STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
128 - 10th Avenue, S.W. • P.O. Box 43105 • Olympia, WA 98504-3105
Phone: 360-753-5662 • Fax: 360-586-5862 • Web: www.wtb.wa.gov • E-mail: wtecb@wtb.wa.gov

December 30, 2010

Ms. Sharon Lee Miller, Director, Division of Academic and Technical Educator
US Department of Education
Office of Vocational and Adult Education
Potomac Center Plaza, Room 11059
550 – 12th Street SW
Washington, D.C. 20202-7240

Dear ~~Ms. Miller~~ Sharon:

Enclosed please find Washington State's Consolidated Annual Report (CAR) for Performance, Accountability, and Financial Status for Program Year 2010. The electronic version was submitted on-line today as well.

If you have any questions, please call me at (360) 753-5676.

Sincerely,

Walter Wong
Chief Operating Officer

Enclosure

Cc: Eleni Papadakis
Terri Colbert
Kathleen Lopp
Dixie Simmons

COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

1. *RECIPIENT ORGANIZATION*

Organization: Workforce Training and Education Coordinating Board
Address 1: 128 10th Ave. SW
Address 2: PO Box 43105
City: Olympia
State: WA
Zip Code: 98504-3105

2. *PERIOD COVERED BY THIS REPORT (mm/dd/yyyy) :*

From: 7/1/2008
To: 9/30/2009

3. *PR/AWARD NUMBERS:*

Basic Grant to States: EV048A080047
Tech-Prep Education: EV243A080047

4. *Title II Consolidation (Check one):*

- (●) The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- ( ) The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

5. *State Career and Technical Education (CTE) Director Information: :*

Name: Eleni Papadakis
Title: Executive Director
Agency: Workforce Training and Education Coordinating Board
Telephone: 360-753-5660
E-Mail: epapadakis@wtb.wa.gov

6. *REMARKS:* (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

7. *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 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.

(Please go to the CAR web site to certify by PIN electronically after uploading the report.)

State CTE Director Signature or PIN

12/31/2009

Date

***Note:** *The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.*

8. *Lead Individuals Completing This Report:*

Section of the report	Check if the same as state CTE Director	Provide the following information for any section where the lead individual is different than the State CTE director listed above.	
Narrative Performance Information	☐	Name	Terri Colbert
		Title	Program Specialist
		Agency	Workforce Training and Education Coordinating Board
Financial Status Reports	☐	Name	Walt Wong
		Title	Chief Operating Officer
		Agency	Workforce Training and Education Coordinating Board
Performance Report	☐	Name	Terri Colbert
		Title	Program Specialist
		Agency	Workforce Training and Education Coordinating Board

9. *Lead individual who may be contacted to answer questions about this report:*

☐ Check this box if the lead contact for this report is the same as the State CTE director listed above.

Name: Terri Colbert
Title: Program Specialist
Agency: Workforce Training and Education Coordinating Board
Telephone: 360-753-5680
E-Mail: tcolbert@wtb.wa.gov

U.S. Department of Education
Office of Vocational and Adult Education

Approved :

OMB Number : 1830-0503

Expiration Date : 12/31/2009

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Applied Technology Education Act of 1990(Perkins II)

1. *RECEIPIENT ORGANIZATION*
(Name and Complete Address, Including Zip Code)

WORKFORCE TRAINING & EDUCATION COODINATING BOARD
128 10th AVE S.W., 6 FLOOR
P.O. BOX 43105
OLYMPIA, WA 98504-3105

2. *PR/AWRD NUMBERS:*

Basic Grant to State : EV048A080047

Tech. Prep. Education : EV243A080047

3. *RECIPIENT IDENTIFYING NUMBER :*

4. *FINAL REPORT :* YES [X] NO [ ]

5. *ACCOUNTING BASIS :* CASH [X] ACCRUAL [X]

6. *FEDERAL FUNDING PERIOD (mm/dd/yy)* From : 07/01/2008 To : 09/30/2010

7. *PERIOD COVERED BY THIS REPORT (mm/dd/yy)* From : 10/01/2009 To : 09/30/2010

8. *REMARKS :* (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with gorverning legislation)

9. *CERTIFICATION* I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

SINGATURE OF AUTHORIZED CERTIFYING OFFICIAL :

DATE REPORT SUBMITTED : 12/30/2010

TYPE OR PRINTED NAME AND TITLE :

WALTER WONG COO

TELEPHONE (Including Area Code) :

(360)-753-5676

FORM A

U.S. Department of Education
Office of Vocational and Adult Education

Approved :

OMB Number : 1830-0503

Expiration Date : 12/31/2011

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Applied Technology Education Act of 1990(Perkins II)

1. *RECEIPIENT ORGANIZATION*
(Name and Complete Address, Including Zip Code)

WORKFORCE TRAINING & EDUCATION COODINATING BOARD
128 10th AVE S.W. , 6 FLOOR
P.O. BOX 43105
OLYMPIA, WA 98504-3105

2. *PR/AWRD NUMBERS:*

Basic Grant to State : EV048A090047

Tech. Prep. Education : EV243A090047

3. *RECIPIENT IDENTIFYING NUMBER :*

4. *FINAL REPORT :* YES [ ] NO [X]

5. *ACCOUNTING BASIS :* CASH [X] ACCRUAL [X]

6. *FEDERAL FUNDING PERIOD (mm/dd/yy)* From : 07/01/2009 To : 09/30/2011

7. *PERIOD COVERED BY THIS REPORT (mm/dd/yy)* From : 07/01/2009 To : 09/30/2010

8. *REMARKS :* (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with gorverning legislation)

9. *CERTIFICATION* I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.

SINGATURE OF AUTHORIZED CERTIFYING OFFICIAL : WS

DATE REPORT SUBMITTED : 12/30/2010

TYPE OR PRINTED NAME AND TITLE :
WALTER WONG COO

TELEPHONE (Including Area Code) :
(360)-753-5676

FORM A

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Washington
II: Federal Funding Period:	July 1, 2008 - September 30, 2010
III: Reporting Period:	October 1, 2009 - September 30, 2010
IV: Accounting Basis:	cash & accural
V: Grant Award Numbers: State Basic Grant (Title I):	EV048A080047
Tech Prep Grant (Title II):	EV243A080047
VI: Title I Grant Award Amount:	$21,965,335
VII: Title II Grant Award Amount:	$2,036,850
VIII: Title II Funds Consolidated with Title I Funds:	na
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	na
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	na
* XI. Amended Interim FSR: ☐	Date of Filing Amended FSR:

* **Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)	5 Net outlays To Date (Columns 1 + 4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Columns 5 - 6)	8 Federal share of unliquidated obligations	9 Federal share of outlays and unliquidated obligations (Columns 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal funds (Columns 10 - 9)
A	* TOTAL TITLE I FUNDS *											
B	Local Uses of Funds											
C	RESERVE											
D	Secondary Eligible Recipients				$0.00	$0.00		$0.00		$0.00		$0.00
E	Postsecondary Eligible Recipients	$1,045,550.00	$821,503.00		$821,503.00	$1,867,053.00		$1,867,053.00		$1,867,053.00	$1,867,053.00	$0.00
F	Total (Row D + E)	$1,045,550.00	$821,503.00	$0.00	$821,503.00	$1,867,053.00	$0.00	$1,867,053.00	$0.00	$1,867,053.00	$1,867,053.00	$0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	$278,901,038.83	$179,159.17		$179,159.17	$279,080,198.00	$271,686,666.00	$7,393,532.00		$7,393,532.00	$7,393,532.00	$0.00
I	Funds for Postsecondary Recipients	$359,914,728.19	$350,874,246.00		$350,874,246.00	$710,788,974.19	$701,379,024.00	$9,409,950.19		$9,409,950.19	$9,409,950.00	-$0.19
J	Total (Row H + I)	$638,815,767.02	$351,053,405.17	$0.00	$351,053,405.17	$989,869,172.19	$973,065,690.00	$16,803,482.19	$0.00	$16,803,482.19	$16,803,482.00	-$0.19
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	$639,861,317.02	$351,874,908.17	$0.00	$351,874,908.17	$991,736,225.19	$973,065,690.00	$18,670,535.19	$0.00	$18,670,535.19	$18,670,535.00	-$0.19
L	STATE LEADERSHIP											
M	Nontraditional Training and Employment	$83,231.54	$66,768.44		$66,768.44	$149,999.98		$149,999.98		$149,999.98	$150,000.00	$0.02
N	State Institutions	$124,560.59	$95,092.41		$95,092.41	$219,653.00		$219,653.00		$219,653.00	$219,653.00	$0.00
O	Other Leadership Activities	$49,188,821.05	$967,869.06		$967,869.06	$50,156,690.11	$48,333,497.00	$1,823,193.11		$1,823,193.11	$1,826,880.00	$3,686.89
P	TOTAL STATE LEADERSHIP (Row M + N + O)	$49,396,613.18	$1,129,729.91	$0.00	$1,129,729.91	$50,526,343.09	$48,333,497.00	$2,192,846.09	$0.00	$2,192,846.09	$2,196,533.00	$3,686.91
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	2,007,423.54	509,838.66		$509,838.66	$2,517,262.20	1,418,995.42	$1,098,266.78		$1,098,266.78	1,098,267.00	$0.22
S	TOTAL TITLE I FUNDS (Row K + P + R)	$691,265,353.74	$353,514,476.74	$0.00	$353,514,476.74	$1,044,779,830.48	$1,022,818,182.42	$21,961,648.06	$0.00	$21,961,648.06	$21,965,335.00	$3,686.94
T	* TOTAL TITLE II FUNDS *											
U	Funds for State Administration	$33,172.46	$33,112.69		$33,112.69	$66,285.15		$66,285.15		$66,285.15	$66,286.00	$0.85
V	Funds for Local Consortia	$1,851,895.47	$118,668.00		$118,668.00	$1,970,563.47		$1,970,563.47		$1,970,563.47	$1,970,564.00	$0.53
W	TOTAL TITLE II FUNDS (Row U + V)	$1,885,067.93	$151,780.69	$0.00	$151,780.69	$2,036,848.62	$0.00	$2,036,848.62	$0.00	$2,036,848.62	$2,036,850.00	$1.38

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: WS

Title/Agency: COC

INTERIM FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Washington
II: Federal Funding Period:	July 1, 2009 - September 30, 2011
III: Reporting Period:	July 1, 2009 - September 30, 2010
IV: Accounting Basis:	Cash & Accural
V: Grant Award Numbers: State Basic Grant (Title I):	EV048A090047
Tech Prep Grant (Title II):	EV243A090047
VI: Title I Grant Award Amount:	$21,617,410
VII: Title II Grant Award Amount:	$2,036,850
VIII: Title II Funds Consolidated with Title I Funds:	na
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	na
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	na
* XI. Amended Interim FSR: ☐	Date of Filing Amended FSR:

* Note: Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)	5 Net outlays To Date (Columns 1 + 4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Columns 5 - 6)	8 Federal share of unliquidated obligations	9 Federal share of outlays and unliquidated obligations (Columns 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobiligated Federal funds (Columns 10 - 9)
A	* TOTAL TITLE I FUNDS *											
B	LOCAL USE OF FUNDS											
C	RESERVE											
D	Secondary Eligible Recipients				$0.00	$0.00		$0.00		$0.00		$0.00
E	Postsecondary Eligible Recipients		$1,028,989.00		$1,028,989.00	$1,028,989.00		$1,028,989.00	$808,491.00	$1,837,480.00	$1,837,480.00	$0.00
F	**Total (Row D + E)**	**$0.00**	**$1,028,989.00**	**$0.00**	**$1,028,989.00**	**$1,028,989.00**	**$0.00**	**$1,028,989.00**	**$808,491.00**	**$1,837,480.00**	**$1,837,480.00**	**$0.00**
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients		$279,762,370.53		$279,762,370.53	$279,762,370.53	$273,002,233.00	$6,760,137.53	$516,283.47	$7,276,421.00	$7,276,421.00	$0.00
I	Funds for Postsecondary Recipients		$359,470,774.92		$359,470,774.92	$359,470,774.92	$350,209,877.00	$9,260,897.92	$0.08	$9,260,898.00	$9,260,898.00	$0.00
J	**Total (Row H + I)**	**$0.00**	**$639,233,145.45**	**$0.00**	**$639,233,145.45**	**$639,233,145.45**	**$623,212,110.00**	**$16,021,035.45**	**$516,283.55**	**$16,537,319.00**	**$16,537,319.00**	**$0.00**
K	**TOTAL LOCAL USES OF FUNDS (Row F + J)**	**$0.00**	**$640,262,134.45**	**$0.00**	**$640,262,134.45**	**$640,262,134.45**	**$623,212,110.00**	**$17,050,024.45**	**$1,324,774.55**	**$18,374,799.00**	**$18,374,799.00**	**$0.00**
L	STATE LEADERSHIP											
M	Nontraditional Training and Employment		$92,556.64		$92,556.64	$92,556.64		$92,556.64	$57,443.36	$150,000.00	$150,000.00	$0.00
N	State Institutions		$216,174.00		$216,174.00	$216,174.00		$216,174.00		$216,174.00	$216,174.00	$0.00
O	Other Leadership Activities		$47,987,776.77		$47,987,776.77	$47,987,776.77	$47,148,573.00	$839,203.77	$956,363.23	$1,795,567.00	$1,795,567.00	$0.00
P	**TOTAL STATE LEADERSHIP (Row M + N + O)**	**$0.00**	**$48,296,507.41**	**$0.00**	**$48,296,507.41**	**$48,296,507.41**	**$47,148,573.00**	**$1,147,934.41**	**$1,013,806.59**	**$2,161,741.00**	**$2,161,741.00**	**$0.00**
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION		2,097,169.11		$2,097,169.11	$2,097,169.11	1,319,423.44	$777,745.67	303,124.33	$1,080,870.00	1,080,870.00	$0.00
S	**TOTAL TITLE I FUNDS (Row K + P + R)**	**$0.00**	**$690,655,810.97**	**$0.00**	**$690,655,810.97**	**$690,655,810.97**	**$671,680,106.44**	**$18,975,704.53**	**$2,641,705.47**	**$21,617,410.00**	**$21,617,410.00**	**$0.00**
T	* TOTAL TITLE II FUNDS *											
U	Funds for State Administration		$19,452.04		$19,452.04	$19,452.04		$19,452.04	$52,389.96	$71,842.00	$71,842.00	$0.00
V	Funds for Local Consortia		$1,913,375.47		$1,913,375.47	$1,913,375.47		$1,913,375.47	$51,632.53	$1,965,008.00	$1,965,008.00	$0.00
W	**TOTAL TITLE II FUNDS (Row U + V)**	**$0.00**	**$1,932,827.51**	**$0.00**	**$1,932,827.51**	**$1,932,827.51**	**$0.00**	**$1,932,827.51**	**$104,022.49**	**$2,036,850.00**	**$2,036,850.00**	**$0.00**

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: WSU

Title/Agency: COU

2009-10 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 2010

Implementation of State Leadership Activities - Required Use of Funds

Conducting an assessment of the vocational 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. The Office of Superintendent of Public Instruction (OSPI) is able to measure each special population group and assess performance on each of the core performance indicators specific to Perkins programs by local districts. This program-specific information enables the state CTE program staff to focus technical assistance efforts, working directly with local schools. In addition, local educational agencies maintain CTE program data specific to the course offerings they currently operate. This enables them to better analyze the data and provide appropriate intervention for students, including those who are members of the special population groups performing below the state standards. Data provided to the state by local agencies are aggregated by race/ethnicity and as well as by the required special population categories.

In addition, OSPI also conducts onsite monitoring of CTE programs in local districts, which also includes, school visits and onsite technical assistance. Consolidated program reviews are conducted on a three-year cycle with recipients of Perkins funds to ensure compliance with state and federal regulations in the areas of grant activity, submission of complete and accurate data, financial recordkeeping, and building level instructional program review. Prior to each onsite visit, CTE conducts a desk audit to determine "problem areas" for the targeted region, including review of such documents as Core Performance Indicator data, single audit reports, previous end-of-year reports, and districts with CTE programs that did not make adequate yearly progress under *No Child Left Behind* (NCLB). The desk audit also includes review of local district CTE Program Self-Assessment Reports and improvement plans. Additional technical assistance is provided onsite, or in follow up communication, to assist the districts in any weak or noncompliant areas identified by the state. The consolidated program review team at the Office of Superintendent of Public Instruction (OSPI) has implemented additional *Risk Analysis Factors* to be used. OSPI also monitors participating LEAs for compliance with federal nondiscrimination legislation to ensure opportunities for all students.

Postsecondary - Staff members from the State Board for Community and Technical Colleges conduct triennial on-site 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. Each college also conducts program reviews on a three- to five-year rotating schedule. More frequent reviews are conducted if program data warrant additional scrutiny.

With the implementation of Programs of Study (POS), colleges are more closely and frequently examining program competencies that are linked to articulations with secondary programs and developing additional POS and Tech Prep articulations.

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.

The postsecondary system distributes Perkins leadership funds through an RFP process. Three grants of Perkins leadership funds were awarded to colleges to identify and develop assessment projects.

Developing, improving, or expanding the use of technology in career and technical education

Secondary - Due to the high demand in the workforce and future prospect of retiring highly educated math and science employees of the baby boomer generation, the 2009-10 Washington State Legislature mandated the State Education Agency to create a position to explore opportunities in science,

technology, engineering, and mathematics (STEM) related careers. One of the key responsibilities of this position is to collaborate directly with community and technical colleges, four-year institutions of higher education, professional organizations, and the Workforce Training and Education Coordinating Board to implement research-based outreach programs that attract middle and high school students to careers in STEM.

In the 2009-10 school year, 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. In addition, the Washington Association of Skilled and Technical Sciences offer various regional in-services across the state in specific technology program areas to facilitate the use of new and emerging technology in the classroom

Washington continues to work collaboratively with local industry and community partners, in particular with the Washington Association of Career and Technical Association, to provide additional resources and professional development opportunities for secondary school instructors. Furthermore, districts have partnered with their city and county agencies to create stronger CTE programs that not only benefit students, but also their local communities.

Postsecondary - In 2009-10, twenty-three projects were awarded funds to develop, improve, or expand the use of distance education in CTE programs. Some innovative projects this year developed industrial lab applications for distance education, supporting instructors learning of technology tools for distance education and development of an on-demand course model. On-demand courses are online, self-paced classes that incorporate online lectures/other materials, online assessment, and online project work. The model includes instructor involvement for questions and project assessment, and is on a per-student assignment.

Offering professional development programs, 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

Secondary - Professional development for vocational and academic instructors was delivered chiefly through two methods: 1) workshops and conferences, and 2) technical assistance from program supervisors and other OSPI staff and administrators.

Workshop activities increasingly focused on the development, integration, and implementation of the program standards, based on industry-defined skills standards. The CTE program supervisors work directly with CTE instructors and local instructors to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary education.

The WA-ACTE summer conference is held every August to provide professional development for all CTE directors/teachers and draws an average of 600 participants. The conference provides strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations.

Comprehensive professional development was provided on an ongoing basis to administrators and teachers throughout the year at the Washington Association of Career and Technical Administrators. Despite the economic difficulties the districts have been challenged with, attendance continues to be consistently strong at all of the workshop offerings.

Postsecondary – At the postsecondary level, Perkins Leadership funds are used to support Industry-based Professional Development. Seventy-four CTE instructors, administrators, and CTE/Adult Basic Education teams engaged in acquiring new skills related directly to the business or industry in which they teach/supervise. Industry-based professional development means any return to industry field work experience or industry sponsored training where the experience is directly related to the program being taught. The purpose of the professional development is to be used to 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.

Leadership funds were further used to support professional development through a Workforce Deans' training, an intensive "Boot Camp" training program for new career and technical education instructors and a train-the-trainer session for the individuals leading the program for new faculty. In addition, funding was provided for instructors to learn and utilize technology in their classrooms and for developing hybrid and online courses.

Outcomes-based CTE Certification is required of all vocational faculty. Capturing evidence of progress toward achievement of the outcomes in ways that are meaningful, affordable, non-redundant and integrated into other institutional assessments is the goal of one of the projects funded this year. This project connect s the standards for vocational recertification as defined in the Washington State Skill Standards for Professional -Technical College Instructors and Customized Trainers with data from a classroom assessment tool, IDEA, in ways that link directly to the Vocational Faculty Professional Development Plan. IDEA is a nationally benchmarked student feedback tool, for end-of-quarter student assessment for all associate, tenure-track and post-tenure faculty.

Providing 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 approved CTE courses must accompany a framework and incorporate Washington State Essential Academic Learning Requirements (EALRs) and a Grade Level Expectations (GLEs) in addition to all of the required leadership and technical skills required for the course. Curriculum frameworks submitted for approval without evidence of integration of all components of the EALRs, mastery of which is required for all students, and that does not lead to the skills required by industry, are denied.

Postsecondary – The workforce education council engaged an expert in the field of integration of math in CTE to present to the deans, vice presidents and some upper-level program staff. In addition, funding was used to support a project on CTE programs that integrate and strengthen academics and vocational components. Funding supported twenty projects on curriculum development and fifteen projects designed to support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards. An example is the project to contextualizing the basic skills class with the medical body system to provide a strong foundation and background for students and increase their chances for success in a healthcare program.

Providing 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, except that one-day or short-term workshops or conferences are not allowable

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 enrollments are 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 curriculum. In the summer of 2010, 1,567 scholarships were awarded to teachers of Washington to receive training on Project Lead the Way curriculum.

Many of Washington schools are utilizing the Inspiring Girls Now in Technology Evolution (IGNITE) model. This program's mission and goal is to have IGNITE in every middle and high schools, college, and workplace. In Washington 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 field of engineering and technology.

Many of our schools continue to hold annual nontraditional career and college fairs. Women in the trades and apprenticeships, as well as men in nursing and health care fields, continue to be the focus. The Pizza, Pop and Power Tools workshop for female students has shown to be 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 workshop.

Postsecondary – During 2009-10 the State Board released nontraditional funds to the colleges on a RFP basis and funded nineteen projects to improve performance in recruitment, retention and success of students in nontraditional occupations. In addition, Leadership funds were further used to support a conference of high school girls to examine nontraditional careers that rely on science, math, and technology. Seven of the seven projects that are available for replication by the colleges are outlined below:

- *Project: Connections*
  The Connections workshop is focused towards encouraging young women to pursue nontraditional careers. Students participate in three hands-on sessions (organized by pathways), experiencing applications of skills required in nontraditional occupations such as: automotive technology, firefighting, web design, film directing, forensic science, and culinary arts. Student participants receive a "Participation Passport" to document their career exploration and can add it to their high school portfolio.

- *Project: Gifted Individuals Realizing Leadership Skills (G.I.R.L.S.)*
  This is a four-day camp for nontraditional career exploration. During two of the days participants meet with local and regional professionals to explore nontraditional career paths and interests – fields like science, information technology, law enforcement, operating engineers, surveying, and GIS. They participate in career exploration using WOIS and CHOICE, matching their abilities, talents, traits, and education to careers. Other activities include reflection/journal writing, Holland's personality test, self-awareness, learning styles, multiple intelligence, and the challenge course.

- *Project: The Road Less Graveled*
  This conference showcases local women employed in nontraditional careers. The workshop highlights careers in the trades as a means toward economic stability for women. Information and resources for employment, funding, training, and scholarship opportunities are included in the demonstrations and hands-on activities.

- *Project: Try-a-Trade/Try-a-Technology*
  This is an opportunity for high school students to learn about trades, technology, and nontraditional careers on the college campus. Students participate in hands-on activities, meet college instructors, explore trade and technology related programs, and learn about career opportunities in a variety of fields.

- *Project: Increased Training Access for Women Pursuing Careers in Manufacturing, Construction, and Engineering Using Web Technology and Presentation*
  This is an education-industry partnership that connected manufacturing, construction, and engineering technology with the career goals of high school and community and technical college women via presentation and technology. Successful women industry leaders targeted high school math and science classes and areas serving high concentrations of women (women's centers, apprenticeship programs, multi-cultural and counseling centers) to receive career awareness training. In addition, an excellent website was created and was linked to the participating high school career centers and to the community and technical college career employment centers, multi-cultural and women's centers and advising and counseling centers. The goal was to increase the numbers of females training into high wage high demand jobs.

- *Project: Recruitment Tool: Using Video in Nontraditional Recruitment*
  A marketing and recruitment DVD was developed to aim at a male audience that underscores the significant benefits to choosing nursing as a career. The DVD uses interviews with male nurses, administrators, and students to counter misperceptions that nursing is not a suitable profession for men. The original project was shown on local access television and DVDs were distributed to nursing schools, hospitals, legislators, health associations, high schools, and other individuals with a key stake in increasing the number of males in nursing. The project demonstrated the importance of using the students' and graduates' own voices in spreading the message, as well as the importance of using technology in recruitment/outreach.

- *Project: Recruitment Tool: Men in Nursing Calendar*
  A sixteen-month calendar was created to highlight men in nursing who have rewarding careers and home lives. The calendar portrays Community and Technical College nursing graduates. Pictures of the adventurous activities that the men engage in, outside of their nursing career, create a more contemporary view of men in nursing. The calendars were distributed to high school and college educational counselors to use as a counseling/recruiting tool.

Supporting 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, or complete career and technical programs of study

Secondary - When local community and business organizations are involved throughout the development/planning phase of the CTE programs offered and when clear goals and expectations are set for students, there is an increase in student achievement. OSPI actively supports close connections between career and technical education programs and the state's local and regional industry representatives. OSPI continued to emphasize a different role for local advisory committees. Their primary function is to assist schools in the development of work-based learning opportunities, career awareness exploration activities, and other local implementation issues, and assist/advise the district in how to provide programs that meet the industry standards.

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.

Leadership funds were used to support fourteen projects that were designed to support business and industry partnerships with CTE programs. Outcomes of these projects ranged from industry

involvement in developing "green" business practice certificates, a certificate in Servant Leadership to partnering with business and industry to increase hiring of older (50plus) graduates.

Serving individuals in state institutions

In Washington, to ensure that the state provides services for individuals in institutions, the Workforce Training Board (WTB) contracts with Employment Security Department/Offender Employment Services to administer the one percent State Leadership funding focused to provide services for incarcerated adults and juveniles engaged in the justice system. The funds provide access to career technical education for this targeted population, utilizing effective reentry practices and supporting their transition into the community, and lead to obtaining and retaining employment.

During Program Year 2009-2010 Offender Employment Services (OES) released a request for concept letters for dynamic and energetic new projects or for projects that would expand on promising practices that would have high impact on participants to provide career and technical education (CTE) that link to high skill, high wage and demand occupations and, in particular, *on providing these parameters for Special Populations, specifically youth or adults in correctional institutions.* CTE projects that led to Green Jobs/Pre-apprenticeships/Apprenticeships/Industry Certifications and may link to the stimulus were encouraged.

OES was awarded $215,880 for Perkins projects and 4 contracts were executed to begin August 1, 2009. 560 participants were enrolled in services; 332 were provided career assessments and enrolled in certificate programs; 106 participants received 1 or more college accredited or industry standard certifications; and 243 were placed in employment during the program year. The following list of projects received funding during Program Year 2009-2010.

- Goodwill Industries of the Inland Northwest – Project Independence - $43,000
  160 participants were provided workforce orientation and services; participants obtained career assessment services that led to enrollment in certificate programs and placement in employment. Due to the activities of this project, Goodwill was able to seek and obtain federal funding to serve incarcerated veterans. Additionally, their community of Spokane chose to implement a Veteran's court as an alternative sentencing program to keep their veterans from entering the justice system with a conviction history. Goodwill in Spokane continues to work with the community to develop partnerships to address the needs of inmates returning to the region and to assist their citizens with conviction histories that are in the area. Goodwill also offers multiple training programs for their customers to gain marketable skills that lead to self-sufficiency.

- Workforce Central – Construction Connection Youth Program - $43,000
  40 Juvenile Rehabilitation Administration (JRA) youth were enrolled in a modified pre-apprenticeship program under the umbrella of School to Apprenticeship. They were also provided wrap-around services and mentorship to support their progress. The certifications are focused to move the participants into the skilled trades. The program coordinated with the state's apprenticeship to have participants attend the 3rd Annual Construction Career Day open to high school students with great success. The courts and juvenile probation have reported significant behavior and compliance changes in participants enrolled in the program and parents are so pleased they want to know how to get their other children into programs that are similar.

- South Seattle Community College – Life-Skills-to-Work - $64,875
  56 work release participants were enrolled providing participants access to newly developed college accredited programs to support their transition into the community and workforce. Focused on providing work release residents with core education competencies, life skills and CTE, this program took the next step by developing community services opportunities with Habitat for Humanity. The project allowed the participants to demonstrate their new skills

adhering to Green Building Standards. This program's students also produced a newsletter "*Transitioning to a New Beginning*" that is distributed within the County and State Justice and Corrections systems, social services agencies and in their local community. The community has supported and embraced these new neighbors who are releasing from corrections facilities that are involved in gaining skills and contributing to the local social network.

- Correctional Industries – Jail and Prison Workforce Development Project - $65,005
  298 inmates in jail or prison were enrolled in the industries standard *Making it Work* soft skills training. This project also provided Hazmat/HAZWOPER (Hazardous Waste Removal and Emergency Response) certifications to jail inmates. This project gave Jail and Department of Corrections inmates the skills to be successful employees and community members. The soft skills training also had impact on corrections living units by providing the tools to communicate effectively and work with others to solve problems. The corrections facilities reported significantly reduced incidents of violence in the living units of participants as well as increased production in manufacturing. The program facilitators were also the supervisors and the inmates reported that utilizing their new skills in the workplace increased their feeling of worth as a "worker or employee," not an inmate. The Hazmat/HAZWOPER training provided to jail inmates also resulted in the WorkSource or "One-stop" to connect with the jail to provide additional services and resources to support the participant's transition upon release. The participant's reported having a "connection" to the WorkSource helped them through the doors by understanding how to access the system. This project enrolled and trained 10 women in the first class offender in a jail setting.

The Perkins Carry-in funds for $95,092 was released for concept solicitations resulting in the following awards beginning February 1, 2010.

- Correctional Industries obtained a modification for $40,000 for jail Emergency Management Training for hazmat and HAZWOPER (Hazardous Waste Removal and Emergency Response) resulting in a total of 58 inmates receiving both certifications and 1 inmate received only 1 due to release from custody.

- Tacoma Goodwill at Longview's Vocations Unlimited program received $55,000 for 20 work release inmates that were enrolled, provided work readiness assessments and life skills programming and upon completion, were enrolled in pre-apprenticeship programming and assisted with placement in work. This project created certificate training and demonstration projects on site to provide work release residents hands on training opportunities. The project included distance learning opportunities with Tacoma Community College consisting of live classroom participation via teleconferencing. This project partnered with the Longview Housing authority, Vets Works, Safe Housing, Habitat for Humanity and other projects to provide community services such as painting, home building, repair and remodeling, sidewalk installation and access ramps for housing and social service agencies.

New this year: ESD/OES implemented an outcome verification process that tracks the value added of contractor's intervention utilizing the Employment Security Department's data base Services, Knowledge and Information Exchange System (SKIES). Mid-year the contractor was required to enter each customer's performance outcome achievement in SKIES and produce a SKIES Activity Report (SAR) listing each participant's outcome. With this data, a query can be completed for each contractor's participants and identify placement data, wage match, occupation, wage and career progression. It is our goal to provide contractor's with outcome data and to determine the effectiveness of the contractor's program. This reporting mechanism has been increasingly valuable as the need for data becomes more critical to determine contractors progress to validate payment points and provide all parties with valuable information on the program and the intervention.

Postsecondary – On July 1, 2002, the State Board entered into an Interagency Agreement with the Washington State Department of Corrections to provide educational services to eligible offenders incarcerated in the state's 15 prisons. The State Board has sub-agreements with nine community colleges which operate twenty-six programs within the confines of prison facilities.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

Secondary - Local educational agency plans are to describe how they will review career and technical education 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 of Washington schools, CTE programs have received technical guidance from OSP staff in their collaborative work with local migrant and bilingual program, special education, and the Title I offices as they review CTE program data.

Efforts in working with secondary language minority students are in progress. Washington State is exploring the Secondary Integrated Basic Education and Skills Training (I-BEST) program. It is structured to carry forth the intent of state and federal requirements to educate language minority students by providing equal and equitable access in all program areas offered in our state's public school system. The program is adapted from the community and technical college system's I-BEST program. As evident at the community colleges, the I-BEST program helps meet employer demands for highly skilled workers and their needs for a multi-lingual workforce. The Office of Superintendent of Public Instruction along with the State Board for Community and Technical Colleges are looking at the same opportunities for secondary students. OSPI is currently working with a few pilot districts and skills centers to adequately create a statewide framework for other districts to use for implementation of the secondary I-BEST program.

In addition, last spring Washington State introduced Jobs for America's Graduates (JAG) to local districts and skills centers serving high numbers of students who fall within the special population category. OSPI's 21st Century Goals for JAG include:

- Goal 1: demonstration of achievement, graduation, and positive plan for the future (system approach – JAG's ability to create pipeline- fills gaps)
- Goal 2: Schools in partnership with students, communities, families, provide safe, healthy and engaging learning environments (relevance and relationships of JAG classrooms-students engaged through student organization in projects including service learning)
- Goal 3: Sufficient state resources and responsive K-12 system promotes innovation and rewar4ds results.
- Student Learning Goals: All have connectivity: Understand the Importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

JAG will dramatically reduce the drop-out rate and improve achievement for special populations. In addition, expand CTE opportunities and build pipelines to high demand high career field areas and support local economy.

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. Thirteen projects applied for were directed toward serving economically disadvantaged and/or educationally disadvantaged students. Counseling and

advising services for special populations were supported as well as integration of ABE and ESL into CTE course offerings. An example is the project to contextualizing the basic skills class with the medical body system to provide a strong foundation and background for students and increase their chances for success in a healthcare program.

Offering technical assistance for eligible recipients.

Secondary – CTE program office at OSPI offers educators and administrators specialized technical assistance, depending on the need of the district. Select districts receive follow-up through on-site technical assistance from program supervisors at OSPI. OSPI provides K-20 video conferences, on-site in-services, online services and regional meetings (http://www.k12.wa.us/CareerTechEd/resources.aspx). Technical assistance is a continuous effort involving all staff at OSPI.

Postsecondary - Staff members from the State Board for Community and Technical Colleges conduct triennial on-site 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, manuals and blogs on budgets, policies and processes. Information on student coding processes and budgets were provided by video conferencing this year and materials are available on the agency website.

Staff members of the SBCTC, WTECB and OSPI travelled to eleven sites statewide to provide technical assistance on Programs of Study (POS), budgets, application processes, coding, and Perkins accountability measures. This opportunity allowed many rural and smaller school districts and colleges a chance to have face-to-face interaction with the agency staff for the Perkins programs. An additional outcome was that colleges were able to come together regionally and discuss how they could address challenges in reaching Perkins accountability goals together for efficiency of resources.

Permissible Activities

Improving career guidance and academic counseling programs

Secondary - Many districts throughout Washington State provides a career and technical education program that assists students in making career choices, assists students who are economically disadvantaged, students of limited English proficiency and students with disabilities to succeed through supportive services such as counseling, English language instruction, child care, and special aids. The establishment and pursuit of career and future goals is an integral part of all programs for all students and the support is provided through counselors and advisors to guide students through that process.

Districts continue to leverage Perkins funding to help support Washington's Navigation 101 program. Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school, and:

- Encourage student engagement by building meaningful relationships between each student and at least one adult at school, thereby helping students remain engaged and motivated and lessening the chance for dropping out.
- Enhance student achievement by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation.
- Involve parents or guardians by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences.

- Strengthen community within schools and in the neighborhoods in which students and their families live by offering students meaningful service-learning and leadership opportunities.

Postsecondary - A project was funded to create a web-based career pathways tool. This tool contains information on:

- Pathways to Prof./tech. degrees & certificates
- Articulations between high school, BC, four-year degree options
- Admission considerations & requirements
- Essential & support services
- Employment/labor market information
- 21st century skills definitions and suggestions of how to obtain skills
- Additional credit & non-credit education/training suggestions
- Links to the 16 career clusters used by high schools
- Introduction to the career decision-making process

The tool provides a visual diagram to help people understand their options and how to move through our college's 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 world. The pilot tool can be viewed at www.bellevuecollege.edu/careers/careerpath. This college that developed this tool is sharing it with the college's advisors, staff, and professional/technical faculty; high school counselors and advisors; and community partners such as WorkSource, Hopelink, Goodwill and Asian Counseling and Referral.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students

Secondary - Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school, and:

- Encourage student engagement by building meaningful relationships between each student and at least one adult at school, thereby helping students remain engaged and motivated and lessening the chance for dropping out.
- Enhance student achievement by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation.
- Involve parents or guardians by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences.
- Strengthen community within schools and in the neighborhoods in which students and their families live by offering students meaningful service-learning and leadership opportunities.

Navigation 101 was first developed by the Franklin Pierce School District. Because of its success there, the program was then replicated in a number of other districts around the state. Washington State Legislature continues to fund the Navigation 101 program so that any interested district could adopt it. The Washington State Office of the Superintendent of Public Instruction has used some of that funding to create these lesson plans, which provide a simple and clear way to implement Navigation 101 throughout Washington State schools. A significant part of each year in Navigation 101 is focused on academics: keeping portfolios, reviewing grades and exam results, developing academic improvement plans, and planning for academic coursework, in middle school, high school, and beyond.

One key difference between Navigation 101 and students' other classes is that Navigation 101 doesn't always necessarily teach new academic content, but rather helps students reflect on their academic performance and then plan for the future. Students are encouraged to improve their academic performance based on their strengths and weaknesses. They're given information about the coursework required for four-year or community college and then urged to enroll in advanced and "gate-keeping" courses while in middle and high school. And they're frequently asked to make connections between what they're currently learning and how they will use those skills after high school.

OSPI continues its efforts to establish linkages between secondary and postsecondary agencies.

Postsecondary – A career pathways training was conducted for secondary and postsecondary faculty, advisors, administrators and Tech Prep personnel. The Tech Prep directors are facilitators for the Programs of Study (POS) process in the system. Tech Prep directors manage the articulation agreements between the secondary and postsecondary system. There were increased opportunities for collaboration between secondary and post-secondary institutions, enabling students to earn dual credit for competencies gained through instruction in articulated secondary classes for credit in post-secondary programs.

Five colleges have come together to develop POS templates in a database web tool. Development was done by a team consisting of the college workforce Deans, HS Career and Tech Ed Directors, and Tech Prep staff. The state model of a POS process is in place but this tool makes it possible for colleges to move POS into a web tool that is accessible to many audiences including students, parents, counselor and advisors.

Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs

Postsecondary – Expansion of articulation activities were 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. Currently, community and technical colleges offer eight applied bachelor degrees at seven colleges:

- Bellevue College – Bachelor of Applied Science in Radiation and Imaging Sciences, 2007; and Bachelor of Applied Arts in Interior Design, 2009
- Columbia Basin College – Bachelor of Applied Management, 2009
- Lake Washington Technical College – Bachelor of Technology in Applied Design, 2009
- Olympic College – Bachelor of Science Nursing, 2007
- Peninsula College – Bachelor of Applied Science in Applied Management, 2007
- Seattle Central Community College –Bachelor of Applied Behavioral Science, 2009
- South Seattle Community College – Bachelor of Applied Science in Hospitality Management, 2007

Supporting career and technical student organizations

Secondary - OSPI pathway supervisors served as the state advisors to the CTSOs funded in part with Perkins funds including FFA, DECA, Skills USA, FBLA, TSA, FCCLA, and the Washington Vocational Sports Medicine Association. The pathway supervisors and other staff of the unit actively participated in the state conferences and many of the national conferences of these organizations. CTSO activities were closely aligned with the classroom activities of the state's secondary career and

technical education programs in most districts. This ensured that the activities of the CTSO also connected with the attainment of industry skills and the education requirements of the state.

Postsecondary - Leadership funds were used to support the following CTE student organizations: Skills USA-VICA the vocational student leadership organization; WPAS, the agriculture student leadership organization; PHI BETA LAMBDA, emphasizing business leadership; and DELTA EPSILON CHI, the student leadership organization that emphasizes competency-based activities; student Radiological Technologist organizations; the Teacher's of Tomorrow organization to provide Education Paraprofessional and Early Childhood Education leadership opportunities; Student Nurse Association; Psi Beta, the National Psychology Honor Society, that provided leadership opportunities for human services students; and the Culinary Arts Chef's Club. Over seventeen organizations benefited from Perkins Leadership funding.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

Secondary - Running Start for the Trades incentive grant facilitated the development of "direct entry" training agreements between the Construction Careers Academy and regional apprenticeship training providers.

The Running Start for the Trades incentives funded the Construction Careers Academy (CCA) which is a unique interdistrict program serving 12 continuing high schools and has provided opportunities for other schools to model from throughout Washington State. Continuing from previous school years, the planning committee (mostly local contractors and industry association members) met with counselors, superintendents & principals seeking approval to develop a construction academy program. CCA's focus is to graduate students from the program to earn direct entry into apprenticeship programs. Curriculum offered at the secondary level incorporates community and business issues related to the specific trade.

Postsecondary - A project available for replication and funded by Perkins Leadership is an interactive web page for coop/internship students and employers to help students and employers connect for a cooperative work experience and job placement. Leadership funds were used to support the vocational student leadership organizations listed in a previous question. These leadership opportunities provided professional development and interactions with industry professionals.

Fifteen colleges were awarded funds for projects designed to support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards. One innovative project worked to improve inter-rater reliability among health care program preceptors. Preceptors are a vital link in the successful training of many health care students in a clinical setting. A preceptor ship is a non-paid, one-on-one, reality-based clinical experience in which an experienced professional is teamed with a learner. Many preceptors spend on average 128-200 hours per quarter with students in the medical centers. These working medical professionals are valued for their experience, knowledge, and commitment to the clinical education of students. Through a partnership with industry this educational model is made possible. A workshop was developed to provide the tools necessary for a good preceptor experience, productive student learning and standardized assessment of student competency in the clinical environment.

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

Secondary - In partnership with the State Labor and Industries office have been working with districts and local businesses in implementing the Running Start for the Trades Apprenticeship grants in the 2009-10 school year. The Pre-Apprenticeship program is a perfect way for students to explore and

learn about various skilled trades careers that are available in their local region. Through a partnership with local apprenticeship organizations, students learn skills that will give them an advantage when they apply for an actual apprenticeship.

The Running Start for the Trades provides:

- Great Opportunity– That can lead to almost unlimited career opportunities after completion of the program. Students become a journeyperson and work at a career they enjoy. Later they could move into a supervisory position with many companies and organizations, start their own business, work for the government, and become an instructor or hundreds of other careers.
- Respect – Respect for the local economy. A career in the skills trades is valued and fills vital needs in our local economy.
- Great Pay – Apprentices earn a good wage from the time they start…they earn while they learn.
- Passion – The opportunity to choose a passion that leads to the doing something students enjoy that can lead to greater career opportunities.

Postsecondary – In addition to the preceptor ship model described in the previous question, business and industry are a vital component of CTE. 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 including co-op experiences. Fourteen projects were funded to develop and improve business and industry partnerships with professional technical programs.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education

Postsecondary – A statewide programs of study training was conducted for administrators. Perkins leadership funds were used to fund sixty-two projects to improve and develop CTE courses. 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; development of competency-based curriculum; provision of internships and work-based learning opportunities; and modularization of courses to provide short-term training certificate options. Special populations were served through counseling and advising and integration of ESL/ABE into professional technical course offerings.

Providing activities to support entrepreneurship education and training;

Secondary – CTE students participate in entrepreneurial competitive events at state career and technical student organization conferences.

Postsecondary – Perkins leadership replication grants are available for Entrepreneurship training projects.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education

Postsecondary - Perkins leadership 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.

Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs

Secondary - Washington State leveraged resources with the Running Start for the Trades Apprenticeship Grants, and the Navigation 101 program to focus on students interested in pursuing a career in the areas of high demand, livable wage paying trades.

In collaboration with the Navigation 101 program, every year counselors are to help students investigate career options. Each year, the Navigation 101 curriculum features two back-to-back advisory sessions – in December and January – that are focused on planning for life beyond high school and exploring careers. These sessions give students information about career opportunities and the education and training they'll need to pursue them.

The Navigation 101 lesson plans suggest that each student take an interest or skills assessment once a year. Your school district should have these resources available, through WOIS or other services, or you can use a free service, such as www.careervoyages.gov. The lesson plans also suggest job shadows for older students, to give them firsthand experience in a career area of interest.

Postsecondary – One of the Perkins leadership projects available for replication is an interactive web page for coop/internship students and employers to connect for a cooperative work experience and job placement. Nineteen projects were funded in areas of recruiting and advising. These projects typically contain activities to inform students and advisors about current career options and educational opportunities for students with career and technical education from high school through the postsecondary system. Two projects were funded for a Career Pathways web tool and a Programs of Study database.

Developing valid and reliable assessments of technical skills

Secondary – The selection and adoption of appropriate technical skills for secondary CTE students has been a challenge. *(Please see: **Progress in Developing and Implementing Technical Skill Assessments** on Page 15 of this report)*

Postsecondary – Every CTE program is required to assemble an advisory committee composed of business and industry and organized labor representatives. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry including co-op experiences. An example of how students are assessed in industry is the Preceptor ship model discussed previously in this document.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes

Secondary – RCW 28A.320.175 authorizes OSPI to build a longitudinal student data system, which was named the Comprehensive Education Data and Research System (CEDARS). In 2009–2010 CEDARS replaced the Core Student Records System (CSRS) for collecting student level data and teacher and course data. The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data warehouse of educational data. Districts report data on courses, students, and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades, and program participation. Teacher data includes demographics, certifications, and schedules.

Postsecondary -Tech Prep funds were used to create Tech Prep student enrollment and data collection system. This system was completed after the 2009 fall quarter. In 2010-11 all consortia

will be using this data system for student enrollment and for data entry. This system will provide student information that is not part of the current state data systems for our reporting in 2010-11. Student data is gathered through a central data system for the state and the data analysts on staff are assigned to manage the Perkins data reporting requirements.

Improving 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

Secondary – Washington districts have made efforts to recruit and retain quality CTE teachers and faculty. It is an integral part of an overall effort to increase the numbers of minority teachers and administrators in the State's public schools. Working closely with local colleges and universities, programs and services assist schools to recruit, hire and retain a diverse teaching and administrative staff that more closely represents the diversity of the student population. Teachers of color can relate to student with diverse background. Some districts grasped on to the idea of creating their own teacher pool, as teachers tend to teach and stay in areas where they grew up. With limited resources, some districts have continued to invest in high quality cadres to local teachers and minority teachers who come from at risk communities.

Postsecondary - Leadership funds were further used to support professional development through a Workforce Deans' training and training for new career and technical education instructors. The new instructor training has been highly successful and has expanded to multiple locations better serve instructors. Additional innovations were developed with the use of emerging technologies to aid students that are geographically isolated or that need flexibility in scheduling courses.

Supporting occupational and employment information resources

Postsecondary - Three projects were funded for a Career Pathways web tool, a Programs of Study database and an interactive web page for coop/internship students and employers to connect. These projects were discussed previously in this document.

Nineteen Perkins leadership projects were funded in areas of recruiting and advising. These projects typically contain activities to inform students and advisors about current career options and educational opportunities for students with career and technical education from high school through the postsecondary system.

Progress in Developing and Implementing Technical Skill Assessments

The Workforce Training Board and OSPI staff met to discuss Technical Skill Attainment (2S1), the core performance measure. Together we developed a plan that not only met the letter of the statute, but one that also would have meaning and benefit our secondary CTE students. Our plan will measure the number of students who actually take and pass the program-specific certificate assessment designed by the industry.

We established baselines for our 2009-10 targets and used a 10-year growth model to attain annual increases to performance, and to expand the measure's breadth of programs annually. Our goal in the future is to have an industry-recognized assessment/certification aligned with all of our secondary CTE program clusters. In 2009-2010 the model focused on three auto certificated programs within the Transportation Cluster. As new programs are added each year to this measure, a baseline will be established in the year indicated. This provides the basis for each program's projected targets, using the 10-year growth model.

As we met with program staff and industry representatives, we learned that data from previous reports included certificates for safety, first aid, or food handler permits. While valid assessments and certificates used to measure skills prior to the operation of equipment in a classroom laboratory, or to work in a culinary arts program, they were not necessarily those recognized by industry as an assessment of skill attainment following instructional programs. These assessments, will remain part of the curriculum within a course of study, however they were excluded in the accountability data pulls beginning this year (2009-10). This has resulted in a much lower than anticipated performance level. As the state develops our Perkins plan revisions for 2011-12, we will propose a change in our performance targets to establish a more realistic targets, based on our newly recognized assessments and certificates.

Not all the state's secondary school districts offer CTE programs beyond the exploratory level, nor do all districts offer the same CTE program options for their students. The state also has a large number of districts where the "N" is very small. Given these factors, the Workforce Board and OSPI designed accountability for all districts, even those who do not offer the specific programs being measured. All districts will be required to provide a plan on how they will aid in the efforts of moving forward in meeting the state's 2S1 measure. The plan will address how they will increase student options/opportunities to take and pass the technical skills assessments available within their program mix. District data will be pulled annually in December for the CAR and reported back to the district as a gauge for their improvement plans.

Our 2S1 definitions for numerator and denominator were amended and approved as follows: *Numerator - Number of exiting CTE concentrators who took and passed a program specific assessment designed by the industry. Denominator - The number of exiting CTE concentrators who were in a course being measured for technical skills attainment.*

Postsecondary

Postsecondary technical assessment is built into the program development process. The State Board for Community and Technical Colleges requires that each certificate and program of 20 credits or more submit program information for approval prior to making the educational program available to students.

A program planning committee composed of employers and employees in the career field must meet and design the program to provide students with the training required for local, state and national skill levels or certifications. This local partnership is necessary for support of the program and placement of co-op work experiences and jobs. This planning committee is the foundation for a program advisory committee, which is a requirement for an approved program. The program approval process requires that data be gathered on the employment outlook in the career field. This verifies need for the program graduates at the educational attainment level of certificate, Associates degree or beyond. The program is based on the skill sets appropriate and necessary for the level of educational attainment in the career field.

CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2008-09	2009-10	2010-11	2011-12
470603	Autobody/Collision Repair	188	20	168	17	37	54	71	88
470604	NATEF ASE Automotive Technician	1295	75	1220	122	197	319	441	563
470605	Diesel Mechanic & Repair	40	21	19	2	23	25	27	29

CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2009-10	2010-11	2011-12	2012-13
110201	Computer Programming	151	2	149	15	17	32	47	62
119901	Technical Support Services	170	24	146	15	39	54	69	84
110901	Computer Systems Networking and Telecommunication	28	5	23	2	7	9	11	13
470104	Computer Installation and Repair Technology	6	6	0	1	7	8	9	10

Successive years the tables will expand, as shown below:

CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2010-11	2011-12	2012-13	2013-14
120503	Culinary Arts/Chefs Training	Data in 2010-11							
120505	Food Production and Services	Data in 2010-11							
120401	Cosmetology	Data in 2010-11							
190708	Early Childhood, Education and Services	Data in 2010-11							

CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2011-12	2012-13	2013-14	2014-15
480503	Machine Shop Technology/Technician	Data in 2011-12							
480508	Welding Technology	Data in 2011-12							
100202	Video Production Technology/Technician	Data in 2011-12							

Implementation of State Program Improvement Plans

Secondary

✓ 1S1, 1S2, 3S1, 4S1, 6S1, and 6S2: EDEN SUBMISSION
The Education Data Exchange Network (EDEN) captured 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2. N142 CTE concentrator Academic Attainment captures data elements for core indicators 1S1, 1S2, and 4S1. N082 captures information for CTE concentrators exiting and graduates for core indicator 3S1. In addition to the core indicators, N148 and N149 require states to supply information on CTE participants and concentrators of nontraditional programs. N157 require states to supply data on students for 2S1 core measure.

Washington State met and/or exceeded secondary core indicators 1S1, 3S1, 4S1, 5S1, 6S1, and 6S2.

Districts that did not meet at least 90 percent of one or more performance indicators, one of the following options are required:

1. Districts with an existing district improvement plan could integrate a Perkins improvement plan within the district improvement plan that details the various steps the district will take to address the performance deficit(s) for each unmet core indicators.
2. Districts that do not have an existing district improvement plan must complete a Perkins Performance Improvement Plan(s) (PPIP) for each of the unmet core indicators.

Both options require districts to submit a signed copy of the plan to OSPI prior to the start of the 2010-11 school year.

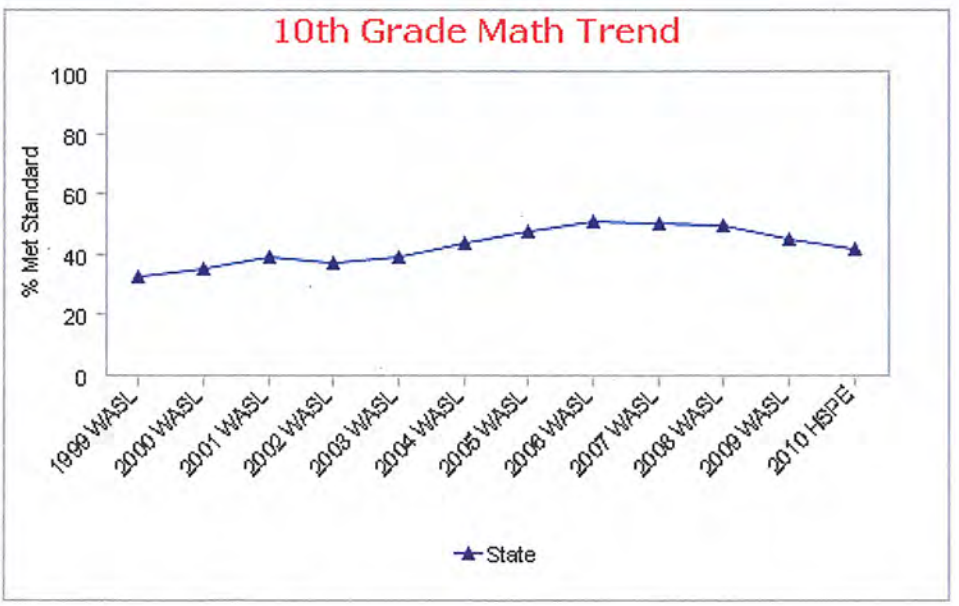
Washington was did not meet performance indicators 1S2, 2S1, and 5S1.

Performance Plan for 1S2: Academic Attainment in Mathematics

Overall, Washington's trend in meeting AYP for mathematics has declined over the past 3 years.
http://reportcard.ospi.k12.wa.us/waslTrend.aspx?year=&gradeLevelId=10&waslCategory=1&chartType=1

10th Grade Math

Year	State
1998-99 WASL	33.0%
1999-00 WASL	35.0%
2000-01 WASL	38.9%
2001-02 WASL	37.3%
2002-03 WASL	39.4%
2003-04 WASL	43.9%
2004-05 WASL	47.5%
2005-06 WASL	51.0%
2006-07 WASL	50.4%
2007-08 WASL	49.6%
2008-09 WASL	45.4%
2009-10 HSPE	41.7%



The Career and College Readiness office will offer specific workshops at state and regional conferences in assisting administrators and teachers on how to integrate higher mathematics in CTE courses offered at secondary schools. The first series of workshops will be offered at the Washington Industrial Technical

Education Association and at the Washington Association for Career and Technical Education Administrators Spring conference. The goal is to provide CTE teachers a comprehensive professional development in the areas of math. Instructors will learn how to differentiate instruction in math classes to meet the needs of individual learners. The workshops will offer CTE instructors how to incorporate strategies and techniques in the course offerings so students can understand, compute, apply, reason, and be engaged in mathematical equations through everyday life.

Sanctioned districts will be required to attend the workshops to aid the academic achievement of CTE students in the areas of mathematics.

1S1: Academic Achievement - Reading/Language Arts

Districts that did not meet target for 3 consecutive years (2007-08, 2008-09, 2009-10)

District	Measures		
Mount Adams			
	1S1	**1S2**	**4S1**
2007-08	Below	Below	Below
2008-09	Below	Below	N/A
2009-10	Below	Exceed	Exceed

1S2: Academic Achievement - Mathematics

Districts that did not meet target for 3 consecutive years (2007-08, 2008-09, 2009-10)

District	Measures		
Eatonville			
	1S1	**1S2**	**4S1**
2007-08	Met	Below	Below
2008-09	Met	Below	Below
2009-10	Met	Below	Met
Grand Coulee Dam			
	1S1	**1S2**	**4S1**
2007-08	Exceed	Below	Exceed
2008-09	Exceed	Below	Met
2009-10	Below	Below	Exceed
Granite Falls			
	1S1	**1S2**	**4S1**
2007-08	Exceed	Below	Exceed
2008-09	Exceed	Below	Met
2009-10	Exceed	Below	Exceed
Lake Quinault			
	1S1	**1S2**	**4S1**
2007-08	Below	Below	Exceed
2008-09	Exceed	Below	Exceed
2009-10	Exceed	Below	Exceed
Mabton			
	1S1	**1S2**	**4S1**
2007-08	Below	Below	Exceed
2008-09	Met	Below	Exceed
2009-10	Met	Below	Met
Sunnyside			
	1S1	**1S2**	**4S1**
2007-08	Exceed	Below	Below
2008-09	Exceed	Below	Met
2009-10	Exceed	Below	Met
Wahluke			
	1S1	**1S2**	**4S1**
2007-08	Exceed	Below	Exceed
2008-09	Exceed	Below	N/A
2009-10	Met	Below	Exceed
Warden			
	1S1	**1S2**	**4S1**
2007-08	Met	Below	Exceed
2008-09	Exceed	Below	Exceed
2009-10	Met	Below	Exceed
Zillah			
	1S1	**1S2**	**4S1**

2007-08	Below	Below	Exceed	**2009-10**	Below	Below	Exceed
2008-09	Met	Below	Exceed				

Performance Plan for 2S1: Technical Skills Attainment
As OSPI and WTECB staff met with CTE program staff, curriculum instructors, and industry representatives, we learned that data, previously reported by districts, included certificates for safety, first aid, or food handler permits. While these are valid assessments and certificates used to measure skills prior to the operation of equipment in a classroom laboratory, or to work in a culinary arts program, they were not necessarily those recognized by industry as an assessment of skill attainment following instructional programs. These assessments will remain part of the curriculum within a course of study, however they were excluded in the accountability data pulls beginning this year (2009-10). This has resulted in a much lower than anticipated performance level. As the state develops our Perkins plan revisions for 2011-12, we will propose a change in our performance targets to establish a more realistic targets, based on our newly recognized assessments and certificates.

Performance Improvement Plan for core indicator 5S1:
Districts that did not meet 5S1 measure will be required to submit the results of the survey of their CTE concentrators who graduated and left secondary education to OSPI through the secured education data system. Districts opting out of the requirement will not receive Perkins funds for the following year.

Postsecondary

Actions Steps: SBCTC has identified colleges that did not make their local performance goal. SBCTC will provide technical assistance to those colleges with deficiencies. SBCTC reviews the colleges' current activities and the impact of those activities each year in the Perkins plan annual update and final report. We will encourage colleges to use Perkins Leadership block grant and Nontraditional grant funds to supplement the Perkins basic funds in supporting activities that improve performance on the Perkins Measures. If a college has missed 90 percent of the goal for a performance measure for three consecutive years, they will be required to direct at least 1.5 percent of Perkins basic funds toward activities that support performance improvement for each performance indicator missed.

Upon reviewing the data of which colleges missed multiple performance measures, no trend is definable by location, size or program mix Successive years' data will be analyzed to identify any trends.

Implementation of Local Program Improvement Plans

Colleges that have not meet 90 percent of one or more performance indicators are required to write 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 and college peers as part of the approval of the college's overall Perkin's plan for funding. Colleges that miss the same performance goals three years in a row will be required to direct Perkins funds towards improving upon the deficiencies. 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 36,877 and the ninety percent level: 33,189.
The actual level of performance was 35,749.

One of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. This college achieved 89 percent of their target.

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

The target for this measure was 29,484 and the ninety percent level: 26,536.
The actual level of performance was 28,741.

- ✓ The Community and Technical College system performance aggregated met 90 percent of the Performance goal for 2009-10.
- ✓ All 35 colleges met at least 90 percent of their local performance goals established for this performance indicator.

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

The target for this measure was 64.4%- and the ninety percent level: 57.96%.
The actual level of performance was 57.56%.

- ✓ The Community and Technical College system performance aggregated was 89.4 percent and did not meet 90 percent of the Performance goal for 2009-10.
- ✓ All 35 colleges met at least 90 percent of their local performance goals established for this performance indicator.

While the colleges meet their local goals, the overall state target was not met because some of the colleges negotiated lower local performance goals. Another factor that played into this situation whereby colleges met but the state failed to meet its goal, was in the development of the college goals. The local goals for the colleges were determined prior to knowing how large the increase student numbers would be. Washington community and technical colleges enrolled the equivalent of 198,927 full-time students (annual FTES) during academic year 2009-10, and for the second straight year had an increase of 8 percent over the previous year and a historic record level (SBCTC 2009-10 Annual Report).

This performance indicator is affected by the current economic downturn. The community and technical college system has seen an influx of students. Not only students coming from the secondary system but also returning students who have lost jobs and are retraining in a different field or those upgrading their skill sets to retain employment. Worker retraining student enrollments were up nearly 51 percent in 2009-10 (*SBCTC Academic Year Report 2009-2010, Dec 2010*). Students are coming for training and not completing degrees, due in part to cost of education. These students often leave if offered a job prior to completion of their educational goal. Several populations showed a performance drop. As we have found in the general college population, students that are less likely to have basic skills or the economic means for postsecondary education are less likely to remain in school. Our American Indian, disabled and economically disadvantaged populations were among the groups that showed lower performance this year. The general college population showed very little movement in performance. Native American progress decreased by one percent and Asian –Pacific Islanders progress increased by one percent. Although Asian populations showed a decrease in our cohort for this data, the Hawaiian population showed an increase, mirroring the data for the general college population. Tech Prep showed a decrease on this indicator, however the total number of students is relatively small and wide swings in percentages occur when only a few students make up the cohort.

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 58.47% and the ninety percent level: 52.62%.

The actual level of performance was 51.81%.

The Community and Technical College system performance aggregated was 88.6 percent and did not meet 90 percent of the Performance goal for 2009-10. This goal was missed by 1.4 percent.

- ✓ Thirteen of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. One of the colleges missed their target for two years in a row, one college missed their target for the third year in a row and will be required to direct funding toward improvement of student placement.

This performance indicator is affected by the current economic downturn. Employment rates have decreased and hourly wages have fallen in the recession, although the difference between completion (74 percent employed) and not completing training (65 percent employed) remains substantial (9 percent difference). After they leave the college, program completers are quite successful in obtaining well-paying jobs or transferring to four-year institutions during normal economic times. For the class of 2008-09 that entered the workforce in 2009-10, 74 percent of those completing job preparatory training were employed seven to nine months after leaving college, a decrease from 82 percent the previous year. This decrease is reflective of the sustained high unemployment rate during the largest recession in history. (*SBCTC Academic Year Report 2009-2010, After College Status -Job Preparatory Placement and Wages*).

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 18.25%- and the ninety percent level: 16.43%.
The actual level of performance was 17.73%.

- ✓ The Community and Technical College system performance aggregated met 90 percent of the Performance goal for 2009-10.
- ✓ Four of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. One of the colleges missed their target for the third year in a row and will be required to direct funding toward improvement of nontraditional student participation.

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 17.75%- and the ninety percent level: 15.98%.
The actual level of performance was 17.06%.

- ✓ The Community and Technical College system performance aggregated met 90 percent of the Performance goal for 2009-10.
- ✓ All 35 colleges met at least 90 percent of their local performance goals established for this performance indicator.

Review of the disaggregate data in the performance of this measure was conducted. Several subpopulations' performance has contributed to a lower overall performance. As was summarized by the secondary system, the students that are limited English proficient are less successful than other subgroups. Those with limited language skills also overlap with some of our ethnic subpopulations. The pervasiveness of low basic skills also plays an important factor.

Tech Prep Grant Award Information

Tech Prep funds are distributed, according to formula, to the 22 Tech Prep consortia in the state. Tech Prep plans are developed within each consortium, with input and guidance from the consortium partners, including members of the secondary and postsecondary institutions. Each of the state's 22 consortia receive a base grant of $70,000, plus an adjustment based on each number of Tech Prep students who earned college credit through Tech Prep, as captured by code, and reported by the colleges through the data and Student Management System. Funds are intended to support the basic consortium operations and activities that meet federal Perkins requirements, state goals, and local priorities. The funding adjustment provides additional support to consortia with large numbers of Tech Prep students. The funding formula is:

Consortium $ = variable $ for the consortium + $70,000 base
$70,000 base available for each of 22 consortia
$70,000 x 22 = $1,540,000
State Tech Prep allocation – base allocation = balance
Balance ÷ total State Tech Prep headcount = $ per headcount
(Note that the $ per headcount is not a constant from year to year.)
$ per headcount x consortium headcount= variable allocation for consortia

FY 2009-10 TECH PREP

Fiscal District	Grant Award	Consortium
Bellevue	$93,818	College Credit and Careers Network (C3N)
Bellingham	$83,202	Whatcom Tech Prep Consortium
Big Bend	$83,945	Basin Tech Prep Consortium
Centralia	$73,442	Lewis and South Thurston Counties Consortium
Clark	$80,326	Clark-Southwest Washington Consortium
Columbia Basin	$79,857	Columbia Basin Consortium
Edmonds	$75,413	Edmonds Tech Prep Consortium
Everett	$82,911	Sno-Isle/Everett Community College Consortium
Grays Harbor	$76,076	Twin County Consortium
Green River	$128,997	South King County Tech Prep Consortium
Lower Columbia	$84,705	Cowlitz-Wahkiakum Career Development Consortium
Olympic	$95,079	West Sound Education Consortium
Peninsula	$77,659	North Olympic Peninsula Consortium
Pierce District	$124,941	Pierce County Careers Connection (PC3)
Seattle District	$92,703	Tech Prep Seattle
Skagit Valley	$92,833	Skagit/Island/San Juan Tech Prep Consortium
South Puget Sound	$93,285	South Sound Tech Prep Partnership
South Seattle	$89,439	Puget Sound Career Consortium
Spokane District	$87,759	Northeast Washington Tech Education Consortium (NEWTEC)
Walla Walla	$83,331	Southeastern Washington Tech Prep Consortium
Wenatchee Valley	$79,308	North Central Washington Consortium
Yakima Valley	$75,979	Yakima Valley Community College
System Total	**$1,935,008**	

Tech Prep Accountability Data

With the reauthorization of Perkins in 2006, the State Board for Community and Technical Colleges undertook the development of a new Tech Prep accountability enrollment and reporting system. It has been a significant project and as of fall 2009, the state's Tech Prep consortia will use the Student Enrollment and Reporting System (SERS). Student enrollment information will be consistent. Tech Prep student records will include program area by CIP, grade achieved, credits earned. Once a secondary Tech Prep student enters a community or technical colleges, the student management system (SMS) will track postsecondary enrollment data. This is a truly unique data system, and one for which we applaud and thank the State Board. The development in this system took far longer than originally scheduled. This year's CAR includes the data results and targets for 2009-10. Subsequent consolidated reports will include an analysis of performance gaps where indicated, and consortia will be held to performance levels and expectations.

1STP1	Enroll in postsecondary education	8945	26950	33.64%
1STP2	Enroll in postsecondary in the same field or major	1238	26590	4.66%
1STP3	Complete a State or industry-recognized certification or licensure	1115	26590	4.19%
1STP4	Complete course(s) that award postsecondary credit.	2995	26590	11.26%
1STP5	Enroll in remedial mathematics, writing, or reading course(s).	4808	8945	55.71%

1PTP1	Employment in related field after graduation.	123	169	72.78%
1PTP2	Complete a State or industry-recognized certificate or licensure	22	169	13.02%
1PTP3	On-time completion of a 2-year degree or certificate.	79	270	29.26%
1PTP4	On-time completion of a baccalaureate degree program.	33	551	5.99%

Consortia met targets this year. There were no significant gaps in performance. Washington will continue to collect and report percentages and numbers for all of the Tech Prep performance measures. Targets are set and the performance measures and trends in coming years will be noted. Technical assistance will be provided to consortia when performance expectations are not met.

The Tech Prep consortia directors are actively involved in connecting high school CTE programs with postsecondary workforce training programs through the development of articulation agreements based on competency alignments. They are instrumental in making the connection between secondary and postsecondary for graduating high school seniors. The consortia directors can play a role in affecting the secondary Tech Prep measures, but once students enroll in postsecondary CTE programs (workforce training) the directors' activities have relatively little consequence on student performance. The postsecondary Tech Prep performance measures are more reflective of student choices and circumstances.

Student Enrollment Forms
Enrollment of CTE Participants

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data: _____

Line	Population	A Number of Secondary Students	B Number of Postsecondary Students	C Number of Adult Students	D Number of Secondary Tech Prep Students	E Number of Postsecondary Tech Prep Students
1	**GRAND TOTAL**	299089	220891	0	206074	1941
2	**GENDER**					
3	Male	154741	98731	N/P	108221	928
4	Female	144348	122160	N/P	97853	1013
5	**RACE/ETHNICITY* (1977 Standards)**					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	**RACE/ETHNICITY* (1997 Revised Standards)**					
13	American Indian or Alaska Native	7463	3166	N/P	488	9
14	Asian	23377	16218	N/P	17407	50
15	Black or African American	17383	12428	N/P	13773	18
16	Hispanic/Latino	42390	20288	N/P	28354	238
17	Native Hawaiian or Other Pacific Islander	2292	1426	N/P	1669	6
18	White	199712	129731	N/P	135664	1438
19	Two or More Races	9072	6210	N/P	6261	40
20	Unknown (Postsecondary Only)		31424	N/P		142
21	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**					
22	Individuals With Disabilities (ADA)		10325	N/P		54
23	Disability Status (ESEA/IDEA) (Secondary Only)	29876			19860	
24	Economically Disadvantaged	114314	46756	N/P	78214	168
25	Single Parents	N/P	63750	N/P	N/P	59
26	Displaced Homemakers	N/P	939	N/P	N/P	4
27	Limited English Proficient	11933	20644	N/P	8214	76
28	Migrant Status	9910			6326	
29	Nontraditional Enrollees	132774	26737	N/P	103929	500

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

"Source: STUDENT A90
KIND_OF_STUDENT = ""W""
MIS_STAT <> 0
"

Postsecondary
Concentrators by Cluster

Student Enrollment Forms
Enrollment of CTE Concentrators

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data Date of Filing Amended Data: _____

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics	Total
1	SECONDARY																	
2	Female	102	168	11354	49	3955	457	207	1776	1585	631	4451	138	259	1320	62	265	26779
3	Male	38	1528	11092	30	1835	423	484	829	1355	58	8582	247	2905	1040	396	3573	34415
4	Total	140	1696	22446	79	5790	880	691	2605	2940	689	13033	385	3164	2360	458	3838	61194
5	POSTSECONDARY																	
6	Female	670	748	646	9219	3648	566	N/P	15826	1211	3853	1497	1955	876	432	104	309	41560
7	Male	1113	6705	864	3261	313	372	N/P	3563	1201	901	4052	2408	7035	255	159	3550	35752
8	Total	1783	7453	1510	12480	3961	938	0	19389	2412	4754	5549	4363	7911	687	263	3859	77312
9	ADULT																	
10	Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
11	Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
12	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	GRAND TOTAL (Lines 4+8+12)	1923	9149	23956	12559	9751	1818	691	21994	5352	5443	18582	4748	11075	3047	721	7697	138506

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S1: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	0	0	74.30%	0.00%	D	N
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	0	0	62.40%	0.00%	D	N
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
2S1: TECHNICAL SKILL ATTAINMENT

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ **Amended Performance Data** **Date of Filing Amended Data:**

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	0	0	#N/A	0.00%	#N/A	#N/A
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
3S1: SCHOOL COMPLETION

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	0	0	87.25%	0.00%	D	N
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		
30	**DISAGGREGATE INDICATORS**						
31	General Education Development (GED)				0.00%		
32	Diploma				0.00%		
33	Certificate				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
4S1: STUDENT GRADUATION RATES

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ **Amended Performance Data** **Date of Filing Amended Data:**

		A	B	C	D	E	F
Line	**Population**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Adjusted Level of Performance**	**Actual Level of Performance**	**Adjusted vs. Actual Level of Performance**	**Met 90% of Adjusted Level of Performance (Y,N)**
1	**GRAND TOTAL**	0	0	73.00%	0.00%	D	N
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
5S1: PLACEMENT

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**15709**	**26890**	**74.86%**	**58.42%**	**D**	**N**
2	**GENDER**						
3	Male	8193	14914		54.93%		
4	Female	7516	11976		62.76%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	240	547		43.88%		
14	Asian	1414	2008		70.42%		
15	Black or African American	709	1313		54.00%		
16	Hispanic/Latino	1369	2865		47.78%		
17	Native Hawaii or Other Pacific Islander	41	92		44.57%		
18	White	11732	19698		59.56%		
19	Two or More Races	176	313		56.23%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	722	2093		34.50%		
23	Economically Disadvantaged	3294	7143		46.12%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	212	581		36.49%		
27	Migrant Status	205	446		45.96%		
28	Nontraditional Enrollees	2698	4751		56.79%		
29	Tech Prep	7198	11799		61.01%		
30	**DISAGGREGATE INDICATORS**						
31	Advanced Training & Postsecondary Education				0.00%		
32	Employment				0.00%		
33	Military				0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
6S1: NONTRADITIONAL PARTICIPATION

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	0	0	26.25%	0.00%	D	N
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Tech Prep				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
6S2: NONTRADITIONAL COMPLETION

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	0	0	34.25%	0.00%	D	N
2	**GENDER**						
3	Male				0.00%		
4	Female				0.00%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Tech Prep				0.00%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Data submitted through EDEN

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
1P1: TECHNICAL SKILL ATTAINMENT

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	35749	0	#N/A	0.00%	#N/A	#N/A
2	GENDER						
3	Male	15,256			0.00%		
4	Female	20,493			0.00%		
5	RACE/ETHNICITY* (1977 Standards)						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	515			0.00%		
14	Asian	2,490			0.00%		
15	Black or African American	1,751			0.00%		
16	Hispanic/Latino	2,495			0.00%		
17	Native Hawaii or Other Pacific Islander	221			0.00%		
18	White	23,732			0.00%		
19	Two or More Races	928			0.00%		
20	Unknown	3,617			0.00%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	1,898			0.00%		
23	Economically Disadvantaged	9,891			0.00%		
24	Single Parents	6,352			0.00%		
25	Displaced Homemakers	240			0.00%		
26	Limited English Proficient	465			0.00%		
27	Nontraditional Enrollees	4,176			0.00%		
28	Tech Prep	249			0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	28741	0	#N/A	0.00%	#N/A	#N/A
2	GENDER						
3	Male	11,959			0.00%		
4	Female	16,782			0.00%		
5	RACE/ETHNICITY* (1977 Standards)						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	389			0.00%		
14	Asian	2,041			0.00%		
15	Black or African American	1,335			0.00%		
16	Hispanic/Latino	2,017			0.00%		
17	Native Hawaii or Other Pacific Islander	184			0.00%		
18	White	18,936			0.00%		
19	Two or More Races	775			0.00%		
20	Unknown	3,064			0.00%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	1,318			0.00%		
23	Economically Disadvantaged	7,758			0.00%		
24	Single Parents	4,082			0.00%		
25	Displaced Homemakers	161			0.00%		
26	Limited English Proficient	334			0.00%		
27	Nontraditional Enrollees	3,073			0.00%		
28	Tech Prep	182			0.00%		
29	DISAGGREGATE INDICATORS						
30	Credential	3,553			0.00%		
31	Certificate	7,007			0.00%		
32	Degree	18,181			0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
3P1: STUDENT RETENTION OR TRANSFER

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**40981**	**71197**	**64.40%**	**57.56%**	**D**	**N**
2	**GENDER**						
3	Male	18,905	34,619		54.61%		
4	Female	22,076	36,578		60.35%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	592	1,133		52.25%		
14	Asian	2,526	4,047		62.42%		
15	Black or African American	2,290	4,431		51.68%		
16	Hispanic/Latino	3,107	5,710		54.41%		
17	Native Hawaii or Other Pacific Islander	285	515		55.34%		
18	White	26,487	43,923		60.30%		
19	Two or More Races	1,282	2,115		60.61%		
20	Unknown	4,412	9,323		47.32%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	1991	3387		58.78%		
23	Economically Disadvantaged	13,186	19,906		66.24%		
24	Single Parents	7,974	15,953		49.98%		
25	Displaced Homemakers	293	491		59.67%		
26	Limited English Proficient	1,566	3,591		43.61%		
27	Nontraditional Enrollees	5,121	10,651		48.08%		
28	Tech Prep	320	520		61.54%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
4P1: STUDENT PLACEMENT

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**19405**	**37454**	**58.47%**	**51.81%**	**D**	**N**
2	**GENDER**						
3	Male	8,031	16,955		47.37%		
4	Female	11,374	20,499		55.49%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	324	631		51.35%		
14	Asian	1,277	2,295		55.64%		
15	Black or African American	954	2,085		45.76%		
16	Hispanic/Latino	1,396	2,595		53.80%		
17	Native Hawaii or Other Pacific Islander	134	251		53.39%		
18	White	13,114	25,041		52.37%		
19	Two or More Races	472	867		54.44%		
20	Unknown	1,734	3,689		47.00%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	820	2,137		38.37%		
23	Economically Disadvantaged	5,378	10,318		52.12%		
24	Single Parents	4,726	9,466		49.93%		
25	Displaced Homemakers	135	317		42.59%		
26	Limited English Proficient	346	813		42.56%		
27	Nontraditional Enrollees	2,650	5,058		52.39%		
28	Tech Prep	173	300		57.67%		
29	**DISAGGREGATE INDICATORS**						
30	Apprenticeship	475			0.00%		
31	Employment	18787			0.00%		
32	Military	143			0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
5P2: NONTRADITIONALCOMPLETION

STATE: Washington

PROGRAM YEAR: 2009-2010

☐ Amended Performance Data

Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**6060**	**35529**	**17.75%**	**17.06%**	**D**	**Y**
2	**GENDER**						
3	Male	2,686	15,508		17.32%		
4	Female	3,374	20,021		16.85%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	116	536		21.64%		
14	Asian	497	2,434		20.42%		
15	Black or African American	400	2,011		19.89%		
16	Hispanic/Latino	403	2,678		15.05%		
17	Native Hawaii or Other Pacific Islander	37	207		17.87%		
18	White	3,877	23,446		16.54%		
19	Two or More Races	147	810		18.15%		
20	Unknown	583	3,407		17.11%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	415	2,191		18.94%		
23	Economically Disadvantaged	2,114	12,534		16.87%		
24	Single Parents	1,418	9,260		15.31%		
25	Displaced Homemakers	40	350		11.43%		
26	Limited English Proficient	158	955		16.54%		
27	Tech Prep	61	340		17.94%		

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Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
5P2: NONTRADITIONALCOMPLETION

STATE: Washington

PROGRAM YEAR: 2008-2009

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**5680**	**32762**	**17.50%**	**17.34%**	**D**	**Y**
2	**GENDER**						
3	Male	2437	13896		17.54%		
4	Female	3243	18866		17.19%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	132	528		25.00%		
14	Asian	427	2208		19.34%		
15	Black or African American	342	1778		19.24%		
16	Hispanic/Latino	368	2254		16.33%		
17	Native Hawaii or Other Pacific Islander	30	198		15.15%		
18	White	3732	22115		16.88%		
19	Two or More Races	126	630		20.00%		
20	Unknown	523	3051		17.14%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	416	2113		19.69%		
23	Economically Disadvantaged	1924	11396		16.88%		
24	Single Parents	1339	8489		15.77%		
25	Displaced Homemakers	46	296		15.54%		
26	Limited English Proficient	111	728		15.25%		
27	Tech Prep	52	307		16.94%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information: