

Consolidated Annual Report, Program Year 2024 - 2025 Washington

2a: Narrative Performance: Implementation of State Leadership Activities

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

Secondary:

OSPI reviews existing juvenile centers to determine where there are current CTE programs or an interest in developing programs to serve incarcerated youth. There were two eligible secondary institutions in the Chehalis and Issaquah school districts which provide CTE opportunities for youth currently in juvenile justice facilities. Districts were awarded \$211,914 in funds through a dedicated grant to fund CTE courses, addressing performance gaps, updates and/or expansions to programs, Industry Recognized Credentials for students, educator salary and benefits, and professional development opportunities for CTE educators.

Post Secondary:

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

In 2024-2025, Corrections Education programs, at seven colleges (Centralia, Edmonds, Grays Harbor, Olympic, Peninsula, Spokane, and Walla Walla) spent \$155,346 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. These identified priorities include career and technical education program equipment, supplies, and professional development.

Once eligible projects are identified and agreed upon, formal grant applications are submitted in SBCTC's Online Grants Management Software (OGMS), where they are subject to a three-pronged review process. First, the Fiscal Grant Administrator provides Fiscal Approval, which ensures that proposed expenditures are allowable and confirms the project meets fiscal requirements. Secondly, the Associate Director for Corrections Education confirms the application has been vetted, aligns with agency and system needs, and substantiates the amount of award requested per college. Finally, the Program Administrator for Workforce Education reviews the request to ensure it meets program eligibility and then forwards the applications to the appropriate authority for approval (Policy Associate of Workforce Education, Director of Workforce Education, Deputy Executive Director of Education, and Executive Director, if needed) depending on the amount requested. Once reviewed and approved, fiscal staff provide Administrative Approval in OGMS to complete the process.

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

- i. **Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**
- ii. **Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**
- iii. **Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.**
- iv. **Providing technical assistance for eligible recipients.**

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

Secondary:

B. i.

During the 2024-25 school year 16 school districts and one skill center were funded \$42,000 in a Non-Traditional Fields grant. Each of their plans/accomplishments focused on increasing enrollment of varying non-traditional and special student populations:

Provided PPE tailored for female students, promoting inclusivity and increasing their participation in high school welding programs and the skilled trades pipeline.

Behind-the-scenes field trip to Spokane's new United Soccer League facility to explore careers in the business and accounting side of professional sports. Male students will see how accounting offers a path to stay involved in sports beyond high school.

Developed written and online program guides for Chimacum School District highlighting all CTE pathways, career info, and local opportunities for internships, job shadows, and worksite learning. Organized an all-day field trip to the Washington State Women in the Trades Conference, where students engaged with female trade professionals to broaden career awareness and promote inclusivity.

Implemented a new Precision Agriculture pathway, guiding students from exploratory courses to technical certifications, preparing them for high-demand local employment in our rural community.

Provided female Aviation Program students with flight training at a local flight school, breaking down barriers and promoting gender equity in aviation careers.

Implemented IGNITE (Inspiring Girls Now in Technology Evolution) to engage K–12 diverse girls and non-binary students in STEM through virtual workshops, in-school panels, career tours, and hands-on activities with female STEM professionals. Increased exposure, preparation, and enrollment in STEM courses, extended learning, and post-secondary pathways.

Hosted non-traditional career nights focused on agricultural mechanics, STEM, and manufacturing, offering women hands-on experiences in these fields. Highlights included a "Women in Welding" night with eight industry professionals leading metal rose fabrication and hydro-painting, as well as five open shop nights where participants learned welding, design, and fabrication by creating projects like horseshoe art.

Partnered with the Tri-Cities National Association of Women in Construction and five local apprentice programs to host GRITT Camp (Girls Rock in the Trades), providing 7th–12th grade females with hands-on trade experience.

Introduced a Sports Merchandising section in the high school Fashion Design class to attract male students into this non-traditional field. Purchased embroidery machines to replace outdated sewing equipment, enabling more hands-on creation of sports apparel and merchandise. This upgrade promoted universal gender access and fostered a more innovative learning environment in fashion education.

Instructors attended the Washington ACTE Summer Conference to enhance strategies for increasing non-traditional student participation in workforce training. This support expanded opportunities for underrepresented students in Agricultural Mechanics and skilled trades within Spokane's job market. Despite high demand and competitive wages for journeyman electricians, female representation remains low. The conference provided workshops on inclusive recruitment, classroom practices, and industry partnerships, helping instructors promote pathways for female students into high-demand fields like residential electrical work through hands-on Agricultural Mechanics courses.

Aimed to increase female participation in Ag Mechanics and Computer Science classes. Hired a professional videographer to produce program-specific videos for morning announcements, the website, and social media. Coordinated interviews with local videographers, professionals, students, and teachers to create the content.

Launched a Precision Agriculture pathway enabling female students to progress from exploratory courses to technical certifications, preparing them for high-demand local jobs. The program also connected students to internships and corporate sponsorships, supporting employment and college opportunities within their communities.

Provided 8th Grade Tours of the high school, showcasing non-traditional CTE programs through hands-on demonstrations and activities. Secured funding to support bus transportation and supply costs.

Expanded the CTE Health Sciences program to include Project Lead The Way (PLTW) Biomedical Innovations curriculum, increasing enrollment and attracting more male students to address gender disparity in healthcare. The course provided advanced, hands-on experience to prepare students for local healthcare careers.

Hosted the Toolbox Building Event, pairing construction students from four Vancouver high schools with students from seven elementary schools to spark early interest in construction careers. The project provided meaningful, hands-on experiences—particularly for female students—highlighting construction as a viable and inclusive career pathway.

Addressed gender imbalance in Wahluke School District's STEM CTE programs, where 76% of Robotics and Engineering Technology students were male. Implemented targeted recruitment, student-led promotional materials, and showcased success through trips to the LIGO Observatory and Columbia Basin College Planetarium

B. ii.

Funds were provided to two recipients currently serving incarcerated youth.

Chehalis school district purchased equipment to launch a sign-making and vehicle-wrap component within the automotive program, adding industry-relevant skills and hands-on training opportunities. Professional development was provided to ensure staff could effectively use and integrate the new equipment, enhancing both instruction and overall program effectiveness.

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 2024 WA-ACTE Conference (26 presentations)

Fall 2024 WA-ACTE Conference

Fall 2024 WACTA Conference

Fall 2024 Washington FACSE Annual Conference

Fall 2024 HOSA Leadership Conference

Fall 2024 FFA Board of Directors Meeting

Fall 2024 FFA Foundation Board of Directors Meeting

Fall 2024 FBLA, DECA, Washington Educators of Business and Marketing (WE-BAM) Joint Advisor Conference

Fall 2024 MBA Research & Curriculum Conclave

Fall 2024 DECA Western Region Leadership Conference

Winter 2025 National FFA 100% Membership Meeting

Winter 2025 FCCLA Winter Executive Board Meeting

Winter 2025 Washington FACSE Board Meeting

Spring 2025 Northwest Council for Computer Education (NCCE)

Spring 2025 DECA State Career Development Conference

Spring 2025 FBLA State Business Leadership Conference

Spring 2025 WAAE Spring Executive Meeting

Spring 2025 FFA State Award Application Review

Spring 2025 FFA Board of Directors Meeting

Spring 2025 State FFA Convention

Spring 2025 FCCLA State Leadership Conference
Spring 2025 HOSA State Leadership Conference
Spring 2025 Fashion Industry Conference
Spring 2025 WCTSMA State Leadership Conference
Spring 2025 WACTA Conference
Summer 2025 WAAE Summer Conference
Summer 2025 FFA Association Board of Directors Meeting
Universal platform

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. Some examples of supported events include:

Summer 2024 WA-ACTE Conference Presentations (26 presentations)
Summer 2024 WA-ACTE Executive Board Meeting
Summer 2024 WE-BAM Board of Directors Annual Meeting
Summer 2024 TSA Board Meeting
Fall 2024 WA-ACTE Executive Board Meeting
Fall 2024 WACTA Conference
Fall 2024 Washington FACSE Annual Conference
Fall 2024 FFA Board of Directors Meeting
Fall 2024 FFA Foundation Board of Directors Meeting
Fall 2024 HOSA Leadership Conference
Fall 2024 FBLA, DECA, WE-BAM Joint Advisor Conference
Fall 2024 FBLA Board of Directors Meeting
Fall 2024 FBLA Board of Advisors Meeting
Fall 2024 DECA Board of Directors Meeting
Fall 2024 WE-BAM Board of Directors Meeting
Fall 2024 WTSA LeaderTech Conference
Fall 2024 TSA Board Meeting
Winter 2025 WA-ACTE Executive Board Meeting
Winter 2025 National FFA 100% Membership Meeting
Winter 2025 FCCLA Winter Executive Board Meeting
Spring 2025 WA-ACTE Executive Board Meeting
Spring 2025 WAAE Spring Executive Meeting
Spring 2025 Teacher Academy Workgroup
Spring 2025 FCCLA State Officer Leadership Training and Advisory Board Meeting

Spring 2025 FFA State Award Application Review

Spring 2025 FFA Board of Directors Meeting

Spring 2025 State FFA Convention

Spring 2025 FCCLA State Leadership Conference

Spring 2025 DECA State Career Development Conference

Spring 2025 DECA Board of Directors Meeting

Spring 2025 FBLA State Business Leadership Conference

Spring 2025 WE-BAM Board of Directors Meeting

Spring 2025 FBLA Board of Directors Meeting

Spring 2025 WACTA Conference

Spring 2025 WITEA State Leadership and Skills Conference

Summer 2025 WAAE Summer Conference

Summer 2025 FFA Association Board of Directors Meeting

Program Review Training for LEAs – 3 events

Methods of Administration Civil Rights and Equal Access to CTE Technical Assistance Meetings – 11 events

Business and Marketing Office Hours – 4 sessions

Business and Marketing News (newsletter) – 5 publications

CTE Updates (6,708 CTE Directors, Administrators, Staff, Educators, and Partners) – 12 newsletters and newsflashes

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

Post Secondary:

B. i.

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

- *Bellingham Technical College* (BTC) focused on **Institutionalizing Engagement and Recruitment Initiatives for Non-Traditional Students** to strategically plan on how to engage with and support non-traditional students. BTC used Perkins Non-Traditional funds to plan and implement two Equity Panel events on campus in Winter 2025: Equity in the Trades & IT (January) and Equity in Health Sciences (February). The events featured panels with employees (and former students) working in non-traditional career fields. All students were invited to hear from current or former non-traditional employees working in industries related to BTC programs, with questions facilitated by BTC students and employees. Team members led the panel discussion with non-traditional industry workers, particularly around what factors helped them to be successful in their fields. The events had great results-100% of approximately 75 attendees at each of the Equity Panels were satisfied or very satisfied with the events.

- *Everett Community College* (EvCC) launched its **EvCC TrailBlazers** program which empowers students to pursue careers across diverse industries where their unique talents can thrive. The program hosted two events during the 2024-2025 academic year. The first event was in Fall 2024 and focused on nursing, information technology, and welding. The event included both a try-a-trade portion and a panelist discussion with industry partners from non-traditional fields. The panelist discussion was recorded and posted to YouTube providing material for prospective and current students to view. The second event was in Spring of 2025 and included an interview with a current student in a non-traditional field and had college support services available to reduce barriers to enrollment.

- *Lake Washington Institute of Technology* used funding for initiatives focusing on Breaking **Career Stereotypes**.

* Promotion of 12 underrepresented programs: Twelve professional technical programs with low non-traditional 3P1 performance were spotlighted. The event successfully raised district-wide awareness about these programs, encouraging broader student interest and engagement.

* **Student Workshops for Non-Traditional Pathways:** Workshops were designed to create a safe, welcoming space for students exploring careers outside traditional gender roles. These sessions emphasized hands-on activities, led by faculty and industry partners, to instill confidence and a “Yes, I can do it” mindset.

* **Faculty and Staff Awareness Building:** The event educated employees on the concept of “non-traditional” students and clarified the distinction between industry-wide gender gaps and program-specific disparities.

* **Sparking Student Interest:** Students responded positively to the interactive format of the workshops. Each session began with an introduction to the program by faculty and industry professionals, followed by a hands-on activity simulating real coursework. This approach helped demystify the programs and encouraged students to envision themselves in these roles.

- *Lower Columbia College (LCC)* facilitated a **Try-a-Trade** event to promote awareness and interest in non-traditional gender CTE career pathways among high school students. The event focused on increasing participation of underrepresented genders in programs such as welding, diesel technology, machining, and automotive. More than 50 students from regional high schools in Cowlitz, Clark, and Wahkiakum counties, including Kelso, R.A. Long, Mark Morris, Kalama, Wahkiakum, and Heritage, attended the event. The hands-on format allowed students to interact directly with faculty and equipment in lab environments. Students rotated through program stations featuring welding simulators, vehicle diagnostics tools, and industry-standard equipment, while also receiving career pathway information and dual credit opportunities. In welding, students were offered activities tailored to their comfort and experience levels. The machining station featured a shop tour and giveaways of 3D-printed monster trucks. At the automotive station, students explored under the hoods of various vehicles and worked with diagnostic equipment. Diesel program participants examined semi-trucks and operated a forklift to move a bucket of water, demonstrating real-world skills. Feedback from instructors and attendees highlighted increased awareness and interest in technical careers. Faculty emphasized the importance of continued exposure to build student confidence in pursuing CTE fields that defy traditional gender norms.

- *Olympic College (OC)* facilitated three **Try A Trade Welding Events**. The intention of these career exploration workshops aimed at non-traditional students is to increase the enrollment of females into the college’s welding program. As a strategy to achieve increased female representation in the college’s welding program, the college planned and executed career exploration events during the 2024-2025 academic year and checked the program and college registration status of all event participants across the three (3) events held in fiscal year 2025 in order to evaluate the event series effectiveness in increasing program participation by non-traditional students. By evaluating the conversation rate of event participants to students enrolled in the welding program, the college can evaluate the return on investment and gauge if the event series is having the intended effect of increasing non-traditional program participation.

- *Peninsula College* developed a **Campus-Wide Non-Traditional Survey**. This survey captured valuable insights into their experiences within non-traditional industries, informing our curriculum development efforts to better cater to their needs.

- *Skagit Valley College (SVC)* facilitated **Women in Advanced Manufacturing** events. SVC successfully implemented two outreach events aimed at increasing interest among women and girls in the field of advanced manufacturing—a sector where women remain significantly underrepresented. The college hosted nine female students from Mount Vernon High School for a structured, hands-on experience in manufacturing labs. Students engaged in interactive activities led by female student ambassadors and industry professionals, including working with ping pong ball accelerators and creating custom keychains on a CNC machine. Feedback from this event was overwhelmingly positive. Every participant rated the event as “Excellent.” One student’s comment captured the power of the initiative: “I saw women in manufacturing, and I got interested because many people think this is just for men. I’m glad I got to experience this!” The second event was open to the public. While turnout was lower than anticipated with four attendees, the event provided a similar experience and allowed for deeper, more personalized engagement between attendees and facilitators. These events were supported by female student ambassadors, female outreach staff, recruitment materials, and hands-on project supplies. The hands-on activities included designing and engraving portable tumblers and creating customized keychains on the CNC machine.

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

* Students participated in three 50-minute workshops in which they enjoyed hands-on activities in the areas of 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.

* Students participated in three 75-minute labs in cybersecurity, engineering, and software development, each led by WCC faculty and program students.

- 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.

SBCTC compiled all Non-Traditional Grant-funded projects, since 2016, into a document. The Perkins Non-Trad Project Book was shared system-wide, with the launch of the FY26 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 **Building Pathways to Jobs for Students with Disabilities**. All Occupational and Life Skills (OLS) students are neurodivergent and identify as having learning disabilities. In the OLS program, students identify career pathways, build interpersonal skills, develop friendships, and gain workplace-readiness skills. 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. Because OLS is a self-support program, funding rules make it challenging to continue job coaching after graduation. However, transitioning 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 addressed a known barrier by allowing us to extend the employment of Job Coaches to the period before students start their internships and, critically, after graduation as they transition from internship to ongoing employment. Students enjoy working with Job Coaches, so this project has received positive feedback from both students and employers. Over the past several years, the conversion rate from internship to employment has been 54%. The "offer rate" is above 61%, since some students were offered positions, but they chose to work with other employers after graduation. This year, 8 of 15 graduates (53%) converted their internship to ongoing employment. Two other students were offered a position with another employer. Additionally, one other student was asked to apply for a permanent position in the public school system once the upcoming hiring cycle begins. In short, the conversion and offer rates are very similar to those from previous years, which is a good result in a softening job market. The college will continue this project for another year to gather and analyze additional data. Post-graduation outcomes will be the ultimate measure of success. The current employment rate of OLS graduates six months after completion is 80%. The OLS program would like to achieve a 95% employment rate six months after graduation.

- *Edmonds College* used Leadership Block Grant funds to support **Pathways to CTE**. This was a very exciting project between English Language Acquisition (ELA) and Paralegal faculty. The team collaborated to develop strategies that would help students transition from the ELA program into the Paralegal program. They discussed removing barriers, providing support materials, and providing support services to assist students. The creation of a transition lab course was staffed with an ELA faculty member to work with students struggling to comprehend new terms in their paralegal program. The lab will run for the first time in Fall 2025. The team will continue to connect throughout the year to assess the project's success. They will also track data on the number of students who transition into, stay in, and complete the paralegal program. If successful, the college will expand this model to other programs ELA students are interested in.

- *Whatcom Community College (WCC)* used leadership funding for their **ECHO Tour** events. In April 2025, Career Connect NW (CCNW), hosted by the Northwest Educational Service District 189, led their Exploring Careers & Healthcare Opportunities (ECHO) Tour events at Skagit Valley College (SVC) and Whatcom Community College. Seeing the need for programs to promote careers in the healthcare sector, CCNW developed the ECHO Tour in spring 2024 by adapting the model from their successful WAVE Tour which promotes careers in the construction trades. All high schools in Island, San Juan, Skagit, and Whatcom counties were invited to participate. Across the three days of the tour (including the one at SVC), 204 students attended, representing 14 high schools and Cascades Job Corps. The two days of the tour in Whatcom County were held in Whatcom Community College's Health Professions Education Center during the college's spring break when classrooms and labs were not otherwise in use. Though the ECHO Tour was not specifically targeted toward special populations, it certainly served students representing one or more special population demographic, most

notably non-traditional (males, 25.7%). Additionally, while not captured in the demographics gathered by CCNW, based on the demographics of the high schools that participated, it's reasonable to assume students representing economically disadvantaged, English language learner, foster care/homeless youth, students with disabilities, and/or children of active-duty military were present. Other demographics gathered, indicate diverse attendance by racial/ethnic sub-groups (49.4% BIPOC, 37.1% Hispanic, 5.6% American Indian/Alaska Native, 12.8% two or more races/ethnicities, 7.7% African American/Black, 12.3% Asian, and 3% Native Hawaiian/Pacific Islander). In addition to sessions led by WCC's medical assisting, nursing and physical therapist assistant program faculty and students, other sessions were led by industry representatives from PeaceHealth, Whatcom County Health and Community Services, Western Washington University, Catholic Community Services, and others. Each student rotated through a selection of four available sessions. Of the 194 students who completed the post-event evaluation, 176 (90.7%) indicated their knowledge of careers in the healthcare sector increased, and 132 (67.9%) indicated a notable likeliness toward pursuing a career in the healthcare sector.

B. ii.

During FY25, SBCTC subcontracted with seven 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 2024-25 year:

- Increase the number of students obtaining a high school equivalency (Diploma or GED®) in FY25 and FY26, with the shared agencies (SBCTC & DOC) goal that no more than 10% of the population is released without a high school completion each fiscal year.

- Alignment of Adult Basic Education, Pre-Apprenticeship, and post-secondary programming across 11 prisons, where applicable, for increased transferability and student completions.

- Implement the use of federal and state financial aid for approved Prison Education Programs in FY25 and FY26.

- Develop a process for the transferability of postsecondary two-year degrees to four-year postsecondary degrees.

- Collaborate to ensure that qualifying students with disabilities are ensured equal access to education programs through the provision of reasonable accommodation and modifications.

- Improve the quality of data reported to the Department in Quarterly and Annual Reports, ensuring FTEs and completions are calculated correctly each quarter and Colleges are accurately reporting data required by RCW 72.09.467.

- Evaluate the effectiveness of the facility and community-based education navigator program and the completion of core services by Navigators annually

Corrections Education programs at Centralia, Edmonds, Grays Harbor, Olympic, Peninsula, Spokane, and Walla Walla utilized \$155,346 in Perkins Leadership funds. The activities funded through Perkins Leadership include:

- *Centralia College* purchased updated equipment and power tools for their Construction Trades Apprenticeship Program (CTAP). Participant feedback indicated a high level of satisfaction; students reported feeling proud of the skills they gained and expressed confidence in applying them in real-world settings. Providing students with hands-on experience using equipment currently utilized in the workforce significantly enhanced engagement and skill development. Providing rain gear was a practical improvement, especially for outdoor site projects that often take place in adverse weather conditions. Students were more comfortable and better prepared, which contributed to a more productive learning environment.

- *Edmonds Community College* bought docking stations for their Computer Programming (CIS) classes as well as supplies for their CTAP program. The additional docking stations allowed us to have a 1:1 ratio of docking stations to students, consequently allowing students to capitalize on the classroom time by downloading and transferring project information and assignments in real time. With the supplies for the CTAP program, students created picnic tables, a portable stage for events at the facility, Adirondack chairs, and portable storage units. Current projects also include an ornamental bus stop gazebo and a flagpole project in partnership with the Cement Masons and Plasterer's Union. Perkins Corrections Grant funding provided the tools to grow this program and add more depth and opportunity within the program.

- *Peninsula College* funded tools for their Facilities Maintenance certificate program. This allowed the college to create an extensive hand tool collection which allows students to train with the same tools they would be using at a job site. The classroom replicated many situations that a maintenance crew might encounter on the job and allowed students to master

the learning outcomes of the program, for example the tool library allows students to work in teams to perform repairs and improvements on a residential home or commercial facility.

- *Spokane Community College* used funds to purchase updated equipment for their Carpentry program, to replace the antiquated items that were not being used in the current professional environment. This increased the enrollments the college was able to provide, for each rotation, from 14 to 20 students.

- *Walla Walla Community College* used funds to support staff attending professional development in digital design, artificial intelligence, and heating, ventilation, air conditioning, and refrigeration (HVAC-R). Additionally, the college purchased laptops for their Business program and training aids/equipment for the Diesel Technology and Collision Repair programs to ensure students are getting relevant and hands-on training.

B. iii.

In 2024-2025, Perkins Leadership funded \$282,407 in faculty and staff professional development activities. A standalone component of each college's Leadership Block Grant, Industry-Based Professional Development, accounted for 32% of all Leadership Block Grant funds. All of the applicants earmarked funds for this purpose. As a result, 95 faculty completed over 2,459 hours of professional development. The chart highlights where Perkins Leadership funding was used to support faculty and staff professional development.

See Supporting Documentation Image 1 and Image 2 for summary tables

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

- Industry-Based Trainings and Conferences: National Association of Professional Band Instrument Repair Technicians (Band Instrument Repair), HealthCon (Medical Assistant), Association for Dental Safety Conference (Dental Assistant), International Nursing Association for Clinical Simulation and Learning (Nursing), Certified Welding Inspector (CWI) Seminar and Exam (Welding), Online Certified Composites Technician (CCT-I) Instructor Course (Composites), DACUM (All CTE programs), Automotive Service Excellence (ASE) Instructor Training Conference (Automotive Technology and Diesel Technology), Olympic Logging Conference (Forestry), Health Care Simulation Essentials training/certification (Respiratory Care), Health Care Simulation Essentials training/certification (Respiratory Care), Diesel Connect Conference (Diesel), Course – EV180 (Enology & Viticulture), International Meeting on Simulation in Healthcare (Nursing), Quilliscut Culinary Farm Workshop (Culinary), University of Washington/OSHA 511 Certification (Industrial Trades), University of Washington/OSHA 521 Certification (Diesel), University of Washington/OSHA 501 Certification (Electronics/Robotics/Automation), American Welding Society Math for Welders Seminar (Welding), American Welding Society Fabrication Math for Welders Seminar (Welding), American Welding Society Instructional Strategies Seminar (Welding), AAPC Certified Professional Coder and Certified Professional Biller Training Courses (Medical Office Assistant), National Commission for Certifying Agencies (Medical Office Assistant), Accounting Continuing Professional Education Network: A Practical Guide to Trusts (Accounting), Washington Society of Certified Public Accountants: Accounting and Auditing Update (Accounting), Washington Society of Certified Public Accountants: Business Law Essentials for Practitioners (Accounting), National Council for Mental Wellbeing: Youth Mental Health First Aid USA Instructor Training (Medical Assisting)

- Professional Association Conference or Meeting: Assessment, Teaching and Learning (ATL) Conference (Medical Assistant, E-learning, Business), W16 Professional Program at the Fabtech Conference (Welding), US Institute for Theatre Technology Conference (Entertainment Technology), The Council on Nursing Education in WA State (CNEWS) Conference (Nursing), Workforce Education Council (WEC) Meetings (Workforce), Washington Association for Career and Technical Education (WA-ACTE) Summer Conference (Workforce), Achieving the Dream Conference, Dean's Academy (Health Sciences), National League for Nursing (NLN) Education Summit (Nursing), Northwest Auto Care Alliance Automotive Training Expo (Automotive Technology), American Culinary Federation National Conference and Educational Summit (Culinary Arts), American Association of Medical Assistants Conference (Medical Assisting), Golf Course Superintendents Association of America Conference (Agriculture), National Association of Publicly Funded Truck Driving Schools Conference (CDL), National Evidence-Based Practice Conference (Nursing), National Nurse Educator Summit 2025 (Nursing), Nurse Educators Conference (Nursing), Nursing Education Research Conference (Nursing), Society for Business Ethics (Business), Teaching Professor Conference (Business), Washington Association of the Education of Young Children Conference (Early Childhood Education), International Mechanical Engineering Congress & Exposition (Electronics/Robotics/Automation), Teaching Professor Conference Artificial Intelligence (Business Administration), Café Leadership Conference (Culinary Arts), Northwest Human Resource Management Association Conference 2024 (Human Resource Management), National League for Nursing Education Summit (Nursing), FABTECH 2024 (Welding), SEMA 2024 (Auto Body Technician), National Association of the Education of Young Children (Early Childhood Education), American Occupational Therapy Association Education Summit (Occupational Therapy), Game Developers Conference (Digital Gaming), Annual Society for Human Resource Management Conference (Human Resource Management), GAIT Rehabilitation Core Concepts and Treatment Strategies (Physical Therapy Assistant), Dental Assisting National Board (Dental Assisting), American Board of Funeral Service Education Conference (Funeral

Service Education), Watermark Engage (Business Technology), American OTA Annual Conference (Occupational Therapy Assistant), Commission on Accreditation in Physical Therapy Education (Physical Therapy Assistant), American Association of Community Colleges Workforce Development Institute (Diesel, Auto Repair), International Nursing Association for Clinical Simulation and Learning (Nursing), Washington Society for Human Resource Management Conference (Human Resource Management), Linux Fest Northwest (Digital Gaming), ABET Symposium (Computer Software and Design), Advanced Technological Education Conference

- Return-to-Industry: Valley Medical Center (Nursing), Swedish Issaquah Medical Center (Nuclear Medicine Technology), Tumwater Hill Elementary (Early Childhood Education), Providence St. Peter Hospital (Nursing), Carve Architecture (Architecture Engineering and Construction Technology), Tumwater Falls Laboratory (Craft Brewing & Distilling), PeaceHealth Childbirth Center (Nursing), PeaceHealth Surgical (Nursing), PeaceHealth Mental Health (Nursing), PeaceHealth Emergency (Nursing), PeaceHealth Intermediate Care (Nursing)

- Incorporation of New Equipment/Technology: Siemens Certification (Mechatronics), International Nursing Association for Clinical Simulation Learning Conference (Nursing)

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

- Professional-Technical Faculty Boot Camps: Green River College hosted three Basic Boot Camps where each filled to capacity. Seventy-three professional-technical instructors participated from across the state. In February, a modified DACUM (Developing a Curriculum) session was held with faculty from across Washington to identify the core knowledge and skills new professional/technical faculty need when transitioning into teaching roles.

- 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, which was managed by Green River College. Successful Training Sessions: Green River College hosted three in-person training sessions, three one-day virtual training sessions, a fully asynchronous learning week that facilitated ongoing learning and provided flexibility for participants.

* Graduates: 17 participants graduated from Deans Academic from across the community and technical college 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.

- Lightening the Lift: Helping Colleges Implement the New Skill Standards for Professional/Technical Instructors: Skagit Valley College engaged staff and faculty from across the system for this project and worked with consultants to create three key deliverables related to the new Skill Standards for Professional/Technical Instructors:

1. Quick Reference Guide that could be incorporated into orientation materials for faculty.
2. Slide deck explaining the Skill Standards—and how they have changed—that can be used at faculty and staff meetings.
3. Trio of videos that workforce deans and directors can use to explain the Skill Standards—and that provide concrete examples of how faculty can use the standards to strengthen their teaching.

This project was a key element in the Workforce Education Council's efforts to ensure that all colleges fully adopt the new Skill Standards. As of June 30, 2025, faculty professional development plans, at all 34 colleges, are now using the new version of the Skill Standards, which is a substantial achievement.

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 in providing technical assistance. The State Board for Community and Technical Colleges provides scaffolded support to assist college through timely and relevant communication, webinars and presentations, virtual office hours, and personalized feedback.

- Communication: SBCTC Perkins staff communicate updates on Perkins-related matters through a listserv and/or application-specific contact lists. 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 twelve webinars, trainings, or presentations in 2024-2025. The following are the presentations that were offered to colleges during this past year:

* Uniform Grants Guidance Updates and EDGAR Training—The Bruman Group

* CLNA Promising Practices

* Faculty Professional Technical Certification

* Advisory Committees

* FY26 Perkins Workforce Grants

* CLNA Basics Training

* Opportunity Gap Analysis Dashboard

- Virtual Office Hours: In program year 2024-2025, SBCTC offered 15 opportunities for office hours. Topic areas consisted of best practices for CLNA, successfully meeting performance indicators, grant information, and application assistance.

- Feedback: Each college was provided 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 are provided information about the amount of the grant funds that have been invoiced vs awarded so that they can make any adjustments.

SBCTC surveyed colleges on how they have been supported. College most frequently provided ways they have received technical assistance. Colleges highlighted the value of webinars, conferences, and structured learning sessions. SBCTC-delivered **training and workshops**:

- CLNA process

- Perkins reporting

- Equity initiatives

- Data analysis

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)

Secondary:

Universal participation is at the heart of Washington's Perkins V Mission, Vision, and Values. It is the foundation upon which we further develop strategies and identify promising practices that ensure all 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 enrollment and outcomes as well as a full section on equity and access. This tool will help identify gaps in performance and outcomes, and will incent school districts/STECs and colleges to develop strategies and implement solutions that address the gaps and improve outcomes for all 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 colleges 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 college provide students with a seamless pathway to high school completion. As students age out of Open Doors all credits and competencies earned count towards a high school diploma in the HS+ competency-based diploma program in Washington's community and technical colleges. 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.

Post Secondary:

At the foundation of SBCTC is a focus on universal inclusion, ensuring our 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. One of the goals in the agency's strategic plan is to increase access and retention among populations who can benefit the most from college access. Additionally, the implementation of Guided Pathways, through our community

and technical colleges, creates more inclusive campuses by focusing on increasing student access and credential attainment. These efforts are supported by legislative investments in our college system's equity efforts with the passage of SB5227 requiring training and assessments at institutions of higher education and SB5194 providing for universal access in the community and technical colleges.

The commitment to fulfilling the mission is evident with a section dedicated to improving universal access in the Perkins Grant application and CLNA. Colleges requesting Perkins funds are required to provide information specific to recruiting special populations, while equitably serving all populations, in the application and CLNA. This includes their current projects, services, or initiatives, gaps and deficiencies, action plans and priorities, and evaluation of efficacy strategies in recruiting. Prior to awarding funds, SBCTC reviews each college's past and current efforts and initiatives, assessing 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, specifically to this area, during monitoring visits.

Perkins funding supports 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 Image 3 for summary table

Decreasing Barriers to Participation

- *Bates Technical College*—Perkins funding supported the Disability Support Services Coordinator position, which played a critical role in reducing barriers for students requiring accommodation. By ensuring timely access to services and adaptive technologies, the college improved participation for students with disabilities. Additionally, the Assistant Director of Financial Aid/Workforce Education oversaw programs such as BFET (137 FTE), WorkFirst (33 FTE), and Worker Retraining (269 FTE), which provided financial support to students who may not qualify for traditional aid, thereby removing financial barriers to enrollment and persistence.

- *Bellevue College*—Bellevue's Perkins-funded Outreach Coordinator represents the college in collaborative relationships with external partners by decreasing barriers for incoming CTE students and focusing on diverse and special populations. The Welcome Center's Outreach Coordinator takes a leadership role in collaborations with Workforce Education, Academic Advising, the TRiO program, Disability Resource Center, Basic and Transitional Studies (BATS), and the Benefits Hub, which operates an on-campus food pantry and provides referrals for financial assistance, including scholarships, housing support, healthcare, transportation, emergency assistance, and other social services.

- *Bellingham Technical College (BTC)*—Perkins-funded Student Services employees served on the College's onboarding work team and used student and employee feedback (gathered through surveys and focus groups) to decrease barriers to participation by clarifying college expectations, deadlines, and communications with students in the entry pipeline. As part of their activities, the team provided a finalized student admissions steps timeline to BTC in Spring 2025 and began the process of centralizing Student Services department drop-in hours and providing contact info in one website location.

- *Big Bend Community College*—Big Bend revamped and relaunched Spanish-language Early Childhood Education (ECE) Initial Certificate cohorts in rural communities across its service district (Mattawa, Othello, and Quincy). This initiative addressed the needs of Spanish-speaking students and local employers seeking bilingual or monolingual Spanish speaking early learning individuals.

- *Clark College*—Through the use of the Perkins-funded Transitions Navigator, Clark amplified efforts to raise awareness amongst high school students about the opportunities in CTE programs. The CTE Navigator and personnel supporting auto and welding programs participated in outreach.

- *Clover Park Technical College*—Perkins funds helped purchase protective gear and tools sized for women in the Welding program.

- *Columbia Basin College*—Ten students were provided professional clothing to support their participation in networking events and the job acquisition process. Of these individuals, nine were economically disadvantaged and one was an English Learner. The nine economically disadvantaged students also met criteria as out-of-workforce individuals. Access to professional attire equipped students with essentials needed to confidently engage in career development activities, reducing a critical barrier to participation.

- *Edmonds College*—Provided Interpreter Services for a deaf student.

- *Everett Community College*—Purchased equipment for eligible programs that had out of date or broken equipment.

- *Green River College*—Perkins funds were used to purchase accessibility equipment, including a torque wrench, lift, and step stool for the Mechatronics program. This effort was a collaboration between Mechatronics faculty and Disability Support Services staff to ensure all students can fully participate in hands-on learning activities.

- *Lake Washington Institute of Technology*—Perkins supported the purchase of laptops for the "Borrow Laptops" program in the library and added high-end desktop and monitors to Mechanical Engineering Technology classrooms to support completion rates for Auto CAD and Solids Works certification.

- *Lower Columbia College*—The One-Stop Center model, partially supported by Perkins, streamlined access to academic advising, financial aid, onboarding, and retention efforts. More than 2,600 unique student visits were recorded at the One-Stop this year, a 23% increase over the prior year. This centralized approach reduced confusion for students navigating college systems and increased early access to services.

- *Olympic College*—Advising during off-contract periods allowed flexible scheduling for working students, military families, and single parents. Additionally, the college offered free tutoring to all Early Childhood Education students during the evening, called WIN (What I Need) sessions, to support academic needs thereby increasing retention and completion.

- *Renton Technical College*—Perkins funds supported the Learning Resource & Career Center's (LRCC) peer tutoring which provides academic intervention and support with program tutoring, computer lab usage, and general living support through the food pantry. Through departmental collaboration, LRCC supports two Student Benefits Navigators funded by leveraging other grant funds. The Benefits Navigators help students seek, apply, and receive assistance from benefits programs, emergency resources, and community resources. This position also worked to enhance collaborations with community partners to increase resources and develop and implement a Hunger-Free and Basic Needs Campus Strategic Plan.

- *Seattle Colleges*—At North Seattle College, the Perkins-funded position of Launchpad Director provided personalized navigation to CTE students including admissions assistance, on-campus advising and resource referrals, and supervised two coaches who also provided those services. The development of a new course, Managerial Analysis for Accounting and Business, was also funded. This course will serve as a capstone for the two-year accounting and business degree, designed to bring together all that students have learned so far to solve real-world business problems. This course is especially valuable for students from economically disadvantaged backgrounds, who may not have had access to similar hands-on, problem-solving experiences. It gives them a strong, practical foundation to speak to during job searches, which can make a real difference. The course is built around team-based work and case studies rather than traditional exams. This structure tends to keep students more engaged and better support them in successfully completing the course. With only two prerequisites, accounting and a basic business course, this capstone is accessible to a wide range of students. By keeping entry requirements low, more students take advantage of this opportunity. At South Seattle College, WorkSource has been co-located with the Benefits Hub, which assists students in accessing wraparound resources and financial support to be able to stay in school by providing rental assistance, assisting with signing up for EBT or scholarship application support. At South Seattle College's Georgetown campus, several of the equipment purchases directly responded to requests from faculty and advisory committee members who flagged outdated or insufficient tools as a barrier to instruction and student learning. For example, the updated welding equipment and cement tools allowed us to expand hands-on capacity and reduce downtime due to repairs, which instructors noted improved instructional time and student engagement. Faculty have also reported stronger retention in these groups since the equipment updates, especially when learners can see the connection between the tools they're using and real job site expectations. It has resulted in a shorter waiting time for students to test/practice on equipment. This allows all students to have plenty of time to access the equipment and get the level of exposure expected by industry.

- *South Puget Sound Community College*—This year Perkins funds were used to support Career Services events, particularly the Spring Career Fair which was held on Pathways Day. Pathways Day is a campus-wide event designed to help students explore their academic and career pathways through workshops, career panels, and mentoring opportunities. All classes are canceled this day, allowing students to fully participate in activities. Holding the Spring Career Fair on Pathways Day meant that students were able to engage more deeply with employers and not have to run to class. The integration of employer engagement with information about on-campus programs and resources enabled students to explore all levels of their academic and career track in one location and learn about available support at the same time. This integrated model means that students may learn about programs and careers they had not previously considered. Going forward, this opportunity can be used to engage students in non-traditional fields through selected programming and invited guests.

- *Spokane Community College*—Funding supported a dedicated Disability Access Services staff and supported 361 CTE students with accommodation services and specialized academic support.

- *Whatcom Community College*—Whatcom 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. Additionally, a librarian created OER materials for professional technical programs.

- *Yakima Valley College (YVC)*—The Clinical Relations Specialist supported students with their immunization requirements to participate in healthcare programs with clinical placement requirements. This new position has allowed YVC to standardize processes and requirements between healthcare programs, offer information sessions and one-on-one support to complete requirements in a timely manner, and assist with the third-party platform processes that students must complete to participate at the college's clinical partner locations. To date, this role has supported 115 students and offered seven information sessions at the spring new student orientation.

Ensuring Equitable Access to Programs

- *Bates Technical College*—By offering both day and evening classes at the new downtown campus site, the college has increased scheduling flexibility for students balancing work, family, or other responsibilities. The addition of 36 new seats across both programs also expands access for all students, including those from historically marginalized groups.

- *Bellevue College (BC)*—Through outreach efforts, students learn about the Workforce Education at BC, which offers personalized advising and college navigation for qualified students in professional-technical programs. Workforce Education support for eligible students includes help applying for financial aid, food assistance through Basic Food Employment & Training (BFET), opportunity grants, worker retraining funding for qualified students, and cash assistance through WorkFirst. Additional services include a technology loan program for laptops, graphic calculators, and digital drawing tablets, as well as a Workforce Education Homework lab that is open daily, and referrals to campus and community resources. The Perkins-funded director of the Pacific Northwest College Credit supports BC's CTE Dual Credit program, which provides an access point to professional-technical programs for high school students.

- *Bellingham Technical College (BTC)*—Special population students face unique challenges, which may include being unfamiliar with the college environment, not knowing how to access financial aid resources, lacking support from family members and others who surround them, and experiencing anxiety regarding their ability to succeed academically. BTC's Tutoring Center, which is funded partially through Perkins, provided critical academic support to special population students over the past year and College Navigators worked closely with these students to help them access the College's training programs. Perkins-funded staff helped create a GET Started questionnaire (administered before a required GET Started navigation session for new BTC students), which ascertains potential student barriers (including physical and learning disabilities and financial resource issues). This new tool enabled staff members to connect students with appropriate resources/supports early in their educational journey. Perkins-funded staff also collaborated with BTC's Institutional Planning and Assessment unit to gather both qualitative and quantitative information on student outcomes based on their special population status and design process improvements based on that data.

- *Clark College*—Hosted preparation sessions for high school students, both at Clark and in high schools, on how to take advantage of CTE dual credit programs.

- *Columbia Basin College*—Perkins-funded transportation support allowed 18 students from economically disadvantaged backgrounds to attend the Amazon Industry Tour and the Washington State Nonprofit Conference. These events enabled direct exposure to potential employment pathways. One student was introduced to openings at the Amazon Warehouse that aligned with their existing certification and educational background. Another student received a summer job offer due to connections made at the Nonprofit Conference. Several students reported that without transportation assistance, they would not have been able to participate due to financial limitations and lack of personal transportation, both direct and indirect impacts of low-income status. Perkins support has played a vital role in ensuring equitable access to education by providing essential resources, updated equipment, and necessary hand tools for all students in their Automotive program.

- *Grays Harbor College*—The Accessibility Coordinator (partially funded by Perkins) 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*—The college offered and expanded their Integrated Basic Education and Skills Training (I-BEST) pathways, in collaboration with Basic Education for Adults (BEaA) programs. I-BEST is a nationally recognized model that accelerates student progress by allowing individuals, particularly English learners, out-of-workforce individuals, single parents, and those from economically disadvantaged backgrounds, to earn college-level credentials while simultaneously receiving foundational skills instruction. In the past year, Perkins funding supported I-BEST pathways in the following high-demand areas: Business Technologies and Administrative Careers, Carpentry, Early Childhood Education, Mechatronics, Medical Assistant Phlebotomy, Nursing Assistant Certificate, EKG Technician, and Licensed Practical Nursing. Each I-BEST program uses a team-teaching approach in which students receive instruction from two faculty members—one focused on technical content and the other on basic skills such as reading, writing, math, or English language. This co-instructional model has been particularly effective in serving students with limited formal education and members of special populations. Measurable outcomes include increased enrollment of English learners and single parents in CTE programs through I-BEST-supported pathways and accelerated transition into living-wage employment for students who previously

faced significant educational and economic barriers. By removing traditional barriers and enabling students to pursue credentials while developing essential academic skills, IBEST continues to be a powerful and inclusive approach to improving universal access and success in Career and Technical Education.

- *Highline College*—Perkins purchased accessible classroom furniture to allow for students with disabilities to access the classrooms for several programs. Created and ensured all online materials were accessible. The college is tracking the accessibility of online classes over the next 2 years. For economically disadvantaged students, the college strengthened the connection with K12 partners for CTE dual credit with dedicated Dual Credit Program Manager, including options for Career Start for HS students with limited funding who are interested in pursuing a Prof Tech program.

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

- *Lower Columbia College*—Disability and Access Services (DAS) expanded proactive outreach and onboarding, resulting in a 17% increase in DAS-connected CTE students. The number of accommodations issued to CTE students rose to 336, up from 286 the previous year. Equity-focused advising and culturally responsive student support were embedded into Workforce & Career Services as a result of improved alignment between Career and College Preparation (BEEdA), Workforce and Advising, and the One-Stop Center to better serve students of color and English learners.

- *Pierce College*—Perkins provides funding for pro-tech program chairs and faculty for part-time summer coverage so that students have year-round access to their faculty mentor advisor. Additional funds were used for a full-time Access and Disability Support Services (ADS) staff. ADS is a district model so restructuring and reporting has been in progress as it becomes more integrated with other student support services.

- *Shoreline Community College (SCC)*—The High School Manager for Career Navigation, Student Transition, and Success has continued to raise 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 at the annual SOAR event where students come to campus for an overview, introduction to college, and campus tours. Beginning with the partnership with Shoreline Public Schools, SCC has adopted a model of CTE Dual Credit articulation agreements that reduces barriers and ensures that articulations in place are for degree required courses, no fee is charged, and grades are the same at the high school and college levels by removing the practice of having to earn a "B" or better to earn credit. Perkins funding supports the administrative support that oversees the CTE Dual Credit process and pays for the transcription of credit.

- *Skagit Valley College*—Perkins funding supported the Disabilities Coordinator position, which provides direct support services to students with disabilities, helping them navigate academic requirements, access accommodations, and fully participate in professional-technical programs. The college also continued targeted advising efforts and adjusted program entry requirements to remove unnecessary barriers for underrepresented student populations.

- *Whatcom Community College (WCC)*—WCC used Perkins funds to upgrade the visual communications lab with new computers, monitors, and peripherals. Without the support of Perkins funds, the college would have otherwise needed to charge students higher fees, a potential barrier for economically disadvantaged populations. WCC also used Perkins funds to partially fund the Career & Academic Advisor assigned to support a portfolio of the college's professional technical programs. This specialized advising ensures all students receive clear guidance from the time of exploration through to program completion, especially important for students representing special populations. WCC does not charge high school students any fees to participate in CTE dual credit; thereby, reducing barriers to access for economically disadvantaged students. Rather, the college used Perkins funds to fully fund the college's contribution to the Whatcom County CTE Dual Credit Consortium, as well as to partially fund the Director for Workforce & Special Projects to help facilitate the college's CTE dual credit articulations.

Increasing Enrollment

- *Bates Technical College*—The college experienced a 12% increase in total enrollment for the 2024–25 academic year. This growth is partially attributed to the strategic use of Perkins funds to support staffing in Financial Aid and Workforce Education Services. These departments provided targeted outreach and support to special populations, helping them navigate complex funding systems and enroll in programs aligned with their career goals.

- *Bellevue College*—Perkins funding supported the purchase of printed recruitment materials for the Occupational & Life Skills program.

- *Bellingham Technical College*—Perkins-funded Admissions and Outreach Specialists have helped design multiple improvements to outreach services, including developing a direct admit program with tribal schools, strengthening partnerships with organizations that serve underrepresented populations, and developing outreach materials in different languages. Team members have also begun discussions about possible designs for the creation of a virtual and in-person

College Services Welcome Hub – a drop-in-friendly space for current and prospective students.

- *Centralia College*—Program Manager as a first point of contact regarding CTE programs information and supporting students in navigating enrollment/admissions requirements.

- *Columbia Basin College (CBC)*—CBC's Automotive program successfully started a new afternoon program, which began in Winter Quarter 2025 doubling the program capacity. This expansion enhances access and accommodates the growing interest of students. The automotive faculty offered hands-on sessions to students participating in ESD 123's summer camp. With the addition to the second Manufacturing instructor, in FY26 eight seats have been added for enrolling first-year students by offering a late afternoon lab section. During FY27, the program will be adding additive manufacturing coursework to the program to prepare manufacturing students to be more well-rounded with their skills and generate more interest in the programs. The faculty director met with local high school faculty teaching SolidWorks. CBC entered into multiple dual credit articulation agreements.

- *Edmonds College*—Included a Lightcast Widget Builder on each CTE program website, providing students and prospective students with crucial wage and employment information for their educational programs

- *Grays Harbor College*—The CTE Coordinator hosted tours and created opportunities for local high schools to attend events on campus including the new "Kitchen Experience" that garnered three students enrolling in the new program.

- *Skagit Valley College (SVC)*—The college implemented the Career Coach software widget, providing students with an online career exploration tool directly tied to local labor market data and SVC's professional-technical programs. This tool enhances career advising and program selection, supporting more informed enrollment decisions by special population students.

- *Walla Walla Community College*—A cross-disciplinary team of 20+ employees from across the college welcomed over 400 students and more than 40 chaperones to campus for this year's Try-A-Trade event. This event was aimed primarily at high school students who were interested in exploring vocational and career opportunities in the trades.

- *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).

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, STECs, and skill centers 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 and offer technical support for all performance indicators

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

2S3: Academic Proficiency in Science

2025 Performance = 39.3

2025 Target = 45.5

Attainment = 86.4%

D. ii.

Significant improvements in the Perkins data dashboards (Concentrator & Concentrator by Cluster) and Enrollment by CIP

Code Dashboard were made to allow better analysis and evaluation for all eligible school districts, STECs, and skill centers.

Targeted investments for the data available measures were attempted by directed Perkins Reserve awards to those 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 attainment and performance.

Reviewed equivalency options aligned with specific clusters.

Provided additional allocation of funds targeting specific student populations for improved student outcomes.

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

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 demand in the following programs/areas: accounting, advanced manufacturing, allied health, applied math, artificial intelligence, automotive technology, business, clean energy technology, cloud computing, computer information science and design, culinary arts, data science and analytics, diesel, entertainment technology, finance, fire protection technology, HVAC-R, I-BEST (integrated basic education and skills training), multimedia, occupational and life skills, physical therapy assistant, software development, and substance use disorder professional (1P1, 2P1)

- Revision of seven of the common Early Childhood Education courses: Infant and Toddler Care, Family Childcare Management, Home Visiting and Family Engagement, Administration of Early Learning, Language and Literacy Development, Observation and Assessment and School Age Care (1P1)

- Lending libraries (2P1)

- Advising and mentoring support (1P1, 2P1, 3P1)

- Navigators to support students with enrollment and financial assistance (2P1, 3P1)

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

- Funding Disability Services staff and accommodations (2P1)

- Professional development opportunities focusing on industry training or incorporation of new technology/equipment (1P1, 2P1, 3P1)

- Employing Career Coaches to improve completion and employment outcomes (1P1)

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

- Support of Career and Technical Student Organizations technical skills competitions (1P1, 2P1)

D. ii.

Specific projects, focused on regional or system-wide improvement, funded in 2024-2025 included:

- *Centralia College*—**Dual Credit Information Session**. Hosted a dual credit information night on campus that brought area high school CTE instructors and college faculty members together to discuss curriculum, equipment, teaching strategies, careers, and opportunities for high school students to earn credit for college courses through high school taught courses. The event provided an opportunity to compare K-12 frameworks with college objectives for learning outcomes alignment, provided information to high school instructors on the process for expanding and reviewing dual credit articulations and processes for students to have credit transcribed by the college. Thirteen college faculty in business, healthcare, early childhood education, electronics/robotics/automation, welding, and information technology attended the session and reviewed frameworks to align and/or expand dual credit courses from eighteen K-12 school partners. (2P1, 3P1)

- *Clark College*—**Employer-Educator Summit**. Clark hosted a gathering of educators and employers, labor groups and workforce development personnel in March which included about 90 participants. The purpose of the event was to build relationships and gather baseline information for furthering the work of building pathways for young people into healthcare careers. (1P1)

- *Pierce College*—**Connecting Dual Credit with Pierce Career Pathways**. Collaborate with stakeholders to improve early exposure to career pathways and employment opportunities for students across Pierce County. Laid important groundwork by building intentional course pathways aligned with the national Career Clusters Framework and CTC Guided Pathways model. Pierce will initiate a review of nationally recognized early WBL and pre-apprenticeship models, particularly those with strong CTE-to-college transitions. This research will inform recommendations for improving regional structures and serve as a blueprint for developing scalable career-connected learning models in Pierce County. (1P1, 2P1)

Consolidated Annual Report, Program Year 2024 - 2025 Washington

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), 71 school districts, skill centers, and STECs were awarded funds.

The Perkins Reserve grant funds supported school districts, skill centers, and STECs in the following ways

Professional Development

Teacher Training & Curriculum Development

Trained staff to certify students in forklift and CDL prep courses.

Attended WA-ACTE to enhance curriculum and support new manufacturing teacher.

Funded STEM training and PLTW PD to improve course alignment.

PD emphasized recruitment in non-traditional fields and instruction improvement.

Sent rural teachers to attend WITEA, WA-FCS, WE-BAM, and WAAE for Work-Based Learning (WBL) integration.

Teachers gained updated curriculum and industry standards through PD.

Provided PD for marketing, advisory engagement, and dual credit coordination.

Math-focused PD improved instructional practices and tech integration.

PD for launching unmanned vehicle program.

PD embedded emerging tech like drone and VR in ag curriculum.

PD supported Educators Rising integration, math/science proficiency, and industry alignment.

PD supported advanced manufacturing instruction and articulation efforts.

PD in applied math and construction instruction through Core Plus Pathways.

Student Growth & Program Support

Dual credit with Wenatchee Valley & Big Bend, plus MOUS certification access.

Pre-Electrical students earned applied math credits and real-world skills.

Expanded course equivalencies in Construction, Welding, Electrical, and Biomedical Health.

Increased credential access and career pathways in health and tech.

SkillsUSA success and equipment upgrades boosted manufacturing careers.

Expanded work-based learning and competition participation through CTSOs.

Removed barriers to CTSO participation to increase equity, leadership, and academic rigor.

Fire Cadet and EMT programs with certifications and college partnerships.

Class sets of iPads enhanced training, portfolios, and credential prep.

Added VR welding systems to boost engagement and non-traditional enrollment.

Upgraded welding, CAD, and fabrication equipment for career-readiness.

Hands-on career immersion in fire science, teaching, and environmental careers.

Advisory feedback and field-based experiences helped align programs with workforce demands.

Built partnerships for internships and credentialing in skilled trades.

Increased female enrollment in Ag Mechanics and CS through targeted outreach.

Middle school exposure and data-driven support for diverse learners.

OSHA-10 and welding certifications supported non-traditional enrollment and high-demand career readiness.

Post Secondary:

Ten percent of the post secondary 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. Four colleges are in counties which are prorated to reflect the portions of the counties that meet the rural definition – Clark College, Columbia Basin, Olympic College, and Spokane 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, 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 are no means of accounting for exactly how reserve funds are utilized; however, many of the rural and smaller colleges invest significantly in CTE programs to serve their communities and rely on the allocation of reserve funding to maintain these programs.

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

- *Bates Technical College*—Bates has been actively working on expanding the Welding and HVAC/R programs at the

Downtown Campus. These two programs are some of the college's most in-demand programs with large student waitlists. Perkins funding was critical in providing needed supplies and equipment to meet student and industry needs.

- *Bellingham Technical College (BTC)*—These funds were used to help support Perkins-funded personnel involved in the development of career services, industry partnerships, and work-based student learning opportunities. In 2024-25, BTC's partially Perkins-funded Director of Corporate & Continuing Education and Work Based Education supported student and employer use of the College's Career Coach software, which allows students to research career opportunities and build resumes and enables employers to post job and internship openings. This employee also worked with BTC Foundation staff and others to improve partner communications, including participating in Professional Technical Program Advisory Committee meetings to promote creation and expansion of student internship opportunities, creating and publishing a regular (quarterly) newsletter that highlights a message from BTC's President, and focusing on expansion of BTC's employer engagement and networking opportunities.

- *Big Bend Community College*—Intentional outreach to outlying communities and offering the ECE Spanish Initial Certificate in Mattawa, Othello, and Quincy, which are remote communities in eastern Washington.

- *Centralia College*—The Early Childhood Education program used funds to update curriculum, classroom spaces, and instructional materials. These improvements created realistic learning environments where students practice setting up childcare spaces like those in licensed facilities. This hands-on approach enhances students' readiness for employment as Assistant and Lead Teachers. Additionally, required practicum hours in local childcare centers help to strengthen workplace understanding and foster employer connections, supporting workforce participation in rural communities. High quality childcare is critical in low-income communities to improve the readiness of the child for kindergarten as well as supporting parents in remaining in the workforce knowing their child(ren) are cared for. The Diesel Technology program leveraged Perkins funding to replace outdated equipment and upgrade existing tools. These investments ensure students gain practical experience with industry-standard technology, accelerating skill development, and building confidence. Graduates enter high-wage, in-demand careers with advanced technical competencies, directly addressing workforce needs in rural regions.

- *Clark College*—Clark hired a navigator to work with their auto tech and welding program whose role is to acquaint potential students with career opportunities in these fields. Strategies include open houses, visits, and promotion through regional high schools. In addition, the college used Perkins funds to support a CTE dual credit navigator who does extensive outreach in the service area, with the intent of helping high school students recognize the benefit of CTE dual credit and coaching them as to how to obtain it. The navigator promotes all the college programs for all high school students, thereby acquainting young people with opportunities in non-traditional fields. Perkins funded some needed equipment and materials for the start-up of the surgical technology program, which is an in-demand, high-skill occupation.

- *Clover Park Technical College*—Funding helped seed innovative programs aligned with high-skill, high-wage occupations. At the Eastside Training Center, funds provided local access to Electrician Low Voltage, HVAC, and Construction Technology programs by overcoming transportation barriers.

- *Columbia Basin College (CBC)*—Columbia Basin expanded and updated programs in Manufacturing, Health Sciences, Agriculture, Automotive, Welding, Business, Education, and Spanish Medical Interpreting, and launched the new associate in applied science in Logistics & Supply Chain Resilience. These programs train students for high-skill, high-wage, and in-demand jobs in CBC's rural service district. Significant Perkins-funded purchases of industry-standard equipment, including CNC machinery, simulation mannequins, automotive diagnostic tools, and welding units, ensure that students train on the same technology used across our region's high-demand sectors. To increase pathway access for rural and special-population students, CBC strengthened advising through Completion Coaches and the IBEST Retention Specialist partially funded with Perkins.

- *Grays Harbor College (GHC)*—Increased outreach to rural districts in Grays Harbor and Pacific County, on campus experiences to provide career exploration opportunities for students enrolled in the regional skills center's summer programs.

- *Lower Columbia College (LCC)*—As a result of the additional allocation for rural colleges, LCC utilized Perkins funding to further support the development and revision of CTE programs aligned with regional economic demand. Based on strong input from local employers and advisory committees, the Automation, Instrumentation, and Robotics (AIR) program was developed to expand pathways into high-wage, high-demand fields. Perkins resources supported employer engagement through community forums, industry listening sessions, and advisory committee participation, helping ensure that new and existing programs remain relevant and responsive to workforce needs. These activities align with LCC's strategic goals in workforce development and reflect the college's role as a key regional partner in economic and workforce development.

- *Olympic College*—Olympic used funds for their Allied Health program with professional development, equipment, supplies, and a lab resource nurse. Also included was the creation of new simulation with code blues to fill a ready for

practice gap for graduating nursing students measured by a pre/post confidence survey and implementation of the SimVS-IV simulators.

- *Peninsula College*—Expanded access to career and technical education in remote areas by supporting the development of mobile training programs, improving technology for hybrid instruction, and extending wraparound services to rural students. These funds also supported outreach to rural high schools, increased dual credit opportunities, and provided faculty development focused on rural equity and inclusive instruction. As a result, the college reduced geographic barriers and strengthened CTE access and success for students across its service region.

- *Renton Technical College (RTC)*—The Perkins Team at RTC prioritize program and curriculum Development. In 2023-2024, the Perkins Grant provided financial support to the Automotive Program at RTC, which was in a phase of growth and development. However, in FY 2024-2025, enrollment declined. Through the Program Viability process, faculty and the dean determined that the evening automotive program is no longer sustainable. As a result, the decision has been made to discontinue offering this program. RTC intends to continue collaborating with Instruction to develop and enhance career pathways that align with high-wage, high-demand occupations and industries. This ongoing partnership will focus on identifying and expanding programs that offer the greatest potential for student success and regional workforce growth including partnership through King County CLNA consortium, ensuring that educational offerings remain responsive to labor market needs.

- *Skagit Valley College*—This year, Skagit Valley College has used rural Perkins funding to make a significant investment in strengthening career and technical education pathways by hiring a new CTE Dual Credit Coordinator. This position has been critical in streamlining and improving CTE Dual Credit processes, ensuring more efficient articulation agreements and clearer pathways for high school students to earn college credit. Beyond internal process improvements, the new Coordinator has focused on expanding access to dual-credit opportunities across the college's rural three-county service district—Skagit, Island, and San Juan counties. The coordinator has already initiated outreach efforts in the college's rural high schools and visited high schools in Concrete and Sedro-Woolley, helping to bridge the gap between secondary and postsecondary education for students in remote areas who face additional barriers to college access. Additionally, the Outreach and Recruitment Specialist, also supported by Perkins rural funding, provided career pathway information to rural students, serving students in Skagit, Island, and San Juan counties. The Recruitment Specialist coordinated their participation in on-campus career exploration events, including multiple Try-a-Trade events that brought rural students to campus for hands-on activities. These efforts helped reduce geographic barriers, increased awareness of professional-technical education opportunities, and supported the development of career pathways aligned with regional high-skill, high-wage industries.

- *South Seattle College*—The high percentage vocational funds were used to support much-needed equipment enhancements for apprenticeship programs at South Seattle College. Equipment included personal protective gear for welding demonstrations, advanced tools for the Cement Masons shop, and a bandsaw for manufacturing apprenticeship programs. These investments significantly enhanced hands-on learning opportunities and improved program capacity. Previously, the Boilermakers Apprenticeship Program only had enough protective gear for very few students to participate in welding demos during tours. This limitation prevented most prospective students from actively experiencing the trade. By adding more gear, all visitors were able to safely engage in hands-on demonstrations, fostering interest in high-demand careers and promoting innovative recruitment strategies. In the Cement Masons Shop, the upgraded equipment allowed multiple machines to operate simultaneously, enabling more apprentices to practice with the latest tools and technologies. This hands-on experience improved technical proficiency, job readiness, and fostered innovation, giving apprentices a competitive edge in the workforce.

- *Spokane Colleges*—Spokane Community College (SCC) acquired four Tier 4 hybrid diesel diagnostic trainers—a major capital investment to support instruction in emissions-compliant technologies. The trainers prepare students for rapidly evolving federal and state emissions standards, directly aligned with high-skill, high-wage workforce needs in transportation and logistics, and ensure compliance with evolving environmental standards while expanding career-readiness in regional job markets. Spokane Falls Community College's new Career Education & Outreach Office began development of a districtwide site-inventory system and work-based learning tracking protocols. SCC hired a Career Support Supervisor, whose sole focus is on internship access, job readiness, and hands-on learning coordination for CTE students. These efforts are producing improved visibility of work-based learning pathways and stronger employer engagement across programs. Both colleges aligned rural and high CTE participants with CRM-driven communications to increase participation from out-of-work individuals and adult learners. Lastly, the funds supported instructional supplies, toolkits, and consumables for high-cost programs such as Automotive, Orthotics & Prosthetics, Welding, Allied Health, and Culinary.

- *Walla Walla Community College*—Perkins funded outreach staff, navigators, and workforce coordinators. These individuals are the primary connectors with rural communities, including local high schools.

- *Wenatchee Valley College*—The college's focus at the Omak campus, two hours from main campus, has resulted in a

thriving nursing program with room for growth and offering the first medical assistant program on campus in years. Additionally, the college has started outreach for welding and EMT and foresees increasing opportunities in that region.

- *Yakima Valley College (YVC)*—Forty-four students attended Scrubs Camp that was coordinated between Greater Health Now, Eastern Washington AHEC, YVC, and Educational Services District (ESD)105 in Spring 2025. Perkins funds were used to support faculty preparation for the event. YVC had five faculty plan and lead activities for the event. Four school districts were in attendance with several home school students. Two of the districts that were in attendance were rural districts. At least nine community partners participated in this event. YVC has been collaborating with their local ESD 105 utilizing Perkins funds for staff support to convene collaborative meetings to address needs of their K-12 district in the process, marketing, and organizational structure of their CTE Dual Credit process. The college is working on revamping process timelines, documentation processes, training opportunities, communication processes and creating a video to introduce CTE dual credit to students registering for CTE dual credit.

Consolidated Annual Report, Program Year 2024 - 2025

Washington

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 were set after averaging the last two state level performance over the previous two years of data (when available).

2S3: The Perkins concentrators performed at 39.3% statewide percentage of students who met the grade level standards on the math assessment taken in their 10th grade. The state met 86.4% of the state target

Category 2S3	Concentrator Attainment Rate (numerator/denominator)
Grand Total - UNDUPLICATED	39.3%
Male	42.0%
Female	36.2%
American Indian or Alaskan Native	27.1%
Asian	50.6%
Black or African American	23.0%
Hispanic or Latino	27.0%
Native Hawaiian or Other Pacific Islander	19.2%
White	45.7%
Two or More Races	42.1%
Individuals with Disabilities	16.1%
Individuals from Economically Disadvantaged Families	30.2%
Individuals Preparing for Non-traditional Fields	36.8%
English Learners	9.2%
Homeless Individuals	23.3%
Youth in Foster Care	17.0%
Youth with Parent in Active Military	46.0%
Migrant Students	19.9%
Agriculture, Food & Natural Resources	32.0%
Architecture & Construction	27.2%
Arts, A/V Technology & Communications	39.0%

Business Management & Administration	38.5%
Education & Training	43.2%
Finance	43.5%
Government & Public Administration	40.5%
Health Science	36.8%
Hospitality & Tourism	34.0%
Human Services	27.9%
Information Technology	57.0%
Law, Public Safety, Corrections & Security	33.6%
Manufacturing	39.3%
Marketing	38.9%
Science, Technology, Engineering & Mathematics	52.2%
Transportation, Distribution & Logistics	29.9%

Postsecondary:

1P1: Postsecondary Placement-The Perkins V State Determined Performance Level (SDPL) is 41.0%, whereas the actual performance was 41.4% in 2023-2024, exceeding the SDPL, based on 8,353 out of 20,181 students succeeding at postsecondary placement. Performance on this target stayed level in comparison to the 2022-2023 data. While the state did meet the target, we still have populations that require additional support and dedicated focus.

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

- Investment in CTE career advising and career coaches.
- Program-embedded career specialists that connect students to employers and job shadowing opportunities.
- Industry mentorship for students and faculty mentoring.
- Funding staff positions that focus on employer relations/partnerships.
- Supporting staff positions that focus on work-based learning opportunities.
- Hosting job fairs, interview/resume workshops, and clothing closets.
- Dedicated Pathways Navigators and Career Coaches for CTE programs

See supporting documentation Image 5 for a summary table

2P1: Earned Recognized Postsecondary Credential-The Perkins V State Determined Performance Level (SDPL) is 51.0%, whereas the actual performance was 52.7% in 2023-2024, meeting 103.4% of the SDPL. SBCTC's actual performance is based on 10,645 out of 20,181 concentrators meeting the desired outcome. In 2022-2023 we reported performance of 51.8% based on 10,379 out of 20,024 concentrators meeting the desired outcome.

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

- Evidence-based tutoring for students including Instructional Techs in labs.
- Textbook and laptop lending libraries.
- Embedded support in math and technical courses to eliminate remedial barriers and shorten time to graduation.
- Providing more holistic student support services including community-based services.
- Purchasing industry standard equipment and software and being responsive to technical/technological updates.
- Redesign and update nursing, medical assisting, and personal finance curriculum for students with cognitive disabilities.

- Intensive one-on-one quarterly advising sessions to maintain persistence.
- Offering hybrid and flexible course scheduling options for working adults or students with caregiving responsibilities.

See supporting documentation image 6 for summary table.

3P1: Non-Traditional Program Concentration - The Perkins V state performance target is 21.0%, whereas the actual performance was 20.7% in 2023-2024, based on 3,289 out of 15,902 students enrolling in non-traditional programs. Performance on this target decreased by 0.3% from 2022-2023.

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

- Collaborations with K-12 schools, nonprofits, and industry to highlight non-traditional fields.
- Hands-on workshops, campus tours, and outreach campaigns featuring student testimonials.
- Curriculum review to improve teaching and learning practices.
- Social media and videos featuring non-traditional students.
- Highlighting success stories in blogs and marketing showcasing graduates in non-traditional fields.

See supporting documentation image 7 for a summary table

Washington State met/exceeded the state determined performance levels for 1P1 and 2P1 and achieved 98.5% of the target for 3P1.

Consolidated Annual Report, Program Year 2024 - 2025 Washington

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: 2S3: Academic Proficiency in Science

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; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; 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 science obtainment and performance.

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

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

Staff Member(s):

CTE Program Supervisors – Holli Kalaleh and Dennis Wallace

Course Equivalency – Stanley Weaver

CTE Perkins Administration – Clarisse Leong, Deifi Stolz, Krista Fox, Kari Morgan, and Rebecca Wallace

Timeline:

August 31, 2026 action steps completion date

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

Targeted Completion Date: 08/31/2026

A. State: Washington

B. PR/Award Numbers:

Title I Basic GI V048A240047

C. Period covered by this report:

Start Date: 7/1/2024

End Date: 6/30/2025

D. Individual Serving as the State Director for Career and Technical Education:

Name: Joe Wilcox

Official Position: Director of Industry and Career Pathway Alignment

Agency: Workforce Training and Education Coordinating Board

Telephone: 3607094600

Email: joe.wilcox@wtb.wa.gov

E. Lead Individuals Completing This Report:

Individual with Paulette Beadling

Individual with Lisa Engelhart

Individual with Joe Wilcox

1. State Name	Washington
2. Federal Funding Period	
Start Date	7/1/2024
End Date	9/30/2025
3. Reporting Period	
Start Date	7/1/2024
End Date	9/30/2025
4. Accounting Basis	0

5. Grant Award Number	
Perkins V Grant	V048A240047
6. Grant Award Amount	
Perkins V Grant	25980973
7. Amended Interim FSR	
Date of Ammended FSR	FALSE
Additional Information:	

Row	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
	FUNDS FOR LOCAL DISTRIBUTION										
	RESERVE FUNDS										
A	Funds for Secondary Recipients	0.00	191,572.00	0.00	191,572.00	0.00	191,572.00	780,116.00	971,688.00	971,688.00	0.00
B	Funds for Postsecondary Recipients	0.00	1,236,694.00	0.00	1,236,694.00	0.00	1,236,694.00	0.00	1,236,694.00	1,236,694.00	0.00
C	Subtotal Reserve Funds (Row A + B)	0.00	1,428,266.00	0.00	1,428,266.00	0.00	1,428,266.00	780,116.00	2,208,382.00	2,208,382.00	0.00
	LOCAL FORMULA FUNDS										
D	Funds for Secondary Recipients	0.00	946,509,314.00	0.00	946,509,314.00	941,660,398.00	4,848,916.00	3,896,280.00	8,745,196.00	8,745,196.00	0.00
E	Funds for Postsecondary Recipients	0.00	286,012,283.00	0.00	286,012,283.00	274,882,034.00	11,130,249.00	0.00	11,130,249.00	11,130,249.00	0.00
F	Subtotal Local Formula Funds (Row D + E)	0.00	1,232,521,597.00	0.00	1,232,521,597.00	1,216,542,432.00	15,979,165.00	3,896,280.00	19,875,445.00	19,875,445.00	0.00
G	Subtotal Funds for Local Distribution (Row C + F)	0.00	1,233,949,863.00	0.00	1,233,949,863.00	1,216,542,432.00	17,407,431.00	4,676,396.00	22,083,827.00	22,083,827.00	0.00
	FUNDS FOR STATE LEADERSHIP										
H	Funds for State Institutions	0.00	130,315.00	0.00	130,315.00	0.00	130,315.00	129,495.00	259,810.00	259,810.00	0.00
I	Funds for Nontraditional Preparation	0.00	22,999.00	0.00	22,999.00	0.00	22,999.00	37,001.00	60,000.00	60,000.00	0.00
J	Funds for Special Population Recruitment	0.00	0.00	0.00	0.00	0.00	0.00	2,598.00	2,598.00	2,598.00	0.00
K	Funds for Other Leadership Activities	0.00	0.00	0.00	0.00	0.00	0.00	2,275,689.00	2,275,689.00	2,275,689.00	0.00
L	Subtotal Funds for State Leadership (Row H + I + J + K)	0.00	153,314.00	0.00	153,314.00	0.00	153,314.00	2,444,783.00	2,598,097.00	2,598,097.00	0.00
	STATE ADMINISTRATION										
M	Subtotal Funds for State Administration	0.00	835,664.00	0.00	835,664.00	504,265.00	331,399.00	967,650.00	1,299,049.00	1,299,049.00	0.00
N	Total Funds	0.00	1,234,938,841.00	0.00	1,234,938,841.00	1,217,046,697.00	17,892,144.00	8,088,829.00	25,980,973.00	25,980,973.00	0.00

Row	Career Clusters																		
	Populations	Number of Se	Agri. Food & I	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & 1	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law, . Public S	Manufacturin	Marketing	STEM	Transp. Distr.	Other (specify)
1	Grand Total	201935	44149	7227	70804	22290	18269	20283	4370	70102	26811	28050	28591	8895	16957	23249	29101	7279	15371
GENDER																			
2	Male	106266	23176	6015	36749	11625	6298	11427	2695	31962	13355	10132	18391	4676	13490	12796	19891	6238	8168
3	Female	94420	20745	1179	33525	10561	11769	8745	1653	37743	13296	17725	10050	4163	3417	10354	9032	1019	7100
RACE/ETHNICITY (1997 Revised Standards)																			
4	American Ind	1988	617	105	663	203	157	178	48	557	334	297	223	44	158	155	356	62	181
5	Asian	17943	2231	191	5942	1808	1042	2126	286	5780	1876	2042	4859	723	826	2735	2435	309	920
6	Black or Afric	8977	1341	204	3510	1003	808	678	272	3451	1512	1392	1342	356	541	1303	1054	162	909
7	Hispanic/Lati	55074	14781	2647	20305	6649	3455	6139	1093	20367	7945	9772	7265	2500	4740	6658	8334	2309	5085
8	Native Hawai	2798	472	118	1108	263	322	213	147	1077	466	431	291	120	166	435	327	67	312
9	White	97950	21767	3502	32933	10731	10610	9473	2057	32758	12166	11911	12370	4425	9249	10013	14202	3834	6576
10	Two or More	17201	2939	460	6341	1633	1875	1476	467	6111	2511	2204	2239	726	1277	1950	2393	536	1388
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																			
11	Individuals W	24095	6471	1070	8571	2322	2041	2119	837	7396	3787	3304	2775	1001	2436	2051	3520	1136	2272
12	Individuals fr	94278	23557	3978	34030	10750	7595	9161	2391	34182	13760	14777	13057	3962	8434	10391	14066	3785	8613
13	Individuals Pr	45539	9409	1083	6435	2985	624	68	0	6325	8709	2705	4679	892	2614	127	3600	745	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	22952	6188	1127	9056	2544	988	2432	540	8484	3497	3627	3358	950	2063	2844	3548	900	2130
17	Homeless Ind	6844	1747	311	2576	822	533	693	280	2518	1056	1040	879	296	636	687	985	255	773
18	Youth In Fost	434	142	14	169	55	43	45	17	171	71	62	54	19	37	45	61	18	47
19	Youth with Pe	5003	884	104	1696	477	423	363	390	2047	673	654	738	171	483	549	785	181	424
20	Migrant Studi	5035	1992	401	1643	680	194	709	60	1861	702	995	858	225	366	499	928	226	432

Definition for Secondary CTE Participant Enrollment

Additional Information Related to Gender Counts

<p>1246 secondary CTE students reported as 'Gender X' as allowed by Washington state law. 3 participants were missing gender demographic information.</p>

Additional Information Related to Race/Ethnicity Counts

<p>4 participants were missing race/ethnicity information.</p>

Additional Information

<p>The state is reporting duplicated student counts at the career cluster level. The "Number of Secondary Students" are unduplicated counts. Other Column - Includes only CIP code 320107. Single Parents & Out of Workforce Individuals not reported.</p>

Row	Career Clusters																	
	Populations	Number of Pc	Agri. Food & I	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & 1	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law, . Public S	Manufacturin	Marketing	STEM	Transp. Distr.
1	Grand Total	87970	1686	11638	2324	9613	6980		8	-9	23418	1681	4136	7454	3367	7719	1346	643
2	GENDER																	
3	Male	38802	757	8954	1072	3329	553		6	-9	4476	767	905	5099	1750	6234	486	430
4	Female	49168	929	2684	1252	6284	6427		2	-9	18942	914	3231	2355	1617	1485	860	213
5	RACE/ETHNICITY (1997 Revised Standards)																	
6	American Ind	903	25	131	11	125	96		0	-9	149	27	102	34	25	82	20	9
7	Asian	7375	30	325	207	777	546		1	-9	2871	165	172	898	159	558	110	53
8	Black or Afric	7943	38	581	146	1009	562		1	-9	2986	156	362	989	202	390	146	33
9	Hispanic/Lati	17659	224	1947	320	1994	2572		1	-9	4754	302	652	1250	710	1373	260	130
10	Native Hawai	694	2	78	14	120	40		0	-9	166	13	31	52	27	83	8	2
11	White	39857	946	4601	1235	4451	2497		4	-9	10041	780	2277	3231	1849	4073	637	341
12	Two or More	6714	74	643	209	764	428		1	-9	1919	145	399	656	292	588	123	48
13	Unknown	6825	347	3332	182	373	239		0	-9	532	93	141	344	103	572	42	27
14	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																	
15	Individuals W	6067	125	202	241	749	448		0	-9	2009	132	451	721	203	357	110	84
16	Individuals fr	38059	607	1392	793	5161	4870		4	-9	11498	793	2390	3646	1335	2600	716	221
17	Individuals Pr	15357	537	2684	243	2733	493		6	-9	2616	679	701	1449	928	1451	45	89
18	Single Parent	5286	59	100	42	1033	609		1	-9	1948	76	496	277	213	171	138	17
19	Out of Workf	6580	110	261	234	918	454		0	-9	1712	200	453	807	252	504	149	74
20	English Learn	410	0	21	1	46	111		0	-9	115	7	10	39	5	19	3	2
21	Homeless Ind	-1	-1	-1	-1	-1	-1		-1	-9	-1	-1	-1	-1	-1	-1	-1	-1
22	Youth In Fost	3053	33	139	69	427	265		0	-9	827	74	253	314	138	230	78	25
23	Youth with Pe	-1	-1	-1	-1	-1	-1		-1	-9	-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: Personal Emergency Preparedness, PROGRAM CIP: 3301060, HEADCOUNT: 18 CIP TYPE: Non-vocational Program, CIP TITLE: UNKNOWN CIP, PROGRAM CIP: 000000, HEADCOUNT: 1928 CIP TYPE: VOCATIONAL PROGRAM, CIP TITLE: New Chance, PROGRAM CIP: 980002, HEADCOUNT: 20 CIP TYPE: VOCATIONAL PROGRAM, CIP TITLE: Personal Decision-Making Skill, PROGRAM CIP: 980002, HEADCOUNT: 25</p>

Row	Career Clusters																		
	Populations	Number of Se	Agri. Food & I	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & I	Finance	Govt. & Publi	Health Scienc	Hospitality &	Human Servic	Information T	Law, . Public S	Manufacturin	Marketing	STEM	Transp. Distr.	Other (specify)
1	Grand Total	41227	7596	1303	11023	1876	5113	574	890	8263	1910	1979	3338	1041	2455	2325	4115	1675	-9
GENDER																			
2	Male	21859	4099	1165	5663	866	1685	330	569	2748	932	451	2577	616	2143	1229	3028	1480	-9
3	Female	19078	3460	134	5243	1007	3346	243	317	5479	966	1516	746	421	307	1088	1059	188	-9
RACE/ETHNICITY (1997 Revised Standards)																			
4	American Ind	434	137	18	108	24	44	7	14	66	47	21	21	7	35	15	49	9	-9
5	Asian	3437	202	28	928	146	315	105	58	679	83	80	922	24	58	238	420	50	-9
6	Black or Afric	1612	154	30	523	55	203	13	47	370	82	100	128	22	55	124	124	20	-9
7	Hispanic/Lati	11215	2590	500	2975	510	846	128	206	2677	534	900	592	297	601	601	1088	529	-9
8	Native Hawai	473	66	22	161	7	77	0	25	98	28	20	28	8	13	40	21	8	-9
9	White	20734	4013	636	5289	1006	3150	277	434	3690	963	735	1404	616	1539	1082	2102	947	-9
10	Two or More	3322	434	69	1039	128	478	44	106	683	173	123	243	67	154	225	311	112	-9
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																			
11	Individuals W	5319	1425	253	1458	160	524	42	184	736	376	228	257	160	429	167	475	310	-9
12	Individuals fr	22268	4903	855	5974	1005	2349	222	553	4653	1174	1382	1378	591	1414	1026	1989	970	-9
13	Individuals Pr	9000	2871	122	1873	379	101	4	0	1221	766	221	620	411	276	31	571	166	-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 Workfr	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
16	English Learn	4011	982	212	1118	145	168	33	75	811	186	257	245	89	224	162	353	196	-9
17	Homeless Ind	3322	761	149	893	131	332	27	119	625	181	189	168	87	188	126	306	139	-9
18	Youth In Fost	123	30	2	31	1	12	1	9	30	7	10	4	2	9	2	5	9	-9
19	Youth with Pe	1242	169	29	357	46	147	9	97	276	67	62	80	36	76	69	93	47	-9
20	Migrant Studi	1270	484	81	205	70	65	8	10	331	65	132	61	28	49	47	137	65	-9

Definition for Secondary CTE Concentrator Enrollment

Additional Information Related to Gender Counts

<p>290 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. The State is reporting duplicated cluster counts.</p>

Row	Career Clusters																	
	Populations	Number of Pc	Agri. Food & I	Arch. & Const	Arts, AV, Tech	Business Mgn	Education & 1	Finance	Govt. & Public	Health Scienc	Hospitality &	Human Servic	Information T	Law, . Public S	Manufacturin	Marketing	STEM	Transp. Distr. Other (specify)
1	Grand Total	64597	1087	7425	1870	6942	4906		5	-9	18232	1365	3005	5873	2606	6057	987	442 3228 567
GENDER																		
2	Male	28937	545	6358	855	2228	340		4	-9	3478	609	620	3992	1381	4998	343	310 2663 213
3	Female	35660	542	1067	1015	4714	4566		1	-9	14754	756	2385	1881	1225	1059	644	132 565 354
RACE/ETHNICITY (1997 Revised Standards)																		
4	American Ind	584	17	81	7	77	57		0	-9	98	19	63	27	13	66	15	6 35 3
5	Asian	5723	23	260	179	588	378		1	-9	2302	136	104	732	125	464	88	31 243 69
6	Black or Afric	5448	25	407	107	637	343		0	-9	2104	112	248	727	134	281	106	20 163 34
7	Hispanic/Lati	12971	175	1217	242	1429	1859		0	-9	3643	254	486	968	543	1077	178	91 747 62
8	Native Hawai	486	2	60	12	82	24		0	-9	120	10	16	39	24	55	5	1 32 4
9	White	30534	744	3290	1016	3324	1789		3	-9	8084	648	1689	2589	1473	3266	464	249 1590 316
10	Two or More	4925	56	440	165	537	283		1	-9	1471	110	297	512	217	453	94	30 224 35
11	Unknown	3926	45	1670	142	268	173		0	-9	410	76	102	279	77	395	37	14 194 44
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)																		
12	Individuals W	4847	109	143	200	580	298		0	-9	1685	110	357	587	156	302	90	54 152 24
13	Individuals fr	30726	529	1148	696	4007	3672		2	-9	9537	666	1822	3002	1050	2226	563	173 1615 18
14	Individuals Pr	10654	453	1067	182	1990	322		4	-9	2058	578	473	1120	699	1035	35	73 565 0
15	Single Parent:	4172	49	83	37	767	479		1	-9	1558	58	399	219	162	147	112	15 86 0
16	Out of Workf	5127	88	222	193	682	314		0	-9	1393	157	304	668	199	411	118	44 306 28
17	English Learn	72	0	5	0	2	36		0	-9	11	0	3	9	0	4	0	0 2 0
18	Homeless Ind	-1	-1	-1	-1	-1	-1		-1	-1	-1	-1	-1	-1	-1	-1	-1	-1 -1 -1
19	Youth In Fost	2219	25	107	57	303	182		0	-9	616	52	162	241	102	165	57	18 121 11
20	Youth with Pe	-1	-1	-1	-1	-1	-1		-1	-1	-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: UNKNOWN CIP, PROGRAM CIP: 000000, HEADCOUNT: 567</p>

1S1: Four-Year Graduation Rate	
2019-2020	85.5%
2020-2021	85.5%
2021-2022	85.5%
2022-2023	85.5%
2023-2024	85.5%
2024-2025	85.5%
2025-2026	85.5%
2026-2027	85.5%
2027-2028	85.5%
2028-2029	85.5%
2029-2030	85.5%
2030-2031	85.5%
2031-2032	85.5%
2032-2033	85.5%
2033-2034	85.5%
2034-2035	85.5%
2035-2036	85.5%
2036-2037	85.5%
2037-2038	85.5%
2038-2039	85.5%
2039-2040	85.5%
2040-2041	85.5%
2041-2042	85.5%
2042-2043	85.5%
2043-2044	85.5%
2044-2045	85.5%
2045-2046	85.5%
2046-2047	85.5%
2047-2048	85.5%
2048-2049	85.5%
2049-2050	85.5%
2050-2051	85.5%
2051-2052	85.5%
2052-2053	85.5%
2053-2054	85.5%
2054-2055	85.5%
2055-2056	85.5%
2056-2057	85.5%
2057-2058	85.5%
2058-2059	85.5%
2059-2060	85.5%
2060-2061	85.5%
2061-2062	85.5%
2062-2063	85.5%
2063-2064	85.5%
2064-2065	85.5%
2065-2066	85.5%
2066-2067	85.5%
2067-2068	85.5%
2068-2069	85.5%
2069-2070	85.5%
2070-2071	85.5%
2071-2072	85.5%
2072-2073	85.5%
2073-2074	85.5%
2074-2075	85.5%
2075-2076	85.5%
2076-2077	85.5%
2077-2078	85.5%
2078-2079	85.5%
2079-2080	85.5%
2080-2081	85.5%
2081-2082	85.5%
2082-2083	85.5%
2083-2084	85.5%
2084-2085	85.5%
2085-2086	85.5%
2086-2087	85.5%
2087-2088	85.5%
2088-2089	85.5%
2089-2090	85.5%
2090-2091	85.5%
2091-2092	85.5%
2092-2093	85.5%
2093-2094	85.5%
2094-2095	85.5%
2095-2096	85.5%
2096-2097	85.5%
2097-2098	85.5%
2098-2099	85.5%
2099-2100	85.5%

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	38836	40427	93.60%	96.06%	2.46	E
GENDER							
2	Male	20401	21403	93.60%	95.32%	1.72	E
3	Female	18168	18741	93.60%	96.94%	3.34	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	389	420	93.60%	92.62%	-0.98	Y
5	Asian	3318	3395	93.60%	97.73%	4.13	E
6	Black or African American	1512	1580	93.60%	95.70%	2.10	E
7	Hispanic or Latino	10548	11061	93.60%	95.36%	1.76	E
8	Native Hawaiian or Other Pacific Islander	442	463	93.60%	95.46%	1.86	E
9	White	19484	20246	93.60%	96.24%	2.64	E
10	Two or More Races	3143	3262	93.60%	96.35%	2.75	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	4554	5209	93.60%	87.43%	-6.17	Y
12	Individuals from Economically Disadvantaged Families	20670	21840	93.60%	94.64%	1.04	E
13	Individuals Preparing for Non-traditional Fields	8508	8837	93.60%	96.28%	2.68	E
14	Single Parents	-1	-1	93.60%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	93.60%	N/A	N/A	N/A
16	English Learners	3623	3921	93.60%	92.40%	-1.20	Y
17	Homeless Individuals	2955	3242	93.60%	91.15%	-2.45	Y
18	Youth in Foster Care	104	115	93.60%	90.43%	-3.17	Y
19	Youth with Parent in Active Military	1125	1161	93.60%	96.90%	3.30	E
20	Migrant Students	1185	1247	93.60%	95.03%	1.43	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	7031	7438	93.60%	94.53%	0.93	E
22	Architecture & Construction	1234	1276	93.60%	96.71%	3.11	E
23	Arts, A/V Technology & Communications	10464	10840	93.60%	96.53%	2.93	E
24	Business Management & Administration	1831	1869	93.60%	97.97%	4.37	E
25	Education & Training	4923	5038	93.60%	97.72%	4.12	E
26	Finance	561	573	93.60%	97.91%	4.31	E
27	Government & Public Administration	785	851	93.60%	92.24%	-1.36	Y
28	Health Science	7983	8142	93.60%	98.05%	4.45	E
29	Hospitality & Tourism	1766	1889	93.60%	93.49%	-0.11	Y
30	Human Services	1889	1954	93.60%	96.67%	3.07	E
31	Information Technology	3201	3287	93.60%	97.38%	3.78	E
32	Law, Public Safety, Corrections & Security	980	1013	93.60%	96.74%	3.14	E
33	Manufacturing	2304	2412	93.60%	95.52%	1.92	E
34	Marketing	2268	2311	93.60%	98.14%	4.54	E
35	Science, Technology, Engineering & Mathematics	3935	4052	93.60%	97.11%	3.51	E
36	Transportation, Distribution & Logistics	1570	1641	93.60%	95.67%	2.07	E
37	Other: Please Identify:	-9	-9	93.60%	N/A	N/A	N/A

Additional Information Related to Gender Counts									
---	--	--	--	--	--	--	--	--	--

<p>Gender X Reported Separately from Female/Male - 267 Numerator, 283 Denominator</p>

Additional Information Related to Race/Ethnicity Counts	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	
61	
62	
63	
64	
65	
66	
67	
68	
69	
70	
71	
72	
73	
74	
75	
76	
77	
78	
79	
80	
81	
82	
83	
84	
85	
86	
87	
88	
89	
90	
91	
92	
93	
94	
95	
96	
97	
98	
99	
100	

Additional Information

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	37013	38048	94.40%	97.28%	2.88	E
GENDER							
2	Male	19435	20098	94.40%	96.70%	2.30	E
3	Female	17389	17754	94.40%	97.94%	3.54	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	383	408	94.40%	93.87%	-0.53	Y
5	Asian	3154	3199	94.40%	98.59%	4.19	E
6	Black or African American	1379	1433	94.40%	96.23%	1.83	E
7	Hispanic or Latino	9697	9994	94.40%	97.03%	2.63	E
8	Native Hawaiian or Other Pacific Islander	424	434	94.40%	97.70%	3.30	E
9	White	19164	19689	94.40%	97.33%	2.93	E
10	Two or More Races	2812	2891	94.40%	97.27%	2.87	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	4328	4780	94.40%	90.54%	-3.86	Y
12	Individuals from Economically Disadvantaged Families	18655	19399	94.40%	96.16%	1.76	E
13	Individuals Preparing for Non-traditional Fields	8369	8566	94.40%	97.70%	3.30	E
14	Single Parents	-1	-1	94.40%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	94.40%	N/A	N/A	N/A
16	English Learners	3275	3432	94.40%	95.43%	1.03	E
17	Homeless Individuals	2759	2936	94.40%	93.97%	-0.43	Y
18	Youth in Foster Care	117	130	94.40%	90.00%	-4.40	Y
19	Youth with Parent in Active Military	724	742	94.40%	97.57%	3.17	E
20	Migrant Students	1117	1150	94.40%	97.13%	2.73	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	6508	6777	94.40%	96.03%	1.63	E
22	Architecture & Construction	1112	1142	94.40%	97.37%	2.97	E
23	Arts, A/V Technology & Communications	10044	10304	94.40%	97.48%	3.08	E
24	Business Management & Administration	1877	1910	94.40%	98.27%	3.87	E
25	Education & Training	4467	4533	94.40%	98.54%	4.14	E
26	Finance	501	503	94.40%	99.60%	5.20	E
27	Government & Public Administration	646	674	94.40%	95.85%	1.45	E
28	Health Science	7566	7669	94.40%	98.66%	4.26	E
29	Hospitality & Tourism	1547	1616	94.40%	95.73%	1.33	E
30	Human Services	1737	1782	94.40%	97.47%	3.07	E
31	Information Technology	3201	3249	94.40%	98.52%	4.12	E
32	Law, Public Safety, Corrections & Security	846	876	94.40%	96.58%	2.18	E
33	Manufacturing	2245	2307	94.40%	97.31%	2.91	E
34	Marketing	1985	2019	94.40%	98.32%	3.92	E
35	Science, Technology, Engineering & Mathematics	3586	3674	94.40%	97.60%	3.20	E
36	Transportation, Distribution & Logistics	1661	1706	94.40%	97.36%	2.96	E
37	Other: Please Identify:	-9	-9	94.40%	N/A	N/A	N/A

Additional Information Related to Gender Counts

<p>Gender X Reported Separately from Female/Male - 189 Numerator, 196 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

<p>The data reported above is for the 2024 cohort of students.</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	26009	40002	61.60%	65.02%	3.42	E
GENDER							
2	Male	13027	21191	61.60%	61.47%	-0.13	Y
3	Female	12757	18535	61.60%	68.83%	7.23	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	185	414	61.60%	44.69%	-16.91	N
5	Asian	2744	3360	61.60%	81.67%	20.07	E
6	Black or African American	738	1552	61.60%	47.55%	-14.05	N
7	Hispanic or Latino	5551	10934	61.60%	50.77%	-10.83	N
8	Native Hawaiian or Other Pacific Islander	210	449	61.60%	46.77%	-14.83	N
9	White	14342	20057	61.60%	71.51%	9.91	E
10	Two or More Races	2239	3236	61.60%	69.19%	7.59	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	1309	5171	61.60%	25.31%	-36.29	N
12	Individuals from Economically Disadvantaged Families	11545	21601	61.60%	53.45%	-8.15	N
13	Individuals Preparing for Non-traditional Fields	5626	8759	61.60%	64.23%	2.63	E
14	Single Parents	-1	-1	61.60%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	61.60%	N/A	N/A	N/A
16	English Learners	721	3819	61.60%	18.88%	-42.72	N
17	Homeless Individuals	1353	3173	61.60%	42.64%	-18.96	N
18	Youth in Foster Care	49	114	61.60%	42.98%	-18.62	N
19	Youth with Parent in Active Military	784	1121	61.60%	69.94%	8.34	E
20	Migrant Students	497	1235	61.60%	40.24%	-21.36	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	4032	7385	61.60%	54.60%	-7.00	N
22	Architecture & Construction	548	1268	61.60%	43.22%	-18.38	N
23	Arts, A/V Technology & Communications	7075	10700	61.60%	66.12%	4.52	E
24	Business Management & Administration	1255	1855	61.60%	67.65%	6.05	E
25	Education & Training	3595	5025	61.60%	71.54%	9.94	E
26	Finance	411	565	61.60%	72.74%	11.14	E
27	Government & Public Administration	480	840	61.60%	57.14%	-4.46	Y
28	Health Science	5499	8083	61.60%	68.03%	6.43	E
29	Hospitality & Tourism	1044	1867	61.60%	55.92%	-5.68	Y
30	Human Services	1124	1936	61.60%	58.06%	-3.54	Y
31	Information Technology	2585	3254	61.60%	79.44%	17.84	E
32	Law, Public Safety, Corrections & Security	593	1002	61.60%	59.18%	-2.42	Y
33	Manufacturing	1354	2396	61.60%	56.51%	-5.09	Y
34	Marketing	1600	2301	61.60%	69.53%	7.93	E
35	Science, Technology, Engineering & Mathematics	2786	4035	61.60%	69.05%	7.45	E
36	Transportation, Distribution & Logistics	829	1620	61.60%	51.17%	-10.43	N
37	Other: Please Identify:	-9	-9	61.60%	N/A	N/A	N/A

Additional Information Related to Gender Counts									
---	--	--	--	--	--	--	--	--	--

<p>Gender X Reported Separately from Female/Male - 225 Numerator, 276 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

2S2: Academic Proficiency in Mathematics

Numerator Definition

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

Denominator Definition

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

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	13126	40042	29.60%	32.78%	3.18	E
GENDER							
2	Male	7520	21217	29.60%	35.44%	5.84	E
3	Female	5485	18549	29.60%	29.57%	-0.03	Y
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	55	414	29.60%	13.29%	-16.31	N
5	Asian	2016	3367	29.60%	59.88%	30.28	E
6	Black or African American	243	1556	29.60%	15.62%	-13.98	N
7	Hispanic or Latino	1870	10946	29.60%	17.08%	-12.52	N
8	Native Hawaiian or Other Pacific Islander	62	448	29.60%	13.84%	-15.76	N
9	White	7757	20074	29.60%	38.64%	9.04	E
10	Two or More Races	1123	3237	29.60%	34.69%	5.09	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	455	5171	29.60%	8.80%	-20.80	N
12	Individuals from Economically Disadvantaged Families	4238	21629	29.60%	19.59%	-10.01	N
13	Individuals Preparing for Non-traditional Fields	2456	8768	29.60%	28.01%	-1.59	Y
14	Single Parents	-1	-1	29.60%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	29.60%	N/A	N/A	N/A
16	English Learners	281	3841	29.60%	7.32%	-22.28	N
17	Homeless Individuals	429	3183	29.60%	13.48%	-16.12	N
18	Youth in Foster Care	15	114	29.60%	13.16%	-16.44	N
19	Youth with Parent in Active Military	384	1122	29.60%	34.22%	4.62	E
20	Migrant Students	140	1236	29.60%	11.33%	-18.27	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	1557	7386	29.60%	21.08%	-8.52	N
22	Architecture & Construction	221	1270	29.60%	17.40%	-12.20	N
23	Arts, A/V Technology & Communications	3519	10721	29.60%	32.82%	3.22	E
24	Business Management & Administration	636	1855	29.60%	34.29%	4.69	E
25	Education & Training	1690	5024	29.60%	33.64%	4.04	E
26	Finance	273	566	29.60%	48.23%	18.63	E
27	Government & Public Administration	213	840	29.60%	25.36%	-4.24	N
28	Health Science	2457	8091	29.60%	30.37%	0.77	E
29	Hospitality & Tourism	413	1869	29.60%	22.10%	-7.50	N
30	Human Services	390	1937	29.60%	20.13%	-9.47	N
31	Information Technology	1969	3260	29.60%	60.40%	30.80	E
32	Law, Public Safety, Corrections & Security	224	1004	29.60%	22.31%	-7.29	N
33	Manufacturing	613	2395	29.60%	25.59%	-4.01	N
34	Marketing	811	2303	29.60%	35.21%	5.61	E
35	Science, Technology, Engineering & Mathematics	1819	4034	29.60%	45.09%	15.49	E
36	Transportation, Distribution & Logistics	335	1621	29.60%	20.67%	-8.93	N
37	Other: Please Identify:	-9	-9	29.60%	N/A	N/A	N/A

Additional Information Related to Gender Counts	
1. If the respondent is a female, please indicate the respondent's marital status (e.g., married, single, divorced, widowed, etc.).	
2. If the respondent is a male, please indicate the respondent's marital status (e.g., married, single, divorced, widowed, etc.).	
3. If the respondent is a female, please indicate the respondent's age (e.g., 18, 19, 20, etc.).	
4. If the respondent is a male, please indicate the respondent's age (e.g., 18, 19, 20, etc.).	
5. If the respondent is a female, please indicate the respondent's education level (e.g., high school, college, graduate, etc.).	
6. If the respondent is a male, please indicate the respondent's education level (e.g., high school, college, graduate, etc.).	
7. If the respondent is a female, please indicate the respondent's occupation (e.g., teacher, nurse, doctor, etc.).	
8. If the respondent is a male, please indicate the respondent's occupation (e.g., teacher, nurse, doctor, etc.).	
9. If the respondent is a female, please indicate the respondent's income level (e.g., \$10,000, \$20,000, etc.).	
10. If the respondent is a male, please indicate the respondent's income level (e.g., \$10,000, \$20,000, etc.).	

<p>Gender X Reported Separately from Female/Male - 121 Numerator, 276 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

2S3: Academic Proficiency in Science

Numerator Definition

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

Denominator Definition

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

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (E, Y, N)
1	Grand Total - UNDUPLICATED	15774	40091	45.50%	39.35%	-6.15	N
GENDER							
2	Male	8910	21236	45.50%	41.96%	-3.54	Y
3	Female	6715	18572	45.50%	36.16%	-9.34	N
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	113	417	45.50%	27.10%	-18.40	N
5	Asian	1704	3370	45.50%	50.56%	5.06	E
6	Black or African American	357	1555	45.50%	22.96%	-22.54	N
7	Hispanic or Latino	2965	10963	45.50%	27.05%	-18.45	N
8	Native Hawaiian or Other Pacific Islander	88	459	45.50%	19.17%	-26.33	N
9	White	9184	20091	45.50%	45.71%	0.21	E
10	Two or More Races	1363	3236	45.50%	42.12%	-3.38	Y
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	831	5177	45.50%	16.05%	-29.45	N
12	Individuals from Economically Disadvantaged Families	6538	21616	45.50%	30.25%	-15.25	N
13	Individuals Preparing for Non-traditional Fields	3222	8759	45.50%	36.79%	-8.71	N
14	Single Parents	-1	-1	45.50%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	45.50%	N/A	N/A	N/A
16	English Learners	353	3847	45.50%	9.18%	-36.32	N
17	Homeless Individuals	742	3184	45.50%	23.30%	-22.20	N
18	Youth in Foster Care	19	112	45.50%	16.96%	-28.54	N
19	Youth with Parent in Active Military	526	1144	45.50%	45.98%	0.48	E
20	Migrant Students	245	1232	45.50%	19.89%	-25.61	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	2359	7366	45.50%	32.03%	-13.47	N
22	Architecture & Construction	344	1264	45.50%	27.22%	-18.28	N
23	Arts, A/V Technology & Communications	4200	10760	45.50%	39.03%	-6.47	N
24	Business Management & Administration	717	1860	45.50%	38.55%	-6.95	N
25	Education & Training	2170	5024	45.50%	43.19%	-2.31	Y
26	Finance	247	568	45.50%	43.49%	-2.01	Y
27	Government & Public Administration	339	838	45.50%	40.45%	-5.05	N
28	Health Science	2980	8094	45.50%	36.82%	-8.68	N
29	Hospitality & Tourism	641	1883	45.50%	34.04%	-11.46	N
30	Human Services	542	1946	45.50%	27.85%	-17.65	N
31	Information Technology	1861	3266	45.50%	56.98%	11.48	E
32	Law, Public Safety, Corrections & Security	337	1004	45.50%	33.57%	-11.93	N
33	Manufacturing	938	2389	45.50%	39.26%	-6.24	N
34	Marketing	896	2304	45.50%	38.89%	-6.61	N
35	Science, Technology, Engineering & Mathematics	2096	4018	45.50%	52.17%	6.67	E
36	Transportation, Distribution & Logistics	487	1631	45.50%	29.86%	-15.64	N
37	Other: Please Identify:	-9	-9	45.50%	N/A	N/A	N/A

Additional Information Related to Gender Counts	
1. If the respondent is a female, please indicate the respondent's marital status (e.g., married, single, divorced, widowed, etc.).	
2. If the respondent is a male, please indicate the respondent's marital status (e.g., married, single, divorced, widowed, etc.).	
3. If the respondent is a female, please indicate the respondent's age (e.g., 18-24, 25-34, 35-44, 45-54, 55-64, 65-74, 75-84, 85+).	
4. If the respondent is a male, please indicate the respondent's age (e.g., 18-24, 25-34, 35-44, 45-54, 55-64, 65-74, 75-84, 85+).	
5. If the respondent is a female, please indicate the respondent's education level (e.g., less than high school, high school graduate, some college, bachelor's degree, master's degree, doctorate degree).	
6. If the respondent is a male, please indicate the respondent's education level (e.g., less than high school, high school graduate, some college, bachelor's degree, master's degree, doctorate degree).	
7. If the respondent is a female, please indicate the respondent's occupation (e.g., manager, professional, service, sales, etc.).	
8. If the respondent is a male, please indicate the respondent's occupation (e.g., manager, professional, service, sales, etc.).	
9. If the respondent is a female, please indicate the respondent's income level (e.g., less than \$10,000, \$10,000-\$19,999, \$20,000-\$29,999, \$30,000-\$39,999, \$40,000-\$49,999, \$50,000-\$59,999, \$60,000-\$69,999, \$70,000-\$79,999, \$80,000-\$89,999, \$90,000-\$99,999, \$100,000+).	
10. If the respondent is a male, please indicate the respondent's income level (e.g., less than \$10,000, \$10,000-\$19,999, \$20,000-\$29,999, \$30,000-\$39,999, \$40,000-\$49,999, \$50,000-\$59,999, \$60,000-\$69,999, \$70,000-\$79,999, \$80,000-\$89,999, \$90,000-\$99,999, \$100,000+).	

<p>Gender X Reported Separately from Female/Male - 149 Numerator, 283 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

3S1: Post-Program Placement

Numerator Definition

Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, 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	28934	37118	77.10%	77.95%	0.85	E
GENDER							
2	Male	14577	19498	77.10%	74.76%	-2.34	Y
3	Female	14228	17429	77.10%	81.63%	4.53	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	216	385	77.10%	56.10%	-21.00	N
5	Asian	2760	3152	77.10%	87.56%	10.46	E
6	Black or African American	1097	1385	77.10%	79.21%	2.11	E
7	Hispanic or Latino	7046	9678	77.10%	72.80%	-4.30	Y
8	Native Hawaiian or Other Pacific Islander	278	423	77.10%	65.72%	-11.38	N
9	White	15328	19272	77.10%	79.54%	2.44	E
10	Two or More Races	2209	2823	77.10%	78.25%	1.15	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	2571	4278	77.10%	60.10%	-17.00	N
12	Individuals from Economically Disadvantaged Families	13669	18731	77.10%	72.98%	-4.12	Y
13	Individuals Preparing for Non-traditional Fields	6576	8388	77.10%	78.40%	1.30	E
14	Single Parents	-1	-1	77.10%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	77.10%	N/A	N/A	N/A
16	English Learners	2125	3239	77.10%	65.61%	-11.49	N
17	Homeless Individuals	1885	2787	77.10%	67.64%	-9.46	N
18	Youth in Foster Care	74	122	77.10%	60.66%	-16.44	N
19	Youth with Parent in Active Military	528	725	77.10%	72.83%	-4.27	Y
20	Migrant Students	764	1115	77.10%	68.52%	-8.58	N
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	4764	6561	77.10%	72.61%	-4.49	Y
22	Architecture & Construction	800	1119	77.10%	71.49%	-5.61	Y
23	Arts, A/V Technology & Communications	7792	10034	77.10%	77.66%	0.56	E
24	Business Management & Administration	1521	1879	77.10%	80.95%	3.85	E
25	Education & Training	3695	4472	77.10%	82.63%	5.53	E
26	Finance	410	499	77.10%	82.16%	5.06	E
27	Government & Public Administration	419	651	77.10%	64.36%	-12.74	N
28	Health Science	6267	7586	77.10%	82.61%	5.51	E
29	Hospitality & Tourism	1172	1545	77.10%	75.86%	-1.24	E
30	Human Services	1346	1735	77.10%	77.58%	0.48	E
31	Information Technology	2582	3198	77.10%	80.74%	3.64	E
32	Law, Public Safety, Corrections & Security	646	859	77.10%	75.20%	-1.90	Y
33	Manufacturing	1614	2252	77.10%	71.67%	-5.43	Y
34	Marketing	1623	1985	77.10%	81.76%	4.66	E
35	Science, Technology, Engineering & Mathematics	2842	3609	77.10%	78.75%	1.65	E
36	Transportation, Distribution & Logistics	1188	1666	77.10%	71.31%	-5.79	Y
37	Other: Please Identify:	-9	-9	77.10%	N/A	N/A	N/A
PLACEMENT							
38	Advanced Training	154	37118				
39	Military Service	-1	-1				
40	National or Community Service, or Peace Corps	-1	-1				
41	Employment	16909	37118				
42	Postsecondary Education	18793	37118				
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 - 129 Numerator, 191 Denominator</p>

Additional Information Related to Race/Ethnicity Counts	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	
61	
62	
63	
64	
65	
66	
67	
68	
69	
70	
71	
72	
73	
74	
75	
76	
77	
78	
79	
80	
81	
82	
83	
84	
85	
86	
87	
88	
89	
90	
91	
92	
93	
94	
95	
96	
97	
98	
99	
100	

Additional Information

The data reported above is for the 2024 cohort of students. The secondary system does not track the following:

1. Military Service

2. National or Community Service, or Peace Corps</p>

<p>Secondary and ERDC (Washington State Education Research and Data Center) does not have data on national or community service, or Peace Corps.</p>

^cFor Certificate, Associate Degree, and Baccalaureate Degree Washington State's data is driven by performance two quarters after the student has left secondary as part of the four-year adjusted graduation cohort. There are no

4S1: Non-Traditional Program Concentration	
--	--

Numerator Definition

Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE course that was designated as preparing students for non-traditional careers.

Denominator Definition

All CTE concentrators in the four-year adjusted cohort. Students that identify as "Gender X" are not permitted to be reported at the federal level. Due to this issue, students that identify as "gender X" will not be represented in the ge

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	17579	40427	19.80%	43.48%	23.68	E
GENDER							
2	Male	5680	21403	19.80%	26.54%	6.74	E
3	Female	11832	18741	19.80%	63.13%	43.33	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	190	420	19.80%	45.24%	25.44	E
5	Asian	1383	3395	19.80%	40.74%	20.94	E
6	Black or African American	667	1580	19.80%	42.22%	22.42	E
7	Hispanic or Latino	5375	11061	19.80%	48.59%	28.79	E
8	Native Hawaiian or Other Pacific Islander	244	463	19.80%	52.70%	32.90	E
9	White	8323	20246	19.80%	41.11%	21.31	E
10	Two or More Races	1397	3262	19.80%	42.83%	23.03	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	2082	5209	19.80%	39.97%	20.17	E
12	Individuals from Economically Disadvantaged Families	10202	21840	19.80%	46.71%	26.91	E
13	Individuals Preparing for Non-traditional Fields						
14	Single Parents	-1	-1	19.80%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	19.80%	N/A	N/A	N/A
16	English Learners	1835	3921	19.80%	46.80%	27.00	E
17	Homeless Individuals	1532	3242	19.80%	47.25%	27.45	E
18	Youth in Foster Care	57	115	19.80%	49.57%	29.77	E
19	Youth with Parent in Active Military	466	1161	19.80%	40.14%	20.34	E
20	Migrant Students	703	1247	19.80%	56.38%	36.58	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	4243	7438	19.80%	57.04%	37.24	E
22	Architecture & Construction	451	1276	19.80%	35.34%	15.54	E
23	Arts, A/V Technology & Communications	4916	10840	19.80%	45.35%	25.55	E
24	Business Management & Administration	1094	1869	19.80%	58.53%	38.73	E
25	Education & Training	2388	5038	19.80%	47.40%	27.60	E
26	Finance	233	573	19.80%	40.66%	20.86	E
27	Government & Public Administration	254	851	19.80%	29.85%	10.05	E
28	Health Science	4131	8142	19.80%	50.74%	30.94	E
29	Hospitality & Tourism	1031	1889	19.80%	54.58%	34.78	E
30	Human Services	1112	1954	19.80%	56.91%	37.11	E
31	Information Technology	1111	3287	19.80%	33.80%	14.00	E
32	Law, Public Safety, Corrections & Security	524	1013	19.80%	51.73%	31.93	E
33	Manufacturing	758	2412	19.80%	31.43%	11.63	E
34	Marketing	825	2311	19.80%	35.70%	15.90	E
35	Science, Technology, Engineering & Mathematics	1447	4052	19.80%	35.71%	15.91	E
36	Transportation, Distribution & Logistics	495	1641	19.80%	30.16%	10.36	E
37	Other: Please Identify:	-9	-9	19.80%	N/A	N/A	N/A

Additional Information Related to Gender Counts									
---	--	--	--	--	--	--	--	--	--

<p>Gender X Reported Separately from Female/Male - 67 Numerator, 283 Denominator</p>

Additional Information Related to Race/Ethnicity Counts	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	
61	
62	
63	
64	
65	
66	
67	
68	
69	
70	
71	
72	
73	
74	
75	
76	
77	
78	
79	
80	
81	
82	
83	
84	
85	
86	
87	
88	
89	
90	
91	
92	
93	
94	
95	
96	
97	
98	
99	
100	

Additional Information

<p>The 451 numerator is significantly higher in this reporting year than in previous years. This results from a change in how we've chosen to operationalize non-traditional course participation, which was established after testing and feedback from local education agency administrators. Specifically, our new approach expands the scope of coursework considered. Previously, the 451 indicator was calculated by only considering secondary CTE courses taken in cluster(s) that a student ended up concentrating in. If any of those courses have CIP codes deemed non-traditional for the student's gender, the student was identified in the numerator. Our new, more inclusive method considers all secondary CTE courses taken by the student--regardless of cluster(s).</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 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	17786	38836	36.90%	45.80%	8.90	E
GENDER							
2	Male	9174	20401	36.90%	44.97%	8.07	E
3	Female	8519	18168	36.90%	46.89%	9.99	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	130	389	36.90%	33.42%	-3.48	Y
5	Asian	1216	3318	36.90%	36.65%	-0.25	Y
6	Black or African American	710	1512	36.90%	46.96%	10.06	E
7	Hispanic or Latino	5184	10548	36.90%	49.15%	12.25	E
8	Native Hawaiian or Other Pacific Islander	248	442	36.90%	56.11%	19.21	E
9	White	8894	19484	36.90%	45.65%	8.75	E
10	Two or More Races	1404	3143	36.90%	44.67%	7.77	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	2084	4554	36.90%	45.76%	8.86	E
12	Individuals from Economically Disadvantaged Families	9938	20670	36.90%	48.08%	11.18	E
13	Individuals Preparing for Non-traditional Fields	4185	8508	36.90%	49.19%	12.29	E
14	Single Parents	-1	-1	36.90%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	36.90%	N/A	N/A	N/A
16	English Learners	1633	3623	36.90%	45.07%	8.17	E
17	Homeless Individuals	1406	2955	36.90%	47.58%	10.68	E
18	Youth in Foster Care	53	104	36.90%	50.96%	14.06	E
19	Youth with Parent in Active Military	506	1125	36.90%	44.98%	8.08	E
20	Migrant Students	562	1185	36.90%	47.43%	10.53	E
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	3260	7031	36.90%	46.37%	9.47	E
22	Architecture & Construction	734	1234	36.90%	59.48%	22.58	E
23	Arts, A/V Technology & Communications	4509	10464	36.90%	43.09%	6.19	E
24	Business Management & Administration	882	1831	36.90%	48.17%	11.27	E
25	Education & Training	2296	4923	36.90%	46.64%	9.74	E
26	Finance	157	561	36.90%	27.99%	-8.91	N
27	Government & Public Administration	420	785	36.90%	53.50%	16.60	E
28	Health Science	4530	7983	36.90%	56.75%	19.85	E
29	Hospitality & Tourism	1296	1766	36.90%	73.39%	36.49	E
30	Human Services	1018	1889	36.90%	53.89%	16.99	E
31	Information Technology	1229	3201	36.90%	38.39%	1.49	E
32	Law, Public Safety, Corrections & Security	618	980	36.90%	63.06%	26.16	E
33	Manufacturing	1149	2304	36.90%	49.87%	12.97	E
34	Marketing	1133	2268	36.90%	49.96%	13.06	E
35	Science, Technology, Engineering & Mathematics	1527	3935	36.90%	38.81%	1.91	E
36	Transportation, Distribution & Logistics	870	1570	36.90%	55.41%	18.51	E
37	Other: Please Identify:	-9	-9	36.90%	N/A	N/A	N/A

Additional Information Related to Gender Counts	
1. If the respondent is a female, please indicate the respondent's marital status (e.g., married, single, divorced, widowed, etc.).	
2. If the respondent is a male, please indicate the respondent's marital status (e.g., married, single, divorced, widowed, etc.).	
3. If the respondent is a female, please indicate the respondent's age (e.g., 18, 19, 20, etc.).	
4. If the respondent is a male, please indicate the respondent's age (e.g., 18, 19, 20, etc.).	
5. If the respondent is a female, please indicate the respondent's education level (e.g., high school, college, graduate, etc.).	
6. If the respondent is a male, please indicate the respondent's education level (e.g., high school, college, graduate, etc.).	
7. If the respondent is a female, please indicate the respondent's occupation (e.g., teacher, nurse, engineer, etc.).	
8. If the respondent is a male, please indicate the respondent's occupation (e.g., teacher, nurse, engineer, etc.).	
9. If the respondent is a female, please indicate the respondent's income level (e.g., \$10,000, \$20,000, etc.).	
10. If the respondent is a male, please indicate the respondent's income level (e.g., \$10,000, \$20,000, etc.).	

<p>Gender X Reported Separately from Female/Male - 93 Numerator, 267 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

5S2: Program Quality – Attained Postsecondary Credits

Numerator Definition

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

Denominator Definition

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

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance(E, Y, N)
1	Grand Total - UNDUPLICATED	37959	38836	96.80%	97.74%	0.94	E
GENDER							
2	Male	19860	20401	96.80%	97.35%	0.55	E
3	Female	17836	18168	96.80%	98.17%	1.37	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	353	389	96.80%	90.75%	-6.05	Y
5	Asian	3303	3318	96.80%	99.55%	2.75	E
6	Black or African American	1499	1512	96.80%	99.14%	2.34	E
7	Hispanic or Latino	10314	10548	96.80%	97.78%	0.98	E
8	Native Hawaiian or Other Pacific Islander	435	442	96.80%	98.42%	1.62	E
9	White	18967	19484	96.80%	97.35%	0.55	E
10	Two or More Races	3088	3143	96.80%	98.25%	1.45	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
11	Individuals with Disabilities	4322	4554	96.80%	94.91%	-1.89	Y
12	Individuals from Economically Disadvantaged Families	20043	20670	96.80%	96.97%	0.17	E
13	Individuals Preparing for Non-traditional Fields	8319	8508	96.80%	97.78%	0.98	E
14	Single Parents	-1	-1	96.80%	N/A	N/A	N/A
15	Out of Workforce Individuals	-1	-1	96.80%	N/A	N/A	N/A
16	English Learners	3506	3623	96.80%	96.77%	-0.03	Y
17	Homeless Individuals	2852	2955	96.80%	96.51%	-0.29	Y
18	Youth in Foster Care	102	104	96.80%	98.08%	1.28	E
19	Youth with Parent in Active Military	1105	1125	96.80%	98.22%	1.42	E
20	Migrant Students	1144	1185	96.80%	96.54%	-0.26	Y
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	6791	7031	96.80%	96.59%	-0.21	Y
22	Architecture & Construction	1178	1234	96.80%	95.46%	-1.34	Y
23	Arts, A/V Technology & Communications	10287	10464	96.80%	98.31%	1.51	E
24	Business Management & Administration	1778	1831	96.80%	97.11%	0.31	E
25	Education & Training	4863	4923	96.80%	98.78%	1.98	E
26	Finance	559	561	96.80%	99.64%	2.84	E
27	Government & Public Administration	758	785	96.80%	96.56%	-0.24	Y
28	Health Science	7874	7983	96.80%	98.63%	1.83	E
29	Hospitality & Tourism	1729	1766	96.80%	97.90%	1.10	E
30	Human Services	1856	1889	96.80%	98.25%	1.45	E
31	Information Technology	3173	3201	96.80%	99.13%	2.33	E
32	Law, Public Safety, Corrections & Security	974	980	96.80%	99.39%	2.59	E
33	Manufacturing	2204	2304	96.80%	95.66%	-1.14	Y
34	Marketing	2256	2268	96.80%	99.47%	2.67	E
35	Science, Technology, Engineering & Mathematics	3833	3935	96.80%	97.41%	0.61	E
36	Transportation, Distribution & Logistics	1552	1570	96.80%	98.85%	2.05	E
37	Other: Please Identify:	-9	-9	96.80%	N/A	N/A	N/A

Additional Information Related to Gender Counts	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

<p>Gender X Reported Separately from Female/Male - 263 Numerator, 267 Denominator</p>

Additional Information Related to Race/Ethnicity Counts

Additional Information

1P1: Postsecondary Placement

Students who have earned a recognized postsecondary credential (completed their program) and have at least one additional activity. Additional activities include: 1. participation in a Washington state apprenticeship journeyman program

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 college system. Exited

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	8353	20181	40.00%	41.39%	1.39	E
GENDER							
2	Male	2962	8028	40.00%	36.90%	-3.10	Y
3	Female	5391	12153	40.00%	44.36%	4.36	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	69	167	40.00%	41.32%	1.32	E
5	Asian	811	2020	40.00%	40.15%	0.15	E
6	Black or African American	565	1544	40.00%	36.59%	-3.41	Y
7	Hispanic or Latino	1457	3666	40.00%	39.74%	-0.26	Y
8	Native Hawaiian or Other Pacific Islander	31	105	40.00%	29.52%	-10.48	N
9	White	4208	9189	40.00%	45.79%	5.79	E
10	Two or More Races	549	1406	40.00%	39.05%	-0.95	Y
11	Unknown	663	2084	40.00%	31.81%	-8.19	N
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
12	Individuals with Disabilities	617	1502	40.00%	41.08%	1.08	E
13	Individuals from Economically Disadvantaged Families	4497	10208	40.00%	44.05%	4.05	E
14	Individuals Preparing for Non-traditional Fields	1282	3289	40.00%	38.98%	-1.02	Y
15	Single Parents	872	2097	40.00%	41.58%	1.58	E
16	Out of Workforce Individuals	420	1375	40.00%	30.55%	-9.45	N
17	English Learners	7	20	40.00%	35.00%	-5.00	N
18	Homeless Individuals	-1	-1	40.00%	N/A	N/A	N/A
19	Youth in Foster Care	271	733	40.00%	36.97%	-3.03	Y
20	Youth with Parent in Active Military	-1	-1	40.00%	N/A	N/A	N/A
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	124	358	40.00%	34.64%	-5.36	N
22	Architecture & Construction	332	895	40.00%	37.09%	-2.91	Y
23	Arts, A/V Technology & Communications	187	585	40.00%	31.97%	-8.03	N
24	Business Management & Administration	767	2495	40.00%	30.74%	-9.26	N
25	Education & Training	696	1971	40.00%	35.31%	-4.69	N
26	Finance	3	6	40.00%	50.00%	10.00	E
27	Government & Public Administration	-9	-9	40.00%	N/A	N/A	N/A
28	Health Science	3443	5809	40.00%	59.27%	19.27	E
29	Hospitality & Tourism	197	583	40.00%	33.79%	-6.21	N
30	Human Services	329	1071	40.00%	30.72%	-9.28	N
31	Information Technology	667	2044	40.00%	32.63%	-7.37	N
32	Law, Public Safety, Corrections & Security	322	788	40.00%	40.86%	0.86	E
33	Manufacturing	603	1783	40.00%	33.82%	-6.18	N
34	Marketing	129	385	40.00%	33.51%	-6.49	N
35	Science, Technology, Engineering & Mathematics	79	193	40.00%	40.93%	0.93	E
36	Transportation, Distribution & Logistics	475	1215	40.00%	39.09%	-0.91	Y
37	Other: Please Identify:	-9	-9	40.00%	N/A	N/A	N/A
PLACEMENT							
38	Advanced Training	1273	20181				
39	Military Service	-1	-1				
40	National or Community Service, or Peace Corps	-1	-1				
41	Employment	7944	20181				
42	Postsecondary Education	1257	20181				
43	Certificate	2587					
44	Associate Degree	5766					
45	Baccalaureate Degree	-1					

<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>

<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

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

2P1: Earned Recognized Postsecondary Credential

Numerator Definition

Students who have earned a recognized postsecondary credential.

Denominator Definition

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 college system. Exited

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	10645	20181	50.50%	52.75%	2.25	E
GENDER							
2	Male	3831	8028	50.50%	47.72%	-2.78	Y
3	Female	6814	12153	50.50%	56.07%	5.57	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	79	167	50.50%	47.31%	-3.19	Y
5	Asian	1087	2020	50.50%	53.81%	3.31	E
6	Black or African American	699	1544	50.50%	45.27%	-5.23	N
7	Hispanic or Latino	1941	3666	50.50%	52.95%	2.45	E
8	Native Hawaiian or Other Pacific Islander	41	105	50.50%	39.05%	-11.45	N
9	White	5151	9189	50.50%	56.06%	5.56	E
10	Two or More Races	678	1406	50.50%	48.22%	-2.28	Y
11	Unknown	969	2084	50.50%	46.50%	-4.00	Y
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
12	Individuals with Disabilities	846	1502	50.50%	56.32%	5.82	E
13	Individuals from Economically Disadvantaged Families	5621	10208	50.50%	55.06%	4.56	E
14	Individuals Preparing for Non-traditional Fields	1619	3289	50.50%	49.22%	-1.28	Y
15	Single Parents	1050	2097	50.50%	50.07%	-0.43	Y
16	Out of Workforce Individuals	662	1375	50.50%	48.15%	-2.35	Y
17	English Learners	9	20	50.50%	45.00%	-5.50	N
18	Homeless Individuals	-1	-1	50.50%	N/A	N/A	N/A
19	Youth in Foster Care	337	733	50.50%	45.98%	-4.52	Y
20	Youth with Parent in Active Military	-1	-1	50.50%	N/A	N/A	N/A
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	170	358	50.50%	47.49%	-3.01	Y
22	Architecture & Construction	454	895	50.50%	50.73%	0.23	E
23	Arts, A/V Technology & Communications	288	585	50.50%	49.23%	-1.27	Y
24	Business Management & Administration	1074	2495	50.50%	43.05%	-7.45	N
25	Education & Training	1066	1971	50.50%	54.08%	3.58	E
26	Finance	3	6	50.50%	50.00%	-0.50	Y
27	Government & Public Administration	-9	-9	50.50%	N/A	N/A	N/A
28	Health Science	3926	5809	50.50%	67.58%	17.08	E
29	Hospitality & Tourism	257	583	50.50%	44.08%	-6.42	N
30	Human Services	424	1071	50.50%	39.59%	-10.91	N
31	Information Technology	918	2044	50.50%	44.91%	-5.59	N
32	Law, Public Safety, Corrections & Security	388	788	50.50%	49.24%	-1.26	Y
33	Manufacturing	789	1783	50.50%	44.25%	-6.25	N
34	Marketing	177	385	50.50%	45.97%	-4.53	Y
35	Science, Technology, Engineering & Mathematics	98	193	50.50%	50.78%	0.28	E
36	Transportation, Distribution & Logistics	613	1215	50.50%	50.45%	-0.05	Y
37	Other: Please Identify:	-9	-9	50.50%	N/A	N/A	N/A

		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.</p>

3P1: Nontraditional Program Concentration

Numerator Definition

Students who enrolled in non-traditional programs and is of the non-traditional sex

Denominator Definition

Concentrator Cohort enrolled in programs that leads to employment in non-traditional fields

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (E, Y, N)
1	Grand Total - UNDUPLICATED	3289	15902	21.00%	20.68%	-0.32	Y
GENDER							
2	Male	1099	6360	21.00%	17.28%	-3.72	N
3	Female	2190	9542	21.00%	22.95%	1.95	E
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)							
4	American Indian or Alaskan Native	37	132	21.00%	28.03%	7.03	E
5	Asian	384	1570	21.00%	24.46%	3.46	E
6	Black or African American	236	1197	21.00%	19.72%	-1.28	Y
7	Hispanic or Latino	526	3007	21.00%	17.49%	-3.51	N
8	Native Hawaiian or Other Pacific Islander	18	78	21.00%	23.08%	2.08	E
9	White	1508	7280	21.00%	20.71%	-0.29	Y
10	Two or More Races	241	1051	21.00%	22.93%	1.93	E
11	Unknown	339	1587	21.00%	21.36%	0.36	E
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)							
12	Individuals with Disabilities	236	1126	21.00%	20.96%	-0.04	Y
13	Individuals from Economically Disadvantaged Families	1673	8255	21.00%	20.27%	-0.73	Y
14	Individuals Preparing for Non-traditional Fields						
15	Single Parents	323	1713	21.00%	18.86%	-2.14	N
16	Out of Workforce Individuals	273	1069	21.00%	25.54%	4.54	E
17	English Learners	0	19	21.00%	0.00%	-21.00	N
18	Homeless Individuals	-1	-1	21.00%	N/A	N/A	N/A
19	Youth in Foster Care	112	569	21.00%	19.68%	-1.32	Y
20	Youth with Parent in Active Military	-1	-1	21.00%	N/A	N/A	N/A
CAREER CLUSTERS							
21	Agriculture, Food & Natural Resources	137	315	21.00%	43.49%	22.49	E
22	Architecture & Construction	192	877	21.00%	21.89%	0.89	E
23	Arts, A/V Technology & Communications	42	133	21.00%	31.58%	10.58	E
24	Business Management & Administration	693	2039	21.00%	33.99%	12.99	E
25	Education & Training	87	1901	21.00%	4.58%	-16.42	N
26	Finance	2	6	21.00%	33.33%	12.33	E
27	Government & Public Administration	-9	-9	21.00%	N/A	N/A	N/A
28	Health Science	605	4138	21.00%	14.62%	-6.38	N
29	Hospitality & Tourism	255	455	21.00%	56.04%	35.04	E
30	Human Services	144	899	21.00%	16.02%	-4.98	N
31	Information Technology	344	1303	21.00%	26.40%	5.40	E
32	Law, Public Safety, Corrections & Security	230	725	21.00%	31.72%	10.72	E
33	Manufacturing	305	1762	21.00%	17.31%	-3.69	N
34	Marketing	15	23	21.00%	65.22%	44.22	E
35	Science, Technology, Engineering & Mathematics	28	115	21.00%	24.35%	3.35	E
36	Transportation, Distribution & Logistics	210	1211	21.00%	17.34%	-3.66	N
37	Other: Please Identify:	-9	-9	21.00%	N/A	N/A	N/A

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	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	
61	
62	
63	
64	
65	
66	
67	
68	
69	
70	
71	
72	
73	
74	
75	
76	
77	
78	
79	
80	
81	
82	
83	
84	
85	
86	
87	
88	
89	
90	
91	
92	
93	
94	
95	
96	
97	
98	
99	
100	

<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.</p>

CAR Certification

Signature of Authorized Individual (PIN):

####

Title/Agency:

Director of Industry and Career Pathways/ Workforce Training and Education Coordinating Board

Date:

01/30/2026 12:15 PM EST