

2015-2016 Perkins
Consolidated Annual Report (CAR)
Washington State

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

December 2016

Consolidated Annual Report, Program Year 2015 - 2016 Washington

Step 3: Use of Funds: Part A

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

Yes

Secondary - Yes, Perkins funds were used to develop valid and reliable assessments of technical skills. The Office of the Superintendent of Public Instruction (OSPI) has a partnership with Precision Exams that enables us to deliver industry recognized Career and Technical Education (CTE) skills assessments to students across the state. The partnership with Precision Exams enables CTE programs to effectively and affordably provide industry assessments for every student in over 175 CTE course areas. Additionally, the partnership provides Washington schools with standards based tools to fuel program evaluation and improvement.

Benefits of the partnership:

Unlimited role-based access to the entire inventory of 175+ Career Skills Standards and Exams and performance rubrics.

Pre- and Post- tests designed to highlight student growth as a result of instruction.

Unlimited access to all instant reporting suites.

Unlimited trainings to districts via webinar.

Unlimited technical assistance for districts (over the phone).

Ongoing standards and exam maintenance.

Unlimited exams at the discounted cost of only \$2.50 per exam

Existing exams were updated to align with Common Core Learning Standards and Washington State's Academic Learning Standards. Furthermore, OSPI worked with Precision Exams to develop new skills assessments such the 21st Century Leadership/Employability Skills assessment, for which 13,336 pre- and post-tests were completed in the 2015-16 program year.

In program year 2015-16, there were a total 50,024 pre and 45,791 post assessment exams utilized throughout Washington State from Precision Exams.

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

Examples of assessment strategies from colleges:

The Outcomes Assessment Program and the Program Improvement Process:

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

Faculty and industry experts participated in the viability analysis of Technology/Computer Science and Manufacturing programs. Feedback from these sessions led to program changes and curriculum revisions adding coursework related to cloud computing and big data for IT, work on the Computer Science Direct Transfer Agreement (DTA), and additional exploratory work on the feasibility of adding electrical curriculum.

Industry-Based Assessments

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

Post-graduation Surveys

Professional/technical program graduates and their employers are surveyed annually to judge the relevance of the education/skills the student received. Administrators are provided with survey results, including program recommendations, and noted deficiencies or quality issues, changing workplace demands and any other general concerns for use in each program's Academic Unit Plan.

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

Yes

Secondary - The CTE department at OSPI worked with the agency's Information and Technology (IT) department to examine and rewrite business rules in order to ensure that data is being captured as defined in each of the performance indicator definitions.

OSPI used Perkins funding to support a portion of the salary of one of the IT specialists to assist with the development of systems that cover a wide range of areas including CTE course approval and the compilation and analysis of data reported by districts through the statewide Comprehensive Education Data and Research System (CEDARS) to meet state and federal reporting requirements.

OSPI created a Data Governance Office (DGO) several years ago to standardize processes and methods for data collection; the CTE department works closely with this office. The DGO has established a communication structure and set of processes and procedures for effectively working with the various stakeholders and external organizations with the end goal of identifying, either proactively or reactively, issues in the data that may lead to inaccurate or incomplete reporting. With the help of internal and external data stakeholders, the DGO works to resolve data issues across different programs, school districts and student information system vendors. All new data collections are vetted through the CEDARS Data Group and the DGO to assure that the newly requested data is both of value and feasible to collect; the process also teases out whether or not the data is already being collected in another way in order to avoid placing an unnecessary burden on the districts. In addition, the DGO evaluates and makes recommendations on existing policies and procedures that impact the various stakeholders.

Washington is fortunate to have the Education Research and Data Center (ERDC), a division of the Governor's office, to help bridge the gaps between different agencies and strengthen our statewide longitudinal data systems. ERDC's mission is to develop longitudinal information systems spanning the P-20W system in order to facilitate analysis, provide meaningful reports, collaborate on education research, and share data. Their vision is a seamless, coordinated preschool-to-career (P-20W) experience for all learners across the state.

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

Although Perkins funds are not used for the initiative, the state is implementing a new centralized system for online functions, including student registration, coding, and reporting, which would streamline and standardize practices across the 34-college system. To date, the new system – ctLink – has been piloted on three campuses: Tacoma Community College, Spokane Falls, and Spokane Community College.

Consolidated Annual Report, Program Year 2015 - 2016

Washington

Step 3: Use of Funds: Part B

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

Secondary - The Comprehensive Education Data and Research System (CEDARS), a web-based system, is used to collect data on students in K-12 and CTE programs. Data provided to OSPI by districts is disaggregated by race/ethnicity and as well as by the required special population categories. OSPI is able to measure each racial/ethnic and special population group across the different program areas in order to assess performance on each of the Perkins Core Performance Indicators. This program-specific information enables the CTE department at OSPI to provide targeted technical assistance when working with districts, whether it be the entire district or individual schools. OSPI provides districts with this information to assist districts in developing targeted Performance Improvement Plans that address performance gaps between different subgroups.

OSPI performs routine monitoring of CTE programs in LEAs through our Consolidated Program Review (CPR) process. Due to the large number of districts in the state (295), districts are placed on a review cycle informed by a risk analysis that highlights the district's potential to be out of compliance based on a number of variables. The monitoring and review process includes visiting district offices, individual school sites and skills centers to ensure compliance with state and federal program assurances and provide technical assistance where needed. Prior to each onsite visit, the CTE department at OSPI conducts a desk audit to determine potential problem areas for the targeted district, including a review of their local performance data on the Perkins Core Performance Indicators and their CTE enrollment as reported to CEDARS. The desk audit also includes a review of the district's CTE Program Evaluations and Program Improvement Plans. Additional technical assistance is provided onsite, or in follow up communication, to assist the districts in any areas identified as weak or out of compliance.

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

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

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

Additionally, all programs are subject to external accreditation.

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

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

The partnership with Microsoft ITA is intended to support the mission of (OSPI), "to provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives." This is directly tied to our agency vision of fostering an education environment in which "every student [graduates] ready for career, college, and life."

The benefits of the Microsoft IT Academy program reach nearly all Washington high school students (as well as home-schooled high school students), Washington high school teachers, Washington high school staff, and Educational Service Districts and Tribal Compact Schools.

Year Four Milestone and IT Academy Certifications Passed

As of June 30, 2016, 83,704 certifications have been earned since the program began in 2011 and 37,931 individual students have achieved at least one Microsoft Office or MTA certification.

Certificates:

WORD 2010: June 30, 2015 – 7,345 certificates; June 30, 2016 – 10,030 certificates.

EXCEL 2010: June 30, 2015 – 2,935 certificates; June 30, 2016 – 4,257 certificates.

PowerPoint 2010: June 30, 2015 – 8,714 certificates; June 30, 2016 – 9,956 certificates.

Outlook 2010: June 30, 2015 - 420 certificates; June 30, 2016 – 430 certificates.

Access 2010: June 30, 2015 - 341 certificates; June 30, 2016 – 394 certificates.

OneNote 2010: June 30, 2015 – 121 certificates; June 30, 2016 – 409 certificates.

Total (including MTA cert.): June 30, 2015 – 24,519 certificates; June 30, 2016 – 25,689 certificates.

Microsoft Office Certified Masters: requires passage of Word 2010 Expert, Excel 2010 Expert, PowerPoint 2010; as well as one other exam in Access 2010, Outlook 2010, SharePoint 2010, OneNote 2010, or Office 365. 378 students earning MOS Master Certifications in the 2015-16 school year.

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

Postsecondary - Perkins funds were used to support career and technical education programs' technology needs. Through collaboration with Advisory Committees and industry, colleges determine which equipment and technology is necessary to deliver instruction that mirrors the needs of industry. For example, colleges improved instruction through purchasing a Perform-X Advanced High Frequency Radiographic System to be used in a diagnostic imaging classroom, Industrial Duty Hydraulic Sheet Metal Shear to be used for training in sheet metal fabrication, air conditioning system trainer to be used in an automotive repair program, as well as SimMan manikins, welders, and other equipment.

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

Secondary - The CTE department at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WACTA) and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary CTE. Comprehensive professional development was provided on an ongoing basis to administrators and teachers throughout the year at quarterly regional WACTA meetings and the semi-annual statewide conferences. Despite the economic difficulties districts have faced, attendance continues to be strong at all of the workshops and conferences, affirming the value of the professional development opportunities being offered. The WA-ACTE summer conference is held every August to provide professional development for all CTE directors/teachers and draws an average of 500 participants; the WA-ACTE spring conference bring in nearly as many attendees. The conferences provide strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations. Workshop activities focus on the development, integration, and implementation of CTE/Perkins program standards, Common Core Learning Standards, Washington State's Academic Learning Standards, and industry-defined skills standards. Trainings also focus on the implementation of course-equivalencies developed at the state level by a variety of stakeholders including the State Board of Education. Districts also have the opportunity to apply for competitive grants to attend individual professional development conferences around the state as well as across the country.

In addition to the workshops at statewide and national conferences, the CTE department at OSPI works directly with CTE instructors and administrators to ensure the quality of local programs. the CTE department at OSPI works collaboratively with the Guidance and Counseling Office at OSPI as well as with guidance/career counselors at the district level to ensure awareness of the elements that comprise programs of study and how to align them with their district's high school and beyond plan.

Furthermore, the CTE department at OSPI works with local and national Career and Technical Education Student Organizations (CTSOs). This close relationship with local and national CTSOs serves to enhance the leadership and employability skills incorporated in CTE curriculum through practicum and experiential experiences that further prepare students for the workforce. The CTE department at OSPI also monitors the activities of CTSOs, both fiscally and programmatically, to ensure that the opportunities they provide to students support the development of leadership and employability skills at the highest level.

Postsecondary - Perkins Leadership funds are used to support Industry-Based Professional Development. The purpose of the industry-based professional development is to return to industry field work experience or support attendance at recognized hands-on, industry sponsored, training programs that result in industry certification, or have a hands-on/practice component of sufficient length to result in an in-depth industry upgrade that will increase knowledge of current practices. More than 50 postsecondary CTE instructors engaged in acquiring new skills related directly to the business or industry in which they teach, including Medical Coding, Automotive Repair, Information Technology, Dental Assisting, and Culinary Arts. Training in the fields of Health Sciences (19) was the most prevalent.

Leadership funds were used to support professional development through an intensive "Boot Camp" training program for 83 new CTE instructors coming to instruction from industry. Training is replicated in several different geographic regions of the state. Online modules are also available. These are intensive, hands-on courses for professional-technical faculty who have limited or no teaching experience. Qualified instructors/facilitators introduce and model essential components of classroom management, adult learning, and facilitating skills. Emphasis is on practical and real life applications. Washington State Skills Standard for Professional-Technical Instructors and Industry Trainers are applied.

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

Secondary - Districts have been very creative in providing nontraditional training and employment opportunities in engineering, graphic arts, and health occupations. In many of our school districts, enrollment is increasing for females in the engineering and graphic arts programs and more males are enrolling in the nursing and early childhood education programs. State funds were budgeted to assist districts in implementing Project Lead the Way (PLTW) curriculum. Prior to the start of the 2015-16 school year, approximately 20 scholarships were awarded to CTE instructors to receive training on PLTW curriculum. Robotics programs have been very popular and many Washington schools have been introducing and recruiting females in these programs.

Many Washington schools are implementing the Inspiring Girls Now in Technology Evolution (IGNITE) model. IGNITE works closely with Seattle schools, encouraging high school girls to consider careers in technology. The program provides students with information about scholarships, internships, and community resources to help them succeed in the fields of engineering and technology. Many schools continue to hold annual non-traditional career and college fairs. Women in the trades and apprenticeships, as well as men in nursing and health care fields, continue to be the primary areas of focus. The Pizza, Pop and Power Tools workshop for female students has been successful throughout the state. The Spokane School District, one of our largest districts, continues to see an increase in female enrollments in the areas of construction as a result of the Pizza, Pop and Power Tools workshops they hold each year.

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

Women in Welding – Sixty attendees in five different workshops participated in hands-on instruction in MIG welding, plasma cutting, oxyacetylene brazing and TIG welding. Each workshop, led by college faculty, was held with assistance from local women in the field and Welding program's female alumnae. Women were able to learn about the variety of non-traditional jobs in the welding industry, about career pathways and about job opportunities in welding in their local areas.

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

BOYS (Big Opportunities for Youth Success) - The BOYS project focuses on introducing middle school boys to the personal benefits and social impacts of non-traditional careers, with a focus on the health care industry. In 2015-16, 50 boys from two school districts participated in hands-on workshops and interactive exhibits in the fields of Nursing, Medical Assisting, and Anesthesia Technology.

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

GLAM (Girls Learning about Manufacturing) – In this all-day workshop, 70 high school girls from 7 school districts were paired with female industry mentors to learn the stages of manufacturing in a hands-on exploratory manner.

GIRLS (Girls Investigating Science and Technology) – 50 girls from two school districts participated in workshops in Automotive Technology, Band Instrument Repair, and Major Appliance and Refrigeration Technology.

“Expanding Your Horizons” - A program for middle school girls to go to a college campus to attend three hands-on workshops in STEM career fields and hear a speaker who will motivate and encourage them in pursuit of a challenging STEM career. One of the colleges using this type of event had 478 middle school girls from 9 school districts attend. Another school focused on how math was important in STEM and CTE programs. Girls were introduced to Math Manipulatives and shown in creative ways and projects how real world math was part of Engineering and the Manufacturing Tech programs.

Pizza, Pop, and Power Tools – 96 middle school girls attended the event and were offered an opportunity to try 11 hands-on professional/technical (masonry, electrical, welding, firefighting, etc.) activities taught by local industry professionals.

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

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

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

One example in particular is the Reaching Underserved Student Populations through Agricultural Leadership program that was spearheaded by one of the Program Supervisors in the CTE department at OSPI. Using Perkins Reserve funding, small grants were awarded to several districts across the state to offer an after-school leadership program intended to ensure students are on track for graduation and reengage those who may be off track.

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

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

Secondary - Staff from the CTE department at OSPI participate in all conferences and workshops sponsored by WAVA and WA-ACCTE, as well as agency sponsored conferences, K-20 Videoconferences, etc. In addition to workshops and conferences, districts often request onsite technical assistance by CTE program staff. Furthermore, the CTE department at OSPI publishes a monthly CTE Update. The monthly update is distributed to all CTE administrators and is available to the public through the OSPI/CTE website.

Technical assistance is provided through email, phone, and conferences/workshops, as well as through individual onsite visits. OSPI continues to provide programs of study workshops and presentations in an effort to inform educators about the Perkins IV legislation.

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

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

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

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

175743

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

190

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

Secondary - During Program Year 2015-16, OSPI coordinated efforts with 2 Juvenile Rehabilitation Administration (JRA) agencies, Green Hill School and Naselle Youth Camp. The goal of the CTE-JRA collaboration is to preserve the vital connections between youth and their families and communities by providing courses that will offer students an opportunity to work towards the attainment of an industry based certification, eventually leading to gainful and meaningful employment. The intent is to build on the strengths of these young people in order to empower them and to ensure they are given the same opportunities as their peers.

Green Hill School

Horticulture

Open campus students participate in horticulture class during spring and summer terms. In addition to greenhouse and gardening, they do extensive classroom work in preparation for WSU Master Gardener certification (knowledge portion only). 6-8 students participate in this selective program, and it is typical that all students will pass the test.

Perkins funding helped to support the program with the purchase of consumables and small supplies to support the spring/summer program, as well as support the expansion of this program to the fall/winter terms. Funding also supported the acquisition of lab equipment to outfit a classroom for our special needs (mental health & IEP) students who participated in the operation of the greenhouse.

Special needs students will be exposed to basic horticulture and botany concepts within the classroom, and in the greenhouse.

Welding/CNC

The welding/CNC program is now fully-operational, and provides students with an introduction to the use of a high-end CNC machine. Students can earn an intermediate welding certification after completing a written exam. The program not only provides students with skills and experience to help them become certified welders, it helps them develop leadership and employability skills.

C-Tech

The cabling and fiber optic program is stable. The C-Tech program allows students to earn certifications via C-Tech in copper cabling, fiber-optic cabling, and home entertainment installation C-Tech cabling and home entertainment installation certification. Perkins funds supported the purchase of supplies to continue the program.

Automotive Mechanics and Collision Repair

The program provides students the opportunity to develop skills in automotive mechanics and collision repair that can lead to ASE and/or I-CAR certification. The program has made significant progress in moving their auto program towards a "certification" track, in spite of the difficulties inherent in getting students certified in their setting.

Perkins funding supported the purchase of supplies and equipment, including upgrading the shop software to align with current industry standards.

Naselle Youth Camp

Computer Apps

Students learn about coding and application development. Through the program students engage in graphic design activities and become familiar with Microsoft products. This program is aligned with a nation-wide tech integration initiative through Naselle's partnership with CEEAS.

Saw Shop

This program offers students an opportunity to earn vocational credit while learning job skills in saw repair and maintenance. Students also learn to use the laser engraver and the lathe to make projects in shop. Students repair and maintain Stihl chainsaws used by the DNR program at NYC, engage in hands on projects such as building and programming robots, making crafts such as wooden or acrylic pens and turning them down on the lathe, designing logos/emblems and using the laser engraver to print that design on wood or other hard surfaces such as cutting boards.

Horticulture/Aquaculture

This program offers students an opportunity to earn science credit while learning job skills. Students work outdoors taking care of the greenhouse and minding the hatchery. Students will learn to propagate and care for both fish and plants. The program is described as a “hands on biology class where they study living things and learn job skills at the same time.”

Postsecondary - Washington's community colleges provide basic education and job training at each of the state's 12 adult prisons so upon release, individuals are more likely to get jobs and less likely to return. Workforce programs vary by institution and include: Automotive Technology, Building Trades, Business Management and Entrepreneurship, Carpentry, Computer Numerical Controlled Manufacturing (CNC), Computer Programming, Diesel Mechanics, Graphic Design, Horticulture, Material Composites, Pastry and Artisan Baking, Upholstery, and Welding.

In 2015-16 grants were awarded to institutions to develop new curriculum (Entrepreneurship, Advanced Manufacturing, Business Technology), purchase equipment and supplies (welding materials, dry wall, roofing & siding, etc.), and enhance educational delivery through instructors' professional development activities.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

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

0

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

N/A

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

No

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

Yes

Secondary - Staff from the CTE department at OSPI work with districts and schools to support family and consumer science programs (FACS). Within the CTE department we have 1.5 FTEs dedicated to supporting FACS program. In addition, local districts use Perkins funds to support family and consumer sciences instructors to attend state and national FACS conferences and other conferences and workshops to aid their instruction in the classroom.

Postsecondary - N/A

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

No

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

Yes

Secondary - After school programs are increasingly recognized as playing a valuable role in improving student achievement outcomes. Certain populations of students face significant challenges with regards to both access and success in their educational endeavors. One example of how the CTE department at OSPI is addressing this need is through the "Reaching Underserved Student Populations through Agricultural Leadership" program. One of the main objectives of this special project is to work with underserved youth in an after school extension of a school's agricultural education program. OSPI provided micro-grants to several districts implement this program. Building upon agricultural education curriculum and teaching methodologies, various methods were used to reengage students and place them back on track to graduation. The program provided after school leadership training and community exposure for underserved youth that feel voiceless in their schools and community at large. Students learned the skills needed to be advocates for themselves and others through participating in projects designed to eliminate community barriers and institutional problems such as violence, achievement gaps, access to quality services and support in schools and neighborhoods.

While many afterschool programs already engage students in a particular subject matter, this particular project focused on increasing students' self-confidence and sense of belonging in the school setting, while increasing their understanding of opportunities available to them pre- and post-graduation. Districts were given flexibility with regards to program design and activities. Options included introducing an academic mentoring program, hosting career/college/family nights, creating a shadow program matching students with local industry representation, developing leadership skills through the creation of a personal portfolio, and career development events.

Furthermore, the CTE department at OSPI has been working to align the Jobs for Washington's Graduates (JWG), Washington's chapter of the national program Jobs for American's Graduates (JAG), with CTE Program Standards in order to both strengthen the program and increase our effectiveness with regards to serving students with barriers to graduation or who have fallen off the path and are considered disengages. In Washington and 35 other states around the country the JAG program has a proven track record of identifying students with significant barriers to success and supporting them through graduation, including a full year of post-exit follow up.

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

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Secondary - N/A

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

Consolidated Annual Report, Program Year 2015 - 2016

Washington

Step 3: Use of Funds: Part C

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

Secondary - All CTE courses must be approved by the CTE department at OSPI and offered in accordance with a framework that incorporates Common Core State Standards, Washington State's Academic Learning Standards, 21st Century Leadership and Employability skills, and respective industry-recognized skills. In order to receive approval, frameworks must provide evidence of integration of all of the aforementioned standards and a direct link to the industry to which the course is connected.

Postsecondary - I-BEST continues to be a key component in colleges' efforts to integrate academic and technical skills training and to ensure that students have the skills needed to succeed in the academic general education course required in their programs. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum. For example, a mini-grant was awarded to a college to develop curriculum and implement an I-BEST Industrial Math course, due to low math pass rates among diesel and welding students. 86% of students completed the class, with 67% of passing the class with a 3.0 or higher.

Reading Apprenticeship professional development model continues to be offered to faculty. Faculty learned how to apprentice students to reading and thinking in their disciplines. Modeling strategic ways of reading and engaging students in metacognitive conversations as they read technical and academic texts has led to greater engagement and deeper comprehension. Students learn to pay attention to their reading process as well as to their comprehension of content.

CTE students are required to complete Related Instruction Courses, such as Technical Math, Technical Writing, Interpersonal Communications, and Human Relations.

Students who are struggling academically are supported through tutoring services.

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

Secondary - Each CTE course aligns to current academic and locally/nationally defined industry standards, as evidenced in the course framework. Courses must be endorsed by local program-specific advisory committee which include industry representation, and be approved by the CTE office at OSPI. Program-specific advisory committees guide the continuous improvement and expansion of the program. Advisory committees must include balanced representation from business/industry and educational/community partners, and be reflective of the diversity of the community in which the program is offered. The advisory committee provides recommendations for the design, development, delivery, evaluation, and continuous improvement of CTE programs.

Districts are required to meet with local advisory committees on a regular basis and keep minutes on file in the district office. Regular involvement of the advisory committee in the development/planning phase leads to a clear articulation of goals and expectations which translates to an increase in program quality as evidenced by elevated student achievement. OSPI actively supports close connections between CTE programs and the state's local and regional industry representatives.

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

ESD and local WDCs have strong employer relationships and place students in jobs. Under Career Readiness for a Working Washington, OSPI and local school districts capitalize on the employer relationships of local WDCs to match students to mentorship and internship opportunities.

ESD and OSPI partnered to fund pilots which required the identification of a comprehensive career goal, identification of a mentor, and connection to an internship for each student participant, in an effort to bring about systemic change with regards to the way we prepare CTE students for their transition to the workplace. Pilots committed to specific increases in graduation rates, providing students with business mentors and internships, and providing teachers with externship opportunities. Pilots were given ample flexibility in terms of program design and implementation; many focused on STEM-related career fields. The pilots identified their baseline performance and committed to increase their current results by:

2,534 additional students identifying a specific career goal.

877 additional students matched with a mentor.

233 additional students performing on-site internships.

3,589 additional students engaged in other work-based learning activities.

The actual increases over the baseline achieved were as follows:

3,472 students received work-based learning, compared to the baseline of 741. This was an increase of 2,731 students, or an increase of 369% over the baseline.

1050 students received 90-hour internships, compared to the baseline of 505. This was an increase of 545 students, or an increase of 108%

1,830 students were matched with an employer mentor/grad coach, compared to the baseline of 1022. This was an increase of 808 students, or an increase of 79%

704 WIA youth entered employment or postsecondary education, compared to the baseline of 614. This was an increase of 90 youth, or an increase of 15% over the baseline.

Postsecondary - Every CTE program is required to assemble an advisory committee composed of business and industry, and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry. Compliance with state's advisory committee guidelines is monitored by the State Board staff and technical assistance is provided when necessary.

Colleges use DACUMs or focus group processes that engage industry representatives, to maintain currency in their offerings, identify core skills, competencies, and degree of professional practice needed to meet employers' needs. The latter are integrated into the program outcomes and curriculum is built to assure skill attainment. In 2014-15, DACUMs were conducted in Hearing Instruments Technology, Mechanical Engineering, Industrial Electronics and Robotics Technology, and other programs).

Centers of Excellence in state's strategic industries serve as a link business, industry, labor and the state's educational systems to create a highly skilled and readily available workforce. Each center is funded through the State Board for Community and Technical Colleges (SBCTC) and is housed at a community or technical college.

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

Yes

Secondary - Many districts used Perkins funds in career/counseling centers. Districts use Perkins funds to fully or partially support a career counselor, as well as purchase products such as Career Cruising which provides students with an on-line tool to explore career options, create goals for the future, make educational plans, and set goals with their counselors. Career-focused materials are published and updated yearly so students have access to the latest information to help them make decision in their postsecondary and employment training options. The CTE department at OSPI work collaboratively with the Guidance and Counseling Office at OSPI as well as with guidance/career counselors at the district level to ensure counselors are aware of the elements that comprise a program of study and how to align them with their district's high school and beyond plan.

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

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

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

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

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

Yes

Secondary - The CTE department at OSPI works directly with local schools and districts to provide technical assistance during conferences and workshops. With the elimination of Tech Prep coordinators to assist with the connection between secondary and postsecondary, local districts utilized Perkins funds to support the articulation agreements and programs of study with local colleges and businesses. During the reporting year, the CTE department at OSPI and the State Board for Community and Technical Colleges (SBCTC) collaborated to revise the minimum standards for programs of study and the guidance provided to districts in order to ensure compliance with federal requirements.

Postsecondary - Colleges have developed new Programs of Study (POS) in Aerospace Technology, Early Childhood Education/Human Development, Health Information and Informatics, Engineering Technology, and other fields. The POS's include articulations for dual credits with local school districts. All colleges receiving Perkins Plan funding have at least one POS.

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

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

Yes

Secondary - N/A

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

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

While Perkins funding does not directly support Baccalaureate-level programs, funds did support transitional services, such counseling and advising of CTE students in two-year programs to provide them with information on pathways that are available to them. Funds were expended on development of career pathways materials to help students understand how short-term certificates articulate to 2-year degrees and BAS programs. Providing clear pathways for CTE students is a system-wide emphasis, and new programs are developed with that concept in mind.

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

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

Yes

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

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

Chef's Club, affiliated with the American Culinary Federation (Bellingham Technical College's team won gold medal at the Knowledge Bowl, and took second place out of eight teams competing in the Western region). VITA, affiliated with National Volunteer Tax Assistance Program Phi Theta Kappa International Honor Society (Received a Three Star Chapter Award) The Society of Automotive Engineers Mini Baja Competition Team SkillsUSA PHI BETA LAMBDA (21 gold medals, 7 silver, and 1 bronze. 8 students qualified for National Competition). PC Tech Club, attended 2016 Pacific Rim Collegiate Cyber Defense Competition. DECA Washington Post-secondary Agriculture Student Organization

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

Yes

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

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

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

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

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

Yes

Secondary - The CTE department at OSPI provides technical assistance to districts and high schools to support partnerships between education and business. Districts used Perkins funds to support CTE program advisory committees which include representatives from industry and higher education to ensure curriculum is both relevant and rigorous. Local efforts to create programs of study and articulation agreements with community and technical colleges require strong partnerships between the different stakeholders.

Postsecondary - Employers offered input on curriculum through DACUMs and advisory committee participation. Whenever possible, colleges align curriculum with industry-based assessments and standards. For example, Automotive Technology is a recognized provider for National Automotive Technicians Education Foundation (NATEF), Welding Technology focuses on the American Welding Society certification, and Nursing teaches toward the American Nursing Credentialing Center certification. The Precision Machining curriculum teaches to NIMS certification. Industry-based assessments are used in many programs; for example the Nursing and Medical Assistant programs utilize Health Education Systems (HESI) testing to prepare students for licensure exams.

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

Yes

Secondary - The CTE department at OSPI supports districts and high schools in the improvement of existing and the implementation of new CTE courses and initiatives. Local districts use Perkins funds to support on-going program reviews. The process is used to develop curriculum that is being used in the district to make sure it aligns with local, state, and federal standards. Some of our remote districts contract with the Washington Virtual Academy (WAVA). CTE instructors and administrators work together to make sure that all CTE courses offered through the WAVA are aligned to all required standards.

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

Examples: A mini-grant was awarded to a college to develop orientation modules for Business Administration distance courses. Through the modules, students are able to learn about course expectations, location of content, and navigation through the online environment. Modules include Panopto recordings for visual demonstrations, practice activities, and quizzes.

A mini-grant was awarded to develop a Cybersecurity Pathway between a local school district and the college. Project included the review of the IT curriculum, identify base preparation courses as well as courses that will articulate for college credit.

Microsoft IT Academy expanded opportunities for students attending a rural school in the college's neighboring district to earn dual credit.

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

Yes

Secondary - In addition to the provision of courses tied directly to the study of entrepreneurship within the Business & Marketing pathway, districts use Perkins funds to support work-related experiences and business and education partnerships across all CTE programs. Students have opportunities for job shadows and internships that connect with real-world employers. Mentor programs across districts provide after-school opportunities for CTE students to be connected with individuals in the career fields of their interests. Often the required program-specific advisory committee offers students an opportunity to network with the local business within their region.

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

Additionally, funding was awarded for development of Entrepreneurship for ESL curriculum, focused on ESL students interested in operating their own small business. The program utilizes I-BEST model to contextualize language instruction and promotes interdisciplinary studies among ESL, Adult Basic Education, and Business Management programs. Included in the program is a community partnership with the Experience Work Project, affiliated with the local Chamber of Commerce and WorkSource. The partnership provides opportunities for mentorship and job shadowing. Credits earned during the program articulate into Business Management certificates and degrees.

Perkins funding also supported a start-up of the Entrepreneurship and Small Business Management program at one of the correctional facilities.

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

Yes

Secondary - Funds were used to provide technical assistance and to provide professional development to CTE instructors and administrators. Through trainings and workshops, instructors and administrators are informed of and provided the opportunity to share best practices around the successful recruitment and retention of CTE instructors, administrators, etc. The CTE director internship program provides a venue to recruit and train new CTE administrators – funds are used to provide professional development presentations during the year-long program. Additionally, districts are required to describe how they are addressing the recruitment and retention of CTE instructors and administrators, including instructors and administrators from underrepresented backgrounds.

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

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

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

Yes

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

Furthermore, Superintendent Dorn supports Career and Technical Education and has made Work-Based Learning opportunities a priority throughout his tenure. Work-Based Learning provides with extended learning experiences that connect acquired knowledge and skills to practical scenarios to help inform a student's future occupational decisions. Teachers, counselors, administrators, parents, and community partners share responsibility for assisting all students in developing their High School and Beyond Plan. Recognizing that work experience is essential to providing the technical skills, knowledge and training necessary to succeed in the workplace, Washington State secondary CTE Program Standards define Work-Based Learning and require it as a component of all CTE programs.

Postsecondary -

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

Every month, SBCTC staff makes available to colleges regionalized data provided by the Employment Security Department. These reports include information on top skill sets and certifications in demand by local employers, top occupations, and top employers, as well as a gap analysis for detailed occupations along with comparisons of online job postings and Employment Security Department data on unemployment insurance (UI) claimants.

Consolidated Annual Report, Program Year 2015 - 2016

Washington

Step 4: Technical Skills Assessment

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

Secondary - Through conferences and workshops, OSPI staff will be providing districts ideas and strategies on how to increase and meet the specific Perkins measures. For example, through the Washington Association for Career and Technical Education statewide conferences, OSPI program supervisors are present to provide specific CTE content workshops as well as provide districts with technical assistance on programmatic outcomes.

Postsecondary - The postsecondary system does not collect this data, instead using GPA as a determinant of student outcome.

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

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	9934	133808	7.42407030969748
Postsecondary Students	-9	-9	100

Consolidated Annual Report, Program Year 2015 - 2016 Washington

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

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

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1P1	n/a	Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards. The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		<p>continues to improve, we are likely to see this trend continue. Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be required to write improvement plans: Bellingham Technical College: 80%, down from 92% in the previous year. Lake Washington Institute of Technology: 83%, down from 93% in the previous year. Renton Technical College: 81%, up from 79% in the previous year. Seattle Vocational Institute 64%, down from 88% in the previous year. Edmonds Community College exceeded 100% of their goal in 2015-16, and is no longer required to submit an improvement plan. Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. All SVI's expenditures, activities, and reporting will be combined with Seattle Central's in the future.</p>		
2P1	n/a	<p>Activities will improve student attainment of industry-recognized credentials, certificates, or degrees. The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical College system performance exceeded the target performance level. All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year. Bellingham Technical College: 86%, down from 97% in the previous year.</p>	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		Renton Technical College (RTC) reached 77% of their target, improving from 73% the year before. Seattle Vocational Institute: 60%, down from 90% in the previous year. The State Board staff is working with the colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans.		
6S2	The disparity/change in completions reflects the results after reexamination of the CIPs being used to pull this data. There were incorrect data pulls being conducted over the past several years. This data is a more accurate report for the CIPs as they relate to non-traditional courses.	The CIPs used for this target will be reconfirmed and a change will be suggested in the next planning process.	Jonathan Jackson, OSPI	02-28-17

Local Program Improvement Plans

Secondary -

1S1 Since Washington State’s accountability waiver was denied again in 2015, the state had to revert back to AYP determination of 100%. Districts that failed to meet at least 90 percent of the performance target for this indicator were required to provide an improvement plan outlining the specific actions that will be taken to increase the integration of English/language arts standards and content into their CTE curriculum.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1P1	n/a	Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		<p>standards. The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue. Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be required to write improvement plans: Bellingham Technical College: 80%, down from 92% in the previous year. Lake Washington Institute of Technology: 83%, down from 93% in the previous year. Renton Technical College: 81%, up from 79% in the previous year. Seattle Vocational Institute 64%, down from 88% in the previous year. Edmonds Community College exceeded 100% of their goal in 2015-16, and is no longer required to submit an improvement plan. Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. All SVI's</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
2P1	n/a	<p>expenditures, activities, and reporting will be combined with Seattle Central's in the future.</p> <p>Activities will improve student attainment of industry-recognized credentials, certificates, or degrees. The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical College system performance exceeded the target performance level. All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year. Bellingham Technical College: 86%, down from 97% in the previous year. Renton Technical College (RTC) reached 77% of their target, improving from 73% the year before. Seattle Vocational Institute: 60%, down from 90% in the previous year. The State Board staff is working with the colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans.</p>	Anna Nikolaeva, SBCTC	
6S2	<p>The disparity/change in completions reflects the results after reexamination of the CIPs being used to pull this data. There were incorrect data pulls being conducted over the past several years. This data is a more accurate report for the CIPs as they relate to non-traditional courses.</p>	<p>The CIPs used for this target will be reconfirmed and a change will be suggested in the next planning process.</p>	Jonathan Jackson, OSPI	02-28-17

1S2 Since Washington State’s accountability waiver was denied again in 2015, the state had to revert back to AYP determination of 100%. Districts that failed to meet at least 90 percent of the performance target for this indicator were required to provide an improvement plan outlining the specific actions that will be taken to increase the integration of math standards and content into their CTE curriculum.

2S1 Districts that failed to meet at least 90 percent of the performance target for this indicator were required to provide an improvement plan outlining the specific actions that will be taken to increase the passage rate for technical skill and knowledge assessments tied to the CTE class in which they are enrolled.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1P1	n/a	<p>Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards. The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue. Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be</p>	Anna Nikolaeva, SBCTC	

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2P1	n/a	<p>Activities will improve student attainment of industry-recognized credentials, certificates, or degrees. The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical College system performance exceeded the target performance level. All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year. Bellingham Technical College: 86%, down from 97% in the previous year. Renton Technical College (RTC) reached 77% of their target, improving from 73% the year before. Seattle Vocational Institute: 60%, down from 90% in the previous year. The State Board staff is working with the</p>	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
6S2	The disparity/change in completions reflects the results after reexamination of the CIPs being used to pull this data. There were incorrect data pulls being conducted over the past several years. This data is a more accurate report for the CIPs as they relate to non-traditional courses.	colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans. The CIPs used for this target will be reconfirmed and a change will be suggested in the next planning process.	Jonathan Jackson, OSPI	02-28-17

3S1 Districts that failed to meet at least 90 percent of the performance target for this indicator were required to provide an improvement plan outlining the specific actions that will be taken to increase school completion for their students. This may include efforts to assist instructors and counselors and counselors in their efforts to help students understand and meet graduation requirements as well as help them develop post-high school plans.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1P1	n/a	Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards. The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		<p>years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue. Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be required to write improvement plans: Bellingham Technical College: 80%, down from 92% in the previous year. Lake Washington Institute of Technology: 83%, down from 93% in the previous year. Renton Technical College: 81%, up from 79% in the previous year. Seattle Vocational Institute 64%, down from 88% in the previous year. Edmonds Community College exceeded 100% of their goal in 2015-16, and is no longer required to submit an improvement plan. Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. All SVI's expenditures, activities, and reporting will be combined with Seattle Central's in the future.</p>		
2P1	n/a	<p>Activities will improve student attainment of industry-recognized credentials, certificates, or degrees. The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical</p>	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		<p>College system performance exceeded the target performance level. All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year. Bellingham Technical College: 86%, down from 97% in the previous year. Renton Technical College (RTC) reached 77% of their target, improving from 73% the year before. Seattle Vocational Institute: 60%, down from 90% in the previous year. The State Board staff is working with the colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans.</p>		
6S2	<p>The disparity/change in completions reflects the results after reexamination of the CIPs being used to pull this data. There were incorrect data pulls being conducted over the past several years. This data is a more accurate report for the CIPs as they relate to non-traditional courses.</p>	<p>The CIPs used for this target will be reconfirmed and a change will be suggested in the next planning process.</p>	Jonathan Jackson, OSPI	02-28-17

4S1 Since Washington State’s accountability waiver was denied again in 2015, the state had to revert back to AYP determination of 100%. Districts that failed to meet at least 90 percent of the performance target for this indicator were required to provide an improvement plan outlining the specific actions that will be taken to increase school completion for their students. This may include efforts to assist instructors and counselors and counselors in their efforts to help students understand and meet graduation requirements as well as help them develop post-high school plans.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step

Core Indicator	Disaggregated categories of category of students	Action step to be implemented	Staff member	Timeline
1P1	n/a	<p>Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards. The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue. Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be required to write improvement plans: Bellingham Technical College: 80%, down from 92% in the previous year. Lake Washington Institute of Technology: 83%, down from 93% in the previous year. Renton Technical College: 81%, up from 79% in the previous year. Seattle Vocational Institute 64%, down from 88% in the previous year.</p>	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
2P1	n/a	<p>Edmonds Community College exceeded 100% of their goal in 2015-16, and is no longer required to submit an improvement plan. Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. All SVI's expenditures, activities, and reporting will be combined with Seattle Central's in the future.</p> <p>Activities will improve student attainment of industry-recognized credentials, certificates, or degrees. The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical College system performance exceeded the target performance level. All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year. Bellingham Technical College: 86%, down from 97% in the previous year. Renton Technical College (RTC) reached 77% of their target, improving from 73% the year before. Seattle Vocational Institute: 60%, down from 90% in the previous year. The State Board staff is working with the colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans.</p>	Anna Nikolaeva, SBCTC	
6S2	The disparity/change in completions reflects the results after reexamination of the CIPs	The CIPs used for this target will be reconfirmed and a change will be suggested in the next	Jonathan Jackson, OSPI	02-28-17

Core Indicator	Disaggregated categories of being used to pull this data. There were incorrect data pulls being conducted over the past several years. This data is a more accurate report for the CIPs as they relate to non-traditional courses.	Action step to be implemented planning process.	Staff member	Timeline
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5S1 Districts that failed to meet at least 90 percent of the performance target for this indicator were required to provide an improvement plan outlining the specific actions that will be taken to increase student placement after they exit secondary education.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1P1	n/a	Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards. The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue.	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		<p>Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be required to write improvement plans: Bellingham Technical College: 80%, down from 92% in the previous year. Lake Washington Institute of Technology: 83%, down from 93% in the previous year. Renton Technical College: 81%, up from 79% in the previous year. Seattle Vocational Institute 64%, down from 88% in the previous year. Edmonds Community College exceeded 100% of their goal in 2015-16, and is no longer required to submit an improvement plan. Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. All SVI's expenditures, activities, and reporting will be combined with Seattle Central's in the future.</p>		
2P1	n/a	<p>Activities will improve student attainment of industry-recognized credentials, certificates, or degrees. The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical College system performance exceeded the target performance level. All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year. Bellingham Technical College: 86%, down from 97% in the previous year. Renton Technical College (RTC) reached 77% of their target,</p>	Anna Nikolaeva, SBCTC	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		improving from 73% the year before. Seattle Vocational Institute: 60%, down from 90% in the previous year. The State Board staff is working with the colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans.		
6S2	The disparity/change in completions reflects the results after reexamination of the CIPs being used to pull this data. There were incorrect data pulls being conducted over the past several years. This data is a more accurate report for the CIPs as they relate to non-traditional courses.	The CIPs used for this target will be reconfirmed and a change will be suggested in the next planning process.	Jonathan Jackson, OSPI	02-28-17

6S1 We discovered that there was an error in the business rules as they relate to this indicator. The non-traditional designation was being applied to the incorrect gender (i.e. boys were being counted as non-traditional in welding when it should have been the opposite). The error has since been corrected, but doing so caused the actual, accurate enrollment count to display which for many districts meant a significant drop in enrollment and impacted performance on 6S1 and 6S2. The CTE department at OSPI informed LEAs of the error and issued a statewide waiver for indicator 6S1.

6S2 We discovered that there was an error in the business rules as they relate to this indicator. The non-traditional designation was being applied to the incorrect gender (i.e. boys were being counted as non-traditional in welding when it should have been the opposite). The error has since been corrected, but doing so caused the actual, accurate enrollment count to display which for many districts meant a significant drop in enrollment and impacted performance on 6S1 and 6S2. The CTE department at OSPI informed LEAs of the error and issued a statewide waiver for indicator 6S2.

1S1: Academic Attainment in Reading/LA - 36 districts did not meet at least 90% of this performance indicator for this reporting year.

Blaine School District

Bremerton School District

Cascade School District

Castle Rock School District

Centralia School District

Clarkston School District

Clover Park School District

Coupeville School District
Cusick School District
Deer Park School District
Ferndale School District
Goldendale School District
Granite Falls School District
Highland School District
Highline School District
Hockinson School District
Hoquiam School District
Mossyrock School District
Mount Baker School District
Naches Valley School District
Newport School District
Nooksack Valley School District
North Kitsap School District
Ocosta School District
Okanogan School District
Onalaska School District
Othello School District
Pasco School District
Port Angeles School District
Quillayute Valley School District
Renton School District
Ridgefield School District
Riverview School District
Rochester School District
Royal School District
Selah School District
Sequim School District
Shelton School District
Shoreline School District
Snohomish School District

Stevenson-Carson School District

Sultan School District

Tacoma School District

Wellpinit School District

West Valley School District (Spokane)

West Valley School District (Yakima)

White Salmon Valley School District

Zillah School District

1S2: Academic Attainment in Mathematics - 48 districts did not meet at least 90% of this performance indicator for this reporting year.

Blaine School District

Bremerton School District

Cascade School District

Castle Rock School District

Centralia School District

Clarkston School District

Clover Park School District

Coupeville School District

Cusick School District

Deer Park School District

Ferndale School District

Goldendale School District

Granite Falls School District

Highland School District

Highline School District

Hockinson School District

Hoquiam School District

Mossyrock School District

Mount Baker School District

Naches Valley School District

Newport School District

Nooksack Valley School District

North Kitsap School District

Ocosta School District

Okanogan School District

Onalaska School District

Othello School District

Pasco School District

Port Angeles School District

Quillayute Valley School District

Renton School District

Ridgefield School District

Riverview School District

Rochester School District

Royal School District

Selah School District

Sequim School District

Shelton School District

Shoreline School District

Snohomish School District

Stevenson-Carson School District

Sultan School District

Tacoma School District

Wellpinit School District

West Valley School District (Spokane)

West Valley School District (Yakima)

White Salmon Valley School District

Zillah School District

2S1: Technical Skill Attainment - 1 district did not meet at least 90% of this performance indicator for this reporting year.

Yakima School District

3S1: School Completion - 11 districts did not meet at least 90% of this performance indicator for this reporting year.

Blaine School District

Grand Coulee Dam School District

Granger School District

Highline School District

Morton School District

North Mason School District

Quillayute Valley School District

Soap Lake School District

Tacoma School District

Toppenish School District

Wellpinit School District

4S1: Graduation Rate - 9 districts did not meet at least 90% of this performance indicator for this reporting year.

Freeman School District

Highline School District

Kiona-Benton City School District

Lake Washington Institute of Technology

Monroe School District

North Mason School District

Quillayute Valley School District

Wellpinit School District

White Pass School District

5S1: Student Placement - 38 districts did not meet at least 90% of this performance indicator for this reporting year.

Brewster School District

Cape Flattery School District

Cashmere School District

Clarkston School District

Concrete School District

Crescent School District

Curlew School District

Davenport School District

Dayton School District

Deer Park School District

East Valley School District (Spokane)

Finley School District

Grand Coulee Dam School District

Kahlotus School District

Kalama School District

Kettle Falls School District

La Conner School District

Liberty School District

Mary Walker School District

Methow Valley School District

Mount Adams School District

Naches Valley School District

Newport School District

Nine Mile Falls School District

North Mason School District

Northport School District

Ocosta School District

Okanogan School District

Quilcene School District

Rainier School District

Republic School District

Rosalia School District

St. John School District

Sultan School District

Washtucna School District

Wellpinit School District

West Valley School District (Spokane)

White Pass School District

6S1: Non-Traditional Participants - 82 districts did not meet at least 90% of this performance indicator for this reporting year.

Anacortes School District

Auburn School District

Bainbridge Island School District

Bellevue School District

Bellingham School District

Bridgeport School District

Camas School District

Cape Flattery School District

Central Valley School District

Centralia School District

Chehalis School District

Columbia (Stevens) School District

Colville School District

Coupeville School District

Cusick School District

Davenport School District

Enumclaw School District

Everett School District

Federal Way School District

Garfield School District

Highland School District

Hockinson School District

Issaquah School District

Kelso School District

Kennewick School District

Kent School District

Kettle Falls School District

La Center School District

La Conner School District

Lake Stevens School District

Lake Washington School District

Lakewood School District

Liberty School District

Longview School District

Lopez School District

Mary M Knight School District

Marysville School District

Mercer Island School District

Meridian School District

Methow Valley School District

Monroe School District

Mukilteo School District

Naches Valley School District

Newport School District

Nine Mile Falls School District

North Franklin School District

North Kitsap School District

Northshore School District

Oak Harbor School District

Oakesdale School District

Ocean Beach School District

Ocosta School District

Olympia School District

Oroville School District

Palouse School District

Peninsula School District

Port Angeles School District

Port Townsend School District

Quilcene School District

Reardan-Edwall School District

Richland School District

Ridgefield School District

Riverside School District

Rochester School District

San Juan Island School District

Seattle Public Schools

Shoreline School District

Snoqualmie Valley School District

South Whidbey School District

Spokane School District

Stanwood-Camano School District

Stevenson-Carson School District

Sunnyside School District

Tahoma School District

Vashon Island School District

Walla Walla Public Schools

Washougal School District

Wellpinit School District

West Valley School District (Yakima)

Wishkah Valley School District

Woodland School District

Yakima School District

6S2: Non-Traditional Completers - 54 districts did not meet at least 90% of this performance indicator for this reporting year.

Anacortes School District

Asotin-Anatone School District

Auburn School District

Bainbridge Island School District

Bellevue School District

Bellingham School District

Camas School District

Centralia School District

Cheney School District

Chimacum School District

Colville School District

Coupeville School District

Cusick School District

Enumclaw School District

Everett School District

Hockinson School District

Kennewick School District

Kent School District

Kettle Falls School District

La Center School District

Lake Stevens School District

Lake Washington School District

Lakewood School District

Longview School District

Manson School District

Marysville School District

Mercer Island School District

Monroe School District

Mukilteo School District

Naches Valley School District

Nine Mile Falls School District

North Franklin School District

North Kitsap School District

Northshore School District

Oak Harbor School District

Ocean Beach School District

Olympia School District

Orting School District

Peninsula School District

Riverside School District

Rochester School District

Seattle Public Schools

South Whidbey School District

Spokane School District

Stanwood-Camano School District

Tahoma School District

University Place School District

Vashon Island School District

Walla Walla Public Schools

Washougal School District

West Valley School District (Yakima)

White Salmon Valley School District

Woodland School District

Yakima School District

Postsecondary -

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

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

The target for this measure was 39,169. The actual level of performance was 40,919. The Community and Technical College system performance exceeded the target performance level. While the system exceeded the target, overall number of CTE concentrators has decreased over the last two years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington: an increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments. As the economy continues to improve, we are likely to see this trend continue.

Four colleges did not meet 90% of target for this indicator. Two of the colleges missed the indicator for the first time, and two for the second time. All four will be required to write improvement plans:

Bellingham Technical College: 80%, down from 92% in the previous year.

Lake Washington Institute of Technology: 83%, down from 93% in the previous year.

Renton Technical College: 81%, up from 79% in the previous year.

Seattle Vocational Institute 64%, down from 88% in the previous year.

Edmonds Community College exceeded 100% of their goal in 2015-16, and is no longer required to submit an improvement plan.

Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. All SVI's expenditures, activities, and reporting will be combined with Seattle Central's in the future.

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

The target for this measure was 31,094. The actual level of performance was 33,586. The Community and Technical College system performance exceeded the target performance level.

All but three colleges met at least 90% of their individual targets. Edmonds Community College reached 110% of their target, improving from in the previous year.

Bellingham Technical College: 86%, down from 97% in the previous year.

Renton Technical College (RTC) reached 77% of their target, improving from 73% the year before.

Seattle Vocational Institute: 60%, down from 90% in the previous year.

The State Board staff is working with the colleges to determine the cause of the decreases and providing technical assistance, when necessary. The colleges that missed this indicator for the first and second times and will be required to write improvement plans.

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

The target for this measure was 65.00%. The actual level of performance was 63.08%. The Community and Technical College system met 97.05% of the goal.

Prior to 2014/15 reporting year, local performance targets for this indicator were based on the numerators only (number of CTE participants who became concentrators), and reflected the headcount of students retained at each college, as opposed to showing the rate of retention (number of CTE participants who became concentrators / number of CTE participants). As such, the colleges' growing retention targets did not account for fluctuations in enrollments and created an inaccurate picture of achievement and set unrealistic goals.

For 2014/15 and going forward, the State Board set individual college targets for retention at the same rate as the state's. In 2015/16, the target for 3P1 for the state was 65%, and each college was responsible for meeting at least 90% of the same goal (58.50% retention rate).

Nine colleges did not make 90% of their targets and will write performance improvement plans.

Four of the nine colleges have missed their performance targets for three or more years and will be required to direct funding towards improving their performance.

Three colleges have missed their target for the second year in a row.

Two colleges have missed their target after having met or exceeding their targets in 2014-15.

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

Bellingham Technical College (3+) 50.62% retention, 77.88% of target (improvement from 2014-15)

Clover Park Technical College (1) 57.93% retention, 89% of target

Grays Harbor College (3) 57.02% retention, 87.72% of target (improvement in retention rate from 2014-15, but decline in terms of % of target)

Lake Washington Technical Institute (3) 52.39% retention, 80% of target (improvement from 2014-15)

Olympic College (2) 42.53% retention, 65.43% of target

Renton Technical College (3) 43.08% retention, 66.28% of target

South Seattle College (1) 54.69% retention, 84.14% of target

Skagit Valley College (2) 46.28% retention, 71.20% of target.

Spokane Community College (2) 48.03% retention, 73.89% of target.

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

The target for this measure was 58.0%. The actual level of performance was 58.77%. The Community and Technical College system achieved exceeded the target performance level.

Prior to 2014-15 reporting year, local performance targets for this indicator were based on the numerators only (number of CTE concentrators who were employed, etc.), and reflected the headcount of graduates placed, as opposed to showing the rate of placement (number of CTE concentrators who were employed, etc. : number of CTE concentrators exiting). As such, the colleges' growing placement targets did not account for fluctuations in enrollments and created an inaccurate picture of achievement, as well as unrealistic goals.

For 2014-15 and going forward, the State Board set individual college targets for placement at target state rate. Target for 4P1 for the state was 58.0%, and each college was responsible for meeting at least 90% of the same goal or 52.20% placement.

At the time of reporting, the State Board was not able to acquire the data from the Department of Defense on the number of students placed in the military. The DOD data was not included in the FEDES match due to factors outside of SBCTC influence.

Three colleges missed their targets and will develop performance improvement plans.

Bates Technical College (2) 47.28% placement rate, 81.52% of target.

Seattle South (3) 39.90% placement rate, 68.79% of target.

Skagit Valley (1) 51.51% placement rate, 88.81% of target.

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

The target for this measure was 19.25% and the ninety percent level is 17.33%.

The actual level of performance was 18.15%. The SBCTC achieved 94.29% of the target performance level, an improvement from the previous year.

Fifteen colleges did not make 90% of their goal and will develop performance improvement plans.

Of the fifteen colleges achieving less than 90% of their goal, five of them are technical colleges which historically have had a difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges.

Four of the eleven colleges achieving less than 90% of their goal, are rural colleges with large Hispanic/Latino populations that have more cultural ties to traditional roles.

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

Bates Technical College 9.48% (3+) a decline of 0.61% from 2014-15

Bellingham Technical College 14.31% (3), an improvement of 0.69% from 2014-15

Big Bend Community College 11.28% (3+), an improvement of 1.27% from 2014-15

Clover Park Technical College 13.99% (3+), a decline of 0.13% from 2014-15

Columbia Basin College 12.69% (3+), a decline of 0.03% from 2014-15

Everett Community College 14.20 (2), a decline of 1.19% from 2014-15

Green River College 16.50% (2), a decline of 0.67% from 2014-15

Lake Washington Technical Institute 15.23% (3+), a decline of 0.95% from 2014-15

Renton Technical College 10.90% (3+), a decline of 0.26% from 2014-15

Seattle Vocational 13.69% (2), a decline of 2.09% from 2014-15

Skagit Valley College 12.26% (3+), a decline of 1.18% from 2014-15.

South Puget Sound 16.85 (1), a decline of 1.49% from 2014-15

Spokane Community College 15.35% (3), an improvement of 0.36% from 2014-15

Walla Walla Community College (3), an improvement of 0.31% from 2014-15

Wenatchee Valley College 17.20 (1), a decline of 0.94% from 2014-15

Centralia College and South Seattle College improved their performance and met at least 90% of target after missing the target in 2014-15.

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

The target for this measure was 18.50% and the ninety percent level is 16.65%. The actual level of performance was 17.29%. The system achieved 93.46% of the target performance level, improving for the second year in a row.

Sixteen colleges did not make 90% of their goals and will develop performance improvement plans

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

Bates Technical College 10.50% (3+), an improvement of 1.5% from 2014-15

Bellingham Technical College 14.17% (3+), an improvement of 1.28% from 2014-15

Big Bend Community College 10.78% (3+), an improvement 0.62% from 2014-15

Clover Park Technical College 12.79% (3+), an improvement of 0.03% from 2014-15

Columbia Basin College 14.37% (3+), a decline of 1.17% from 2014-15

Everett Community College 14.75% (3+), a decline of 0.92% from 2014-15

Green River College 16.27% (2), a decline of 0.17% from 2014-15

Lake Washington Technical Institute 15.18% (3+), an improvement of 0.43% from 2014-15

Renton Technical College 11.73% (3+), a decline of 0.36% from 2014-15

South Seattle College 14.88% (3+), a decline of 0.84% from 2014-15

Seattle Vocational Institute 11.27% (3), a decline of 5.23% from 2014-15.

Shoreline Community College 14.88% (3+), a decline of 0.58% from 2014-15.

Skagit Valley College 14.79 (3+), a decline of 0.89% from 2014-15.

Spokane Community College 15.24% (3), a decline of 0.15% from 2014-15.

Walla Walla Community College 14.92% (2), a decline of 1.42% from 2014-15

Wenatchee College 16.23% (2), a decline of 0.15% from 2014-15

Centralia College improved its performance and met 103% of target after missing the target in 2014-15.

Consolidated Annual Report, Program Year 2015 - 2016 Washington

Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State Director

Eleni Papadakis

Title/Agency

Exec. Director/Workforce Board

Date

1/26/2017 6:21:16 PM