**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006**
**PROGRAM YEAR 2016**

The Workforce Training and Education Coordinating Board is statutorily designated as the State Board of Vocational Education (RCW 28C.18.050) and is the eligible agency for the Carl D. Perkins federal funds for career and technical and workforce education. In 2008 the Board adopted the state's Five-year Perkins Plan. The plan included performance levels for the accountability measures for Program Year One and Program Year Two, and budget pages, designating how the funds would be distributed to support secondary and postsecondary programs with the Basic Grant, Leadership, State Administration, and Tech Prep dollars.

As mandated within the Act, states evaluate their Five-year Perkins Plan and provide an annual update with revisions to the original plan, projected performance levels for future program years, and revised budget pages, based on the state allocation.

**Revisions**

**Secondary Changes**

Washington state's Substitute House Bill 1134 authorized the Office of Superintendent of Public Instruction to enter into a compact agreement with the governing body of any tribe or governing body of any school currently receiving funding from the Bureau of Indian Affairs. Under this agreement, Tribal Compact Schools must follow the same rules as other state Local Education Agencies (LEAs) and will be accountable to all federal and state requirements for Career and Technical Education/Perkins. There are currently three tribes that have entered into this compact: The Lummi (K-12), the Muckleshoot (K-12), and the Suquamish (9-12).

***State-Tribal Education Compacts***

*The SPI is authorized to enter into a state-tribal education compact with the governing body of any tribe or the governing body of any school currently receiving funding from the Bureau of Indian Affairs. The SPI must convene a government-to-government meeting to initiate negotiations with any tribe or school that applies for an education compact.*

*A state-tribal education compact must address certain provisions, including compliance, notices of violation, dispute resolution, recordkeeping and auditing, delineation of respective responsibilities, term length, and termination. Compact schools generally are exempt from state statutes and rules applicable to school districts and school boards, except as provided by law or by the terms of the compact. Compact schools must comply with the following state requirements:*

- *provide a curriculum and conduct a basic education program;*
- *employ certified instructional staff, except in certain exceptional cases;*
- *comply with employee record check requirements and mandatory termination and notifications;*
- *comply with nondiscrimination laws; and*
- *comply with future legislation governing compact schools.*

*In addition, no compact school may engage in sectarian practices in its operations, education program, admissions, or employment practices. A tribal-state education compact may not limit or restrict enrollment or school choice options available in the public school system.*

*The SPI must allocate funding for a compact school according to the monthly apportionment schedule established for the local school districts. Allocations must be based on the average of the prior year staff mix ratio of all public schools and the compact school's actual full-time enrollment. Compact schools must report enrollment in the same manner as is required of school districts.*

*The compact must establish the school's projected first year enrollment for purposes of determining amounts payable for that year. The SPI must reconcile the amount paid in the first year with the actual student enrollment and make adjustments in allocation for the second year.*

*Compact schools are not prohibited from implementing a policy of Indian preference in employment. Compact schools may prioritize the enrollment of tribal members and siblings of enrolled students if enrollment demand exceeds the capacity of the school.*

The Lummi, Muckleshoot, and Suquamish tribal schools will be eligible, under the terms of the compact, Tribal compact schools requesting Perkins funds must submit a Perkins 5-Year Application Plan and must have an approved CTE course. Through the funding formula, if they do not meet the $15,000 allocation minimum level, they may enter into a consortium with other LEAs, or they may request a waiver. Waivers are allowed if the LEA can provide assurance that the CTE programs are of sufficient size, scope and quality to be effective. It is also noted that such a change in the distribution of funds will also affect those districts who originally included these FTEs in their district formula.

## Secondary Accountability

Since Washington state lost its accountability waiver in 2014, the state reverted back to AYP determination. Accountability determinations for the 2013-14 school year were made under AYP. Bulletin B038-14 issued in July 2014 provides information regarding the change. Section V(B) of the AYP Questions and Answers, http://www.k12.wa.us/TitleI/AYP/pubdocs/AYPFAQsJuly2014.pdf provides further information. Below are our reverted measures for 2014-15

| | 2014-15 | Measurement Definition |
|---|---|---|
| 1S1: Academic Attainment in Reading/Language Arts | 100% | **Numerator:** Number of *CTE concentrators* who have met the proficient or advanced level on the statewide high school ***reading/language arts*** assessment administered by the state under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.<br><br>**Denominator:** Number of *CTE concentrators* who took the ESEA assessments in ***reading/language arts*** and whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education. |

| | | |
|---|---|---|
| 1S2: Academic Attainment in Mathematics | 100% | **Numerator:** Number of *CTE concentrators* who have met the proficient or advanced level on the statewide high school ***mathematics*** assessment administered by the state under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.<br><br>**Denominator:** Number of *CTE concentrators* who took the ESEA assessments in ***mathematics*** and whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education. |
| 4S1: Student Graduation Rate | 88% | **Numerator:** Number of *CTE concentrators* who in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2) (C)(vi) of ESEA.<br><br>**Denominator:** Number of *CTE concentrators* who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2) (C)(vi) of ESEA. |

**PERKINS IV BUDGET [1]**
**For Federal funds that will be available beginning on July 1, 2015)**

**STATE NAME:** **Washington State**

| Line | TITLE I: CAREER AND TECHNICAL ASSISTANCE TO STATES | | |
|---|---|---|---|
| **1** | **TOTAL ALLOCATION TO THE STATE** | | |
| 2 | Total Title I Allocation to the State | $ 20,610,734.00 | |
| 3 | Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds | $ 0 | |
| 4 | Total Amount of Combine Title I and Title II Funds to be distributed under Section 112 (line 2 + 3) | $ 20,610,734.00 | |
| **5** | **LOCAL FORMULA DISTRIBUTION** | | |
| 6 | Local Formula Distribution (not less than 85%) | $ 17,519,124.00 | |
| **7** | **RESERVE** | | |
| 8 | Funds for Secondary Programs | $ 770,841.00 | |
| 9 | Funds for Postsecondary Programs | $ 981,071.00 | |
| 10 | Total Reserve (not more than 10% of line 6) | $ 1,751,912.00 | |
| **11** | **FORMULA ALLOCATIONS** | | |
| 12 | Funds for Secondary Programs | $ 6,937,574.00 | |
| 13 | Funds for Postsecondary Programs | $ 8,829,639.00 | |
| 14 | Total Available for Formula Allocations (line 12 + 13) | $ 15,767,213.00 | |
| **15** | **STATE LEADERSHIP** | | |
| 16 | Non-Traditional Training and Employment | $ 150,000.00 | |
| 17 | Corrections or Institutions | $ 206,107.00 | |
| 18 | Other State Leadership | $ 1,704,966.00 | |
| 19 | Total State Leadership (not more than 10%) | $ 2,061,073.00 | |
| **20** | **STATE ADMINISTRATION** | | |
| 21 | State Administration (not more than 5%) | $ 1,030,536.00 | |
| **22** | **STATE ADMINISTRATION MATCH** | | |
| 23 | State Administration Match (from non-federal funds) | $ 1,030,536.00 | |

[1] Budget is based on 2014-15 funding. A budget revision will be submitted upon notification of 2015-16 funding.

## PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS: SECONDARY LEVEL

**STATE NAME: WASHINGTON**

| Core Indicator | Measurement Definition | Measurement Approach | Final Agreed Upon Baseline | Year 1 7/1/07-6/30/08 | Year 2 7/1/08-6/30/09 | Year 3 7/1/09-6/30/10 | Year 4 7/1/10-6/30/11 | Year 5 7/1/11-6/30/12 | Year 6 7/1/12-6/30/13 | Year 7 7/1/13-6/30/14 | Year 8 7/1/14-6/30/15 | Year 9 7/1/15-6/30/16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1S1 Academic Attainment in Reading/ Language Arts | Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of annual measureable objectives (AMO) and who, in the reporting year, left secondary education.<br><br>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AMO and who, in the reporting year, left secondary education. | State and Local Administrative Records | B: 63.30%<br><br>2010-11 Revised B: 69.635% | L: 61.50%<br><br>A: | L: 61.50%<br><br>A: 86.73% | L: 74.3%<br><br>A: 87.18% | L: 74.3%<br><br>A: 86.02% | L: 72.2%<br><br>A: 83.67% | L: 74.7%<br><br>A: 84.52% | L: 77.2%<br><br>A: 84.18% | *P: 100%*<br><br>*A:* | *L: 100%*<br><br>*A:* |

Waiver request was rescinded, spring 2014.

| Core Indicator | Measurement Definition | Measurement Approach | Final Agreed Upon Baseline | Year 1 7/1/07-6/30/08 | Year 2 7/1/08-6/30/09 | Year 3 7/1/09-6/30/10 | Year 4 7/1/10-6/30/11 | Year 5 7/1/11-6/30/12 | Year 6 7/1/12-6/30/13 | Year 7 7/1/13-6/30/14 | Year 8 7/1/14-6/30/15 | Year 9 7/1/15-6/30/16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1S2 Academic Attainment in Mathematics | Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of annual measureable objectives (AMO) and who, in the reporting year, left secondary education.<br>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AMO and who, in the reporting year, left secondary education. | State and Local Administrative Records | B: 37.90%<br>2011-12 Revised B: 60.214% | L: 43.60%<br>A: | L: 43.60%<br>A: | L: 62.40%<br>A: 54.32% | L: 62.40%<br>A: 48.82% | L: 63.5%<br>A: 45.55% | L: 66.8%<br>A: 66.49 | L: 70.2%<br>*A:* 75.39% | *P. 100%*<br>*A.* | *L: 100%*<br>*A:* |
| 2S1 Technical Skill Attainment | Numerator<br>Number of exiting CTE concentrators who took and passed a state or nationally recognized assessment of technical skills and knowledge<br>Denominator<br>Number of exiting CTE concentrators who took a state or national recognized assessment of technical skills and knowledge | State and Local Administrative Records | B: 27.73%<br>Revised B: 116<br>Revised B: 56.41% | L: 38.21%<br>A: | L: 27.73%<br>A: 45.2% | L: 257<br>A: 111 | L: 320<br>A: 48.82% | L: 57.66%<br>A: 98.25% | L: 58.91%<br>A: 91.78% | L: 60.68%<br>A: 91.99% | L: 62.5%<br>*A:* | *P: 91.0%*<br>*A:* |
| 3S1 School Completion | Numerator: Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year.<br>Denominator: Number of CTE concentrators who have left secondary education in the reporting year. | State and Local Administrative Records | B: 86.00% | L: 88.28%<br>A: | L: 86.00%<br>A: 87.74% | L: 87.26%<br>A: 88.37% | L: 88.52%<br>A: 89.05% | L: 89.78%<br>A: 91.37% | L: 91.04%<br>A: 85.95% | ~~L: 93.77%~~<br>L: 88.95%*<br>A: 85.52% | L: 90.45%<br>*A:* | *P: 91.79%*<br>*A:* |

Waiver request was rescinded, spring 2014.

* The 3S1 Target was changed to 88.95% for 2013-14. This was in response to a significant drop in the 3S1 completion rate the previous year. The new target was set at 3 percentage points higher than the performance level in 2012-13. The proposed target for 2014-15 was set as 1.5% higher than the target for 2013-14.

| Core Indicator | Measurement Definition | Measurement Approach | Final Agreed Upon Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 7/1/07-6/30/08 | 7/1/08-6/30/09 | 7/1/09-6/30/10 | 7/1/10-6/30/11 | 7/1/11-6/30/12 | 7/1/12-6/30/13 | 7/1/13-6/30/14 | 7/1/14-6/30/15 | 7/1/15-6/30/16 |
| 4S1 Student Graduation Rates | Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.<br>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. | State and Local Administrative Records | B: 78.80%<br>2011-12 Revised B: 77.2% | L: 69.00%<br>A: | L: 70.00%<br>A: 75.73% | L: 73.00%<br>A: 79.62% | L: 73.00%<br>A: 79.5% | L: 79.1%<br>A: 86.99% | L: 81%<br>A: 87.17% | L: 82.9%<br>A: 86.79%<br>Waiver request was rescinded, spring 2014. | *L: 88%*<br>*A:* | *P: 91.0%*<br>*A:* |
| 5S1 Placement | Numerator: Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.<br>Denominator: Number of CTE concentrators who left secondary education during the reporting year. | State and Local Administrative Records or Student Survey | B: 74.36% | L: 75.83%<br>A: | L: 73.40%<br>A: 78.13% | L: 74.86%<br>A: 58.42% | L: 60.42%<br>A: 58.98% | L: 62.42%<br>A: 61.24% | L: 66.42%<br>A: 72.33% | L: 68.41%<br>A: 71.55% | L: 70.46%<br>*A:* | *P: 72.57%*<br>*A:* |
| 6S1 Nontraditional Participation<br>6S2 Nontraditional Completion | Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.<br>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.<br>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.<br>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. | State and Local Administrative Records<br>State and Local Administrative Records | B: 26.00%<br>B: 34.0% | L: 28.50%<br>A: | L: 26.00%<br>A: 24.69% | L: 26.25%<br>A: 58.91% | L: 26.50%<br>A: 59.29% | L: 50.00%<br>A: 59.87% | L: 52.00%<br>A: 73.73% | L: 53.56%<br>A: 75.49% | L: 55.17%<br>*A:* | *P: 75.0%*<br>*A:* |
| | | | | L: 39.46%<br>A: | L: 34.00%<br>A: 31.09% | L: 34.25%<br>A: 60.67% | L: 34.50%<br>A: 61.05% | L: 50.00%<br>A: 60.16% | L: 52.00%<br>A: 81.35% | L: 53.56%<br>A: 84.35% | L: 55.17%<br>*A:* | *P: 84.0%*<br>*A:* |

* OSPI Waiver request was rescinded in 2014-15. The 2015-16 targets are based on NCLB measures for 1S1, 1S2, and 4S1.

PROPOSED STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POSTSECONDARY LEVEL

STATE NAME: WASHINGTON

| Core Indicator | Measurement Definition | Measurement Approach | Final Agreed Upon Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 7/1/07-6/30/08 | 7/1/08-6/30/09 | 7/1/09-6/30/10 | 7/1/10-6/30/11 | 7/1/11-6/30/12 | 7/1/12-6/30/13 | 7/1/13-6/30/14 | 7/1/14-6/30/15 | 7/1/15-6/30/16 |
| 1P1 Technical Skill Attainment | Numerator: Number of CTE concentrators, exiting during the reporting year, who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 or higher GPA<br>Denominator: | State and Local Administrative Records | B: 36,785 | L: 37,682<br>A: | L: 36,785<br>A: 34,500 | L: 36,877<br>A: 35,749 | L: 35,827<br>A: 39,029 | L: 36,544<br>A: 43,278 | L: 37,275<br>A: 43,816 | L: 38,021<br>A: 42,337 | L: 38,781<br>*A:* | *P: 39,169*<br>*A:* |
| 2P1 Credential. Certificate, or Degree | Numerator: Number of CTE concentrators, exiting during the reporting year, who have attained an award (a degree, certificate, apprenticeship, or an industry certification)<br>Denominator: | State and Local Administrative Records | B: 29,410 | L: 30,313<br>A: | L: 29,410<br>A: 27,026 | L: 29,484<br>A: 28,741 | L: 28,441<br>A: 31,078 | L: 29,010<br>A: 34,717 | L: 29,590<br>A: 35,314 | L: 30,182<br>A: 34,459 | L: 30,786<br>*A:* | *P: 31,094*<br>*A:* |

| Core Indicator | Measurement Definition | Measurement Approach | Final Agreed Upon Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 7/1/07-6/30/08 | 7/1/08-6/30/09 | 7/1/09-6/30/10 | 7/1/10-6/30/11 | 7/1/11-6/30/12 | 7/1/12-6/30/13 | 7/1/13-6/30/14 | 7/1/14-6/30/15 | 7/1/15-6/30/16 |
| 3P1 Student Retention or Transfer | Numerator: Number of CTE participants who are not yet concentrators at the beginning of the reporting year, who became CTE concentrators or enrolled in other higher education, including apprenticeship, during the reporting year<br><br>Denominator: Number of CTE participants during the reporting year who are not yet concentrators at the beginning of the reporting year | State and Local Administrative Records | B: 62.4% | L: 65.00%<br><br>A: | L: 62.40%<br><br>A: 55.75% | L: 64.40%<br><br>A: 57.56% | L: 57.79%<br><br>A: 60.26% | L: 58.95%<br><br>A: 61.91% | L: 60.13%<br><br>A: 63.72% | L: 61.33%<br><br>A: 64.06% | L: 62.55%<br><br>*A:* | *P: 65.0%*<br><br>*A:* |
| 4P1 Student Placement | Numerator: Number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit<br><br>Denominator: Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the 3rd quarter after exit | State and Local Administrative Records | B: 58.0% | L: 65.90%<br><br>A: | L: 58.00%<br><br>A: 56.23% | L: 58.47%<br><br>A: 51.81% | L: 55.10%<br><br>A: 51.68% | L: 56.20%<br><br>A: 53.86% | L: 57.32%<br><br>A: 57.63% | L: 55.45%<br><br>A: 54.61% | L: 57.39%<br><br>*A:* | *P: 58.0%*<br><br>*A:* |
| 5P1 Nontraditional Participation | Numerator: Number of CTE participants from underrepresented gender groups who enrolled in a non-traditional program during the reporting period<br><br>Denominator: Number of CTE participants in non-traditional programs during the reporting period | State and Local Administrative Records | B: 18.00% | L: 18.90%<br><br>A: | L: 18.00%<br><br>A: | L: 18.25%<br><br>A: 17.06% | L: 18.50%<br><br>A: 18.39% | L: 18.75%<br><br>A: 18.51% | L: 19.00%<br><br>A: 18.81% | L: 19.0%<br><br>A: 18.07% | L: 19.25%<br><br>*A:* | *P: 20.0%*<br><br>*A:* |
| 5P2 Nontraditional Completion | Numerator: Number of CTE completers from underrepresented gender groups who enrolled in a nontraditional program during the reporting period<br><br>Denominator: Number of CTE completers in nontraditional programs during the reporting period | State and Local Administrative Records | B: 17.50% | L: 18.40%<br><br>A: | L: 17.50%<br><br>A: | L: 17.75%<br><br>A: 17.34% | L: 18.00%<br><br>A: 16.92% | L: 18.25%<br><br>A: 17.04% | L: 18.50%<br><br>A: 17.03% | L: 18.5%<br><br>A: 16.83% | L: 18.5%<br><br>*A:* | *P: 18.5%*<br><br>*A:* |

**STUDENT DEFINITIONS: WASHINGTON**

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| **CTE Secondary Participants –**<br>A secondary student who has enrolled in one or more courses in any CTE program area. |
| **CTE Secondary Concentrators –**<br>A secondary student who has enrolled in 2 or more CTE courses above the exploratory level in a single cluster |
| **CTE Secondary Completers –**<br>A secondary student who has completed a CTE instructional program. |
| **CTE Postsecondary Participants –**<br>A student enrolled with a vocational intent who has earned one or more college level credits in any CTE program area |
| **CTE Postsecondary Concentrators –**<br>Postsecondary CTE participant who has completed at least 12 CTE credits or completed an industry recognized credential or formal award |
| **CTE Postsecondary Completer –**<br>A CTE student who has attained a formal award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 or higher GPA |