing for Non-traditional Fields	1259	15777	40.00%	7.98%	-32.02	N
15	Single Parents	933	2191	40.00%	42.58%	2.58	E
16	Out of Workforce Individuals	251	866	40.00%	28.98%	-11.02	N
17	English Learners	5	30	40.00%	16.67%	-23.33	N
18	Homeless Individuals	-1	-1	40.00%	N/A	N/A	N/A
19	Youth in Foster Care	210	631	40.00%	33.28%	-6.72	N
20	Youth with Parent in Active Military	-1	-1	40.00%	N/A	N/A	N/A
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	153	403	40.00%	37.97%	-2.03	Y
22	Architecture & Construction	279	797	40.00%	35.01%	-4.99	N
23	Arts, A/V Technology & Communications	175	578	40.00%	30.28%	-9.72	N
24	Business Management & Administration	824	2497	40.00%	33.00%	-7.00	N
25	Education & Training	685	1852	40.00%	36.99%	-3.01	Y
26	Finance	2	2	40.00%	100.00%	60.00	E
27	Government & Public Administration	-9	-9	40.00%	N/A	N/A	N/A
28	Health Science	3306	5659	40.00%	58.42%	18.42	E
29	Hospitality & Tourism	201	565	40.00%	35.58%	-4.42	N
30	Human Services	347	1062	40.00%	32.67%	-7.33	N
31	Information Technology	688	2074	40.00%	33.17%	-6.83	N
32	Law, Public Safety, Corrections & Security	312	1016	40.00%	30.71%	-9.29	N
33	Manufacturing	665	1777	40.00%	37.42%	-2.58	Y
34	Marketing	119	374	40.00%	31.82%	-8.18	N
35	Science, Technology, Engineering & Mathematics	95	240	40.00%	39.58%	-0.42	Y
36	Transportation, Distribution & Logistics	446	1126	40.00%	39.61%	-0.39	Y
37	Other: Please Identify:	0	2	40.00%	0.00%	-40.00	N
	PLACEMENT						
38	Advanced Training	1250	20024				
39	Military Service	-1	-1				
40	National or Community Service, or Peace Corps	-1	-1				
41	Employment	7918	20024				
42	Postsecondary Education	1228	20024				
43	Certificate	2350					
44	Associate Degree	5947					
45	Baccalaureate Degree	0					

Additional Information Related to Gender Counts

<p>Perkins V Gender Counts report unduplicated headcount of female and male students. Unknown gender has been recoded into either female or male proportionally.</p>

Additional Information Related to Race/Ethnicity Counts

<p>Perkins V Race/Ethnicity Counts report unduplicated headcount of customized Perkins race/ethnicity including American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiians or Other Pacific Islanders, White, Two or More Races, Unknown.</p>

Additional Information

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2P1: Earned Recognized Postsecondary Credential

Numerator Definition

Cohort with Program Completion: Students who have earned a recognized postsecondary credential.
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: Students who are enrolled in a professional/technical program and have earned at least 12 college level credits or earned a short certificate with less than 12 credits required. The students must have exited the

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	10379	20024	54.00%	51.83%	-2.17	Y
	GENDER						
2	Male	3734	7948	54.00%	46.98%	-7.02	N
3	Female	6645	12076	54.00%	55.03%	1.03	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	74	166	54.00%	44.58%	-9.42	N
5	Asian	1115	1943	54.00%	57.39%	3.39	E
6	Black or African American	655	1444	54.00%	45.36%	-8.64	N
7	Hispanic or Latino	1877	3634	54.00%	51.65%	-2.35	Y
8	Native Hawaiian or Other Pacific Islander	50	140	54.00%	35.71%	-18.29	N
9	White	5217	9840	54.00%	53.02%	-0.98	Y
10	Two or More Races	741	1496	54.00%	49.53%	-4.47	Y
11	Unknown	650	1361	54.00%	47.76%	-6.24	N
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	731	1409	54.00%	51.88%	-2.12	Y
13	Individuals from Economically Disadvantaged Families	5091	9348	54.00%	54.46%	0.46	E
14	Individuals Preparing for Non-traditional Fields	1658	15777	54.00%	10.51%	-43.49	N
15	Single Parents	1090	2191	54.00%	49.75%	-4.25	Y
16	Out of Workforce Individuals	373	866	54.00%	43.07%	-10.93	N
17	English Learners	14	30	54.00%	46.67%	-7.33	N
18	Homeless Individuals	-1	-1	54.00%	N/A	N/A	N/A
19	Youth in Foster Care	263	631	54.00%	41.68%	-12.32	N
20	Youth with Parent in Active Military	-1	-1	54.00%	N/A	N/A	N/A
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	189	403	54.00%	46.90%	-7.10	N
22	Architecture & Construction	405	797	54.00%	50.82%	-3.18	Y
23	Arts, A/V Technology & Communications	256	578	54.00%	44.29%	-9.71	N
24	Business Management & Administration	1115	2497	54.00%	44.65%	-9.35	N
25	Education & Training	993	1852	54.00%	53.62%	-0.38	Y
26	Finance	2	2	54.00%	100.00%	46.00	E
27	Government & Public Administration	-9	-9	54.00%	N/A	N/A	N/A
28	Health Science	3704	5659	54.00%	65.45%	11.45	E
29	Hospitality & Tourism	273	565	54.00%	48.32%	-5.68	N
30	Human Services	422	1062	54.00%	39.74%	-14.26	N
31	Information Technology	933	2074	54.00%	44.99%	-9.01	N
32	Law, Public Safety, Corrections & Security	390	1016	54.00%	38.39%	-15.61	N
33	Manufacturing	886	1777	54.00%	49.86%	-4.14	Y
34	Marketing	150	374	54.00%	40.11%	-13.89	N
35	Science, Technology, Engineering & Mathematics	117	240	54.00%	48.75%	-5.25	Y
36	Transportation, Distribution & Logistics	544	1126	54.00%	48.31%	-5.69	N
37	Other: Please Identify:	0	2	54.00%	0.00%	-54.00	N

Additional Information Related to Gender Counts

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Additional Information Related to Race/Ethnicity Counts

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Additional Information

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3P1: Nontraditional 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	3316	15777	19.50%	21.02%	1.52	E
	GENDER						
2	Male	1042	6252	19.50%	16.67%	-2.83	N
3	Female	2274	9525	19.50%	23.87%	4.37	E
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	32	135	19.50%	23.70%	4.20	E
5	Asian	270	1456	19.50%	18.54%	-0.96	Y
6	Black or African American	219	1093	19.50%	20.04%	0.54	E
7	Hispanic or Latino	558	2931	19.50%	19.04%	-0.46	Y
8	Native Hawaiian or Other Pacific Islander	21	99	19.50%	21.21%	1.71	E
9	White	1629	7851	19.50%	20.75%	1.25	E
10	Two or More Races	215	1133	19.50%	18.98%	-0.52	Y
11	Unknown	372	1079	19.50%	34.48%	14.98	E
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	225	1087	19.50%	20.70%	1.20	E
13	Individuals from Economically Disadvantaged Families	1522	7551	19.50%	20.16%	0.66	E
14	Individuals Preparing for Non-traditional Fields						
15	Single Parents	362	1787	19.50%	20.26%	0.76	E
16	Out of Workforce Individuals	173	637	19.50%	27.16%	7.66	E
17	English Learners	6	30	19.50%	20.00%	0.50	E
18	Homeless Individuals	-1	-1	19.50%	N/A	N/A	N/A
19	Youth in Foster Care	100	495	19.50%	20.20%	0.70	E
20	Youth with Parent in Active Military	-1	-1	19.50%	N/A	N/A	N/A
	CAREER CLUSTERS						
21	Agriculture, Food & Natural Resources	159	360	19.50%	44.17%	24.67	E
22	Architecture & Construction	200	776	19.50%	25.77%	6.27	E
23	Arts, A/V Technology & Communications	34	125	19.50%	27.20%	7.70	E
24	Business Management & Administration	684	2044	19.50%	33.46%	13.96	E
25	Education & Training	97	1777	19.50%	5.46%	-14.04	N
26	Finance	2	2	19.50%	100.00%	80.50	E
27	Government & Public Administration	-9	-9	19.50%	N/A	N/A	N/A
28	Health Science	567	4119	19.50%	13.77%	-5.73	N
29	Hospitality & Tourism	244	424	19.50%	57.55%	38.05	E
30	Human Services	132	830	19.50%	15.90%	-3.60	N
31	Information Technology	313	1313	19.50%	23.84%	4.34	E
32	Law, Public Safety, Corrections & Security	300	965	19.50%	31.09%	11.59	E
33	Manufacturing	371	1759	19.50%	21.09%	1.59	E
34	Marketing	13	18	19.50%	72.22%	52.72	E
35	Science, Technology, Engineering & Mathematics	44	141	19.50%	31.21%	11.71	E
36	Transportation, Distribution & Logistics	156	1124	19.50%	13.88%	-5.62	N
37	Other: Please Identify:	-1	-1	19.50%	N/A	N/A	N/A

Additional Information Related to Gender Counts

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Additional Information Related to Race/Ethnicity Counts

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Additional Information

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CAR Certification
Signature of Authorized Individual (PIN):   ####
Title/Agency: Executive Director/ Workforce Training and Education Coordinating Board
Date: ##########