2010-11 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 2011

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

1. Recipient Organization (Name and Complete Address, Including Zip Code)

Organization Name: Workforce Training and Education Coordinating Board
Address 1: PO Box 43105
Address 2:
City: Olympia
State: WA
Zip Code: 98504-3105

2. Period Covered By This Report

From: 07/01/2010 **To:** 06/30/2011

3. PR/Award Numbers:

Basic Grant to States: V048A100047
Tech-Prep Education: V243A100047

4. Title II Consolidation:

The State has not consolidated any 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:

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

State CTE Director Signature or PIN: 7191
Date:

8. Lead Individuals Completing This Report:

Narrative Performance Information	Name	Terri Colbert
	Title	Program Specialist
	Agency	Workforce Training and Education Coordinating Board
Financial Status Reports	Name	Walt Wong
	Title	Chief of Operations
	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:

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

Interim Financial Status Report (FSR) Form

I: State Name: Washington
II. Federal Funding Period: July 1, 2010
III. Reporting Period: September 30, 2011
IV. Accounting Basis: Cash
V. Grant Award Numbers: State Basic Grant (Title I): EV048A100047
Tech Prep Grant (Title II): EV243A100047

VI. Title I Grant Award Amount: $21,024,674
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

Row	Population	1 Net Outlays Previously Reported	2 Total Outlay this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	N/P	N/P	N/P	0	0	N/P	0	N/P	0	N/P	0.00
E	Funds for Postsecondary Recipients	N/P	1000774.00	N/P	1000774	1000774	N/P	1000774	786323.00	1787097	1787097.00	0.00
F	Total (Row D + E)	0.00	1000774.00	0.00	1000774	1000774	0.00	1000774	786323.00	1787097	1787097.00	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	N/P	298012426.0	N/P	298012426	298012426	291462518.1	6549907.87	526997.13	7076905	7076905.00	0.00
I	Funds for Postsecondary Recipients	N/P	345177565.1	N/P	345177565.16	345177565.16	336424744.3	8752820.78	325808.22	9078629	9078629.00	0.00
J	Total (Row H + I)	0.00	643189991.1	0.00	643189991.16	643189991.16	627887262.5	15302728.65	852805.35	16155534	16155534.00	0.00
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	644190765.1	0.00	644190765.16	644190765.16	627887262.5	16303502.65	1639128.35	17942631	17942631.00	0.00
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	N/P	105859.85	N/P	105859.85	105859.85	0.00	105859.85	44140.15	150000	150000.00	0.00
N	State Institutions	N/P	184056.02	N/P	184056.02	184056.02	0.00	184056.02	26190.98	210247	210247.00	0.00
O	Other Leadership Activities	N/P	50057147.95	N/P	50057147.95	50057147.95	49201613.00	855534.95	886685.05	1742220	1742220.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	50347063.82	0.00	50347063.82	50347063.82	49201613.00	1145450.82	957016.18	2102467	2102467.00	0.00
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	N/P	1864795.91	N/P	1864795.91	1864795.91	1209769.05	655026.86	324549.14	979576	979576.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	696402624.8	0.00	696402624.89	696402624.89	678298644.5	18103980.33	2920693.67	21024674	21024674.00	0.00
T	TOTAL TITLE II FUNDS*											
U	Funds for State Administration	N/P	16245.75	N/P	16245.75	16245.75	0.00	16245.75	0.25	16246	16246.00	0.00
V	Funds for Local Consortia	N/P	1750573.36	N/P	1750573.36	1750573.36	0.00	1750573.36	270030.64	2020604	2020604.00	0.00
W	TOTAL TITLE II FUNDS (Row U + V)	0.00	1766819.11	0.00	1766819.11	1766819.11	0.00	1766819.11	270030.89	2036850	2036850.00	0.00

Comment:

Final Financial Status Report (FSR) Form

I: State Name: Washington
II. Federal Funding Period: July 1, 2009
III. Reporting Period: September 30, 2011
IV. Accounting Basis: Cash
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

Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	N/P	808491.00	N/P	808491	808491	0.00	808491	0.00	808491	808491.00	0.00
E	Funds for Postsecondary Recipients	1028989.00	N/P	N/P	0	1028989	0.00	1028989	0.00	1028989	1028989.00	0.00
F	Total (Row D + E)	1028989.00	808491.00	0.00	808491	1837480	0.00	1837480	0.00	1837480	1837480.00	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	279762370.5	516283.47	N/P	516283.47	280278654	273002233.0	7276421	0.00	7276421	7276421.00	0.00
I	Funds for Postsecondary Recipients	359470774.9	50767729.0	N/P	350767729	710238503.92	700899389.0	9339114.92	0.00	9339114.92	9339114.85	- 0.07
J	Total (Row H + I)	639233145.4	51284012.4	0.00	351284012.47	990517157.92	973901622.0	16615535.92	0.00	16615535.92	16615535.85	- 0.07
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	640262134.4	52092503.4	0.00	352092503.47	992354637.92	973901622.0	18453015.92	0.00	18453015.92	18453015.85	- 0.07
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	92556.64	57442.62	N/P	57442.62	149999.26	0.00	149999.26	0.00	149999.26	150000.00	0.74
N	State Institutions	216174.00	0.00	N/P	0	216174	0.00	216174	0.00	216174	216174.00	0.00
O	Other Leadership Activities	47987776.7	7903543.13	N/P	903543.13	48891319.9	47148573.00	1742746.9	0.00	1742746.9	1795567.00	52820.10
P	TOTAL STATE LEADERSHIP (Row M + N + O)	48296507.4	1960985.75	0.00	960985.75	49257493.16	47148573.00	2108920.16	0.00	2108920.16	2161741.00	52820.84
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	2097169.11	618519.90	N/P	618519.9	2715689.01	1713035.86	1002653.15	0.00	1002653.15	1002653.15	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	690655810.9	53672009.1	0.00	353672009.12	1044327820.09	1022763230.	21564589.23	0.00	21564589.23	21617410.00	52820.77
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	19452.04	52389.96	N/P	52389.96	71842	0.00	71842	0.00	71842	71842.00	0.00
V	Funds for Local Consortia	1913375.47	51631.99	N/P	51631.99	1965007.46	0.00	1965007.46	0.00	1965007.46	1965008.00	0.54
W	TOTAL TITLE II FUNDS (Row U + V)	1932827.51	104021.95	0.00	104021.95	2036849.46	0.00	2036849.46	0.00	2036849.46	2036850.00	0.54

Comment:

Student Enrollment Form of CTE Participants

State: Washington

Program Year: 2010-2011

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	298724	212692	N/P	33287	978
2	GENDER					
3	Male	154412	95977	PNO	17268	510
4	Female	144312	116715	PNO	16019	468
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	5138	3077	PNO	636	6
14	Asian	21293	16170	PNO	2951	45
15	Black or African American	15201	12615	PNO	1975	14
16	Hispanic/Latino	50726	19601	PNO	3670	108
17	Native Hawaiian or Other Pacific Islander	2594	1418	PNO	165	3
18	White	192378	122147	PNO	22805	696
19	Two or More Races	14246	6755	PNO	445	43
20	Unknown (Postsecondary Only)		30909	PNO		63
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		10974	PNO		67
23	Disability Status (ESEA/IDEA) (Secondary Only)	31259			2481	
24	Economically Disadvantaged	126072	51101	PNO	10187	276
25	Single Parents	PNO	23728	PNO	PNO	28
26	Displaced Homemakers	PNO	790	PNO	PNO	2
27	Limited English Proficient	12937	19010	PNO	749	73
28	Migrant Status	10704			506	
29	Nontraditional Enrollees	132956	25461	PNO	14136	160

Student Enrollment Form of CTE Concentrators

State: Washington

Program Year: 2010-2011

Row	Population	Agrl., Food, & Nat. Resources	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineering, &	Transp., Distrib., & Logistics	Total
1	SECONDARY																	
2	Female	79	143	11794	57	4176	380	357	1750	1608	663	3556	119	284	1264	46	205	26481
3	Male	22	1362	11833	28	1952	348	900	897	1424	63	7238	244	3178	1053	322	3084	33948
4	Total	101	1505	23627	85	6128	728	1257	2647	3032	726	10794	363	3462	2317	368	3289	60429
5	POSTSECONDARY																	
6	Female	678	615	659	9296	3413	345	16481	1389	3728	1520	2033	858	450	134	381	309	42289
7	Male	1359	5886	872	3213	267	309	3803	1378	938	4295	2587	7189	325	363	3846	3550	40180
8	Total	2037	6501	1531	12509	3680	654	20284	2767	4666	5815	4620	8047	775	497	4227	3859	82469
9	ADULT																	
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
12	Total	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
13	GRAND TOTAL (Lines 4+8+12)	2138	8006	25158	12594	9808	1382	21541	5414	7698	6541	15414	8410	4237	2814	4595	7148	142898

Comment:

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 to work 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 performs onsite monitoring of Federal programs and CTE programs in local districts, which includes school visitations and onsite technical assistance. Prior to each onsite visit, CTE staff conducts a desk audit to determine "problem areas" for the targeted region, including review of such documents as the local Core Performance Indicator data and CEDARS report. The desk audit also includes a 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 OSPI has implemented additional *Risk Analysis Factors* to be used. OSPI continued to monitor participating agencies for compliance with federal nondiscrimination legislation to ensure opportunities for all students.

Postsecondary- Staff members from the State Board for Community and Technical Colleges (SBCTC) 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 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.

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 2010-11 Washington State Legislature continued to be a strong supporter in having the State Education Agency 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.

OSPI and Microsoft have partnered to provide Microsoft IT Academy (ITA) to all Washington high schools. Microsoft ITA will bridge the gap between the world of education and the world of work. It will boost Science, Technology, Engineering and Math (STEM) education statewide and the employability and global competitiveness of our students and future workforce. In the 2010-11 legislative session, Washington State provided $2 million towards the Microsoft IT Academy. The ITA is a technology education program focusing on training and certification for students and administrators. Microsoft will provide software and staff support to every high school in the state. Students, teachers, and administrators can receive training through online courses and official Microsoft materials and become certified in a number of IT subjects, including Microsoft Office as well as advanced topics such as programming, network administration and database development.

The benefits entitled to Washington high schools are intended to support the state and the OSPI mission, which states:

Every Washington public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

The Microsoft IT Academy program solution for Washington high schools benefits reach:

- All Washington high school students, as well as home-schooled high school students
- All Washington high school teachers

- All Washington high school staff
- All Washington local communities
- All Washington ESDs and Tribal Schools

The Microsoft IT Academy includes the benefits of the current Microsoft IT Academy program, as well as unique education benefits that Microsoft Learning is making available to Washington high schools. These benefits will be rolled out over six months, along with training delivered via live meetings, support materials, and dedicated deployment resources for the teachers and staff of Washington.

The benefits Microsoft will deliver to Washington include:

- Access to the Microsoft IT Academy Members' site
- Welcome kit including a plaque, member letter, getting started information and posters to display at each high school
- Official Microsoft E-Learning Curriculum – over 1,500 online, multi-media courses to choose from including games, simulations, and videos to provide students with a hands-on learning experience
- Access to the ELearning Course Management Tool through the IT Academy Member site — the tool for teachers to manage their students' E-learning courses, send class communication, and monitor student performance
- Microsoft Digital Literacy – Curriculum for students who are new to computing skills
- Career Forward 'Soft Skills' Curriculum – a 20-hour online course geared toward helping students take control of their education and career, personal finance, and to introduce entrepreneurship to students.
- Lab Licenses – Up to 50 Microsoft Office lab licenses (2007 or 2010) for lab usage per IT Academy. These licenses are limited to instructional lab use only.
- Live@EDU – A Microsoft program that offers single sign-on, with the users' ITA ID (LiveID), to free Microsoft hosted Exchange email, 25 GBs of free cloud storage and free online Microsoft Office Web Applications. Schools may opt for portions or all of the Live@edu services for their students and staff.
- Microsoft E-Reference Library – A searchable library of over 120 Microsoft Press books. Each school will receive five subscriptions to this resource.
- Lesson Plans - Educator lesson plans are available for teachers at every ITA member school covering a range of technical topics. These project-based activities and learning exercises for the classroom and beyond can be used to supplement existing curricula or to be used as stand-alone material.
- Microsoft Innovative Educator (MIE) Program - This program is designed to provide professional development to K-12 educators and teacher trainers on effective technology integration to improve teaching and learning.
- MSDN AA (Academic Alliance) -- This element provides students and teachers in STEM disciplines with access to Microsoft software developer tools and platforms under the MSDN AA license.
- EduConnect – Microsoft gives back to education through its employees volunteering in schools to help teachers and students learn about improving learning outcomes, careers in technology, staying safe online, about getting excited and prepared for the future, and much more. As part of Microsoft's commitment to OSPI and the Washington high schools, Microsoft Partners in Learning is creating a formal mentor program to link a Microsoft employee to each of the 703 Washington high schools.

In addition, 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. Additionally, 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 Education (WA-ACTE), to provide additional resources and professional development opportunities for secondary school instructors. Furthermore, districts have partnered with their local city and county agencies to create stronger CTE programs that not only benefit students, but also their local communities.

Postsecondary – In 2010-11, funds were awarded through leadership mini-grants to develop, improve, or expand the use of distance education in CTE programs. One such project funded this year, was a faculty resource library for online teaching methods, systems and tutorials. In addition to Perkins funds, workforce instructors we able to access online training to learn about creating online and hybrid classes through a grant from the Alfred P. Sloan Foundation and the Bill and Melinda Gates Foundation. This grant promoted online teaching in Workforce and Adult Basic Education (ABE) through the Sloan-C Consortium. One project funded this year, was a faculty resource library for online teaching methods, systems and tutorials. Another college used funds to develop a Professional Learning Community mentoring program and an Advanced Instructional Design Collaborative workgroup to support instructors' awareness and use of eLearning tools.

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.

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 districts to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE program office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and WA-ACTE. Both organizations provide leadership services and develop visionary and proactive leaders in secondary CTE. Additionally, individual program staff members are assigned to work directly with state and national Career and Technical Education Student Organizations (CTSO). The benefits of working with the local and national CTSOs enhances specific pathway courses that enhance actual leadership and employability skills through practicum and experiential experiences that will prepare students for the workforce.

Every August the WA-ACTE summer conference provides 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 WAVA conferences. Despite the economic difficulties districts have been challenged with, attendance continues to be consistently strong at all of the workshops and conferences that are provided for teachers and administrators.

Postsecondary– At the postsecondary level, Perkins Leadership funds are used to support Industry-Based Professional Development (IBPD). Over 80 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. The purpose of the professional development is enable these personnel to return to industry for field work experience and to support attendance at recognized hands-on industry sponsored training programs that results in industry certification. These experiences offer a hands-on/practice component that result in an in-depth industry upgrade that will increase knowledge of current practices.

Leadership funds were also used to support professional development through a Workforce Deans' Leadership training, an intensive "Boot Camp" training program for new CTE instructors and a train-the-trainer session for the individuals leading the program for new faculty. The Boot Camp program has been well received and a Boot Camp II program was developed and delivered this year. In addition, CTE instructors were able to take part in a Sloan-C opportunity to learn and utilize technology in their classrooms and for developing hybrid and online courses.

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 Grade Level Expectations (GLEs) in addition to all of the 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 does not lead to the skills required by industry, are denied.

Postsecondary– Funding was used to support CTE programs and projects that: integrate and strengthen academics and vocational components; provide curriculum development; and are designed to support competency-based education; and real-world vocational components and industry skill standards. An example of this is the project that worked with students in the energy program. Students coming into introductory electrical courses were under-prepared in algebra and geometry. The leadership funds allowed instructors to revise the Math assessment tool and to align curriculum to energy industry math needs.

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 2011, approximately 20 scholarships were awarded to Washington teachers for training on Project Lead the Way curriculum.

Many 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 school, college, and workplace. Washington IGNITE works with Seattle schools, encouraging high school girls to consider technology careers. The program provides 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 proven 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 this workshop.

Postsecondary– During 2010-11, the State Board released nontraditional funds to the colleges on a RFP basis to improve performance in recruitment, retention and success of students in nontraditional occupations. 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. Some of the 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 – such as 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. The goal was to increase the numbers of females training for 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 about nursing careers. 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 industry standards.

Postsecondary – Every CTE program is required to assemble an advisory committee composed of business, industry and organized labor representatives (employers and employees). 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.

Serving individuals in state institutions

In Washington, to ensure that the state provides services for individuals in institutions, the Workforce Training Education Coordination Board (WTECB) provides one percent of the state leadership funds to serve individuals in state institutions and to explore a more coherent and integrated system for career and technical education and training. Employment Security Department/Offender Employment Services (ESD/OES) administers this particular fund and focuses on system change activities targeting Institutionalized Services that will blend correctional issues and disability issues; projects that support high skills, high wage careers; and academic and professional development.

During Program Year (PY) 2010-2011 Offender Employment Services (OES) modified and extended existing contracts from PY 2009-2010 to allow contractors the opportunity to have additional time to establish their projects. These projects had already been identified as providing career and technical education (CTE) that links to high skill, high wage and demand occupations and, in particular, *providing these parameters for Special Populations, specifically youth or adults in correctional institutions.* These CTE projects were targeted toward Green Jobs, Pre-apprenticeships, Apprenticeships and Industry Certifications.

In addition to the benefit of the extension to demonstrate additional performance outcomes, it allowed for individuals enrolled in the projects to complete training programs during the grant period. Historically, contractors would discontinue enrollments or those enrolled later in the program were unable to obtain CTE opportunities.

OES was initially awarded $210,247 that was distributed to the five established Perkins projects with new performance projections of participants to be served. In December 2010, again with amended projections to serve more participants, contractors were provided an opportunity for an additional $14,345 each. This was an equal distribution of the $71,726 carry-forward dollars unspent from the previous contract period for total grant funds of $281,973. For the year, a total of 275 participants were enrolled, 151 were provided career assessments and enrolled in certificate programs, 135 received one or more college accredited or industry standard certifications and 42 were placed in employment or continued on in postsecondary education.

- Goodwill Industries of the Inland Northwest – Project Independence –($52,625) 57 participants were provided workforce orientation and services; participants obtained career assessment services that led to enrollment in certificate programs and placement in employment.

- Workforce Central – Construction Connection Youth Program – ($52,745) 42 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.

- South Seattle Community College – Life-Skills-to-Work – ($52,759) 141 work release participants were enrolled providing participants access to newly developed college accredited programs to support their transition into the community and the workforce.

- Correctional Industries – Workforce Development Project – ($54,345) 70 jail inmates completed Hazmat/HAZWOPER (Hazardous Waste Removal and Emergency Response) certifications to jail inmates.

- Tacoma Goodwill at Longview's Vocations Unlimited ($69,100) 35 work release inmates were enrolled and provided work readiness assessments, enrolled in pre-apprenticeship programming and were assisted with placement in work or continued on in postsecondary education.

New last program 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). Beginning last year each 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 contractors 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 contractor's progress to validate payment points and provide all parties with valuable information on the program and the intervention.

Update: Employment Security Department's Offender Employment Services has disbanded and no longer able to administer future Carl D. Perkins funds, as of June 30, 2011.

Postsecondary– Postsecondary– On July 1, 2002, the State Board entered into an Interagency Agreement with the state's Department of Corrections to provide educational services to eligible offenders incarcerated in the state's adult prisons. In 2010-11, the SBCTC had sub-agreements with 8 community colleges which operate 26 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 Washington schools, CTE programs have received technical guidance from OSPI staff in their collaborative work with local migrant and bilingual programs, 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 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 evidenced at the community colleges, the I-BEST program helps meet employer demands for highly skilled workers and their needs for a multi-lingual workforce. OSPI and SBCTC are looking at the same opportunities for secondary students. OSPI is currently working with a few pilot districts and skills centers to create a statewide framework for implementation of the secondary I-BEST program.

In 2010-11, three I-BEST projects were awarded with three different focuses:

Mabton School District

Over 66% of Mabton School District's populations are served by the Migrant and Bilingual Program. In addition, over 97% of Mabton's student enrollment is Hispanic. Besides English, Spanish is the other language primarily spoken in the community and district. Mabton School District's I-BEST project focused on a district wide professional development. Given the academic challenges students encounter due to language and poverty, Mabton's decision to focus on a district wide professional development is to:

1. Assure that all staff receive professional development on instructional strategies to strengthen academic language opportunities for all student; and
2. To insure that rigor and relevance is infused to strengthen contextual understanding in science and math.

Marysville School District

Existing data shows that Native American students within the Marysville School District have a significantly high dropout rate. Due to the high dropout rates of Native American students in the Marysville School District, the I-BEST project at Marysville had three major focuses:

1. Provide professional development opportunities to district staff to address cultural sensitivity of the students they serve;
2. Create a communication streamline between the Tulalip Tribes and the Marysville School District personnel; and
3. Provide access and enhance currently existing career and technical education program in Marysville school district.

The ultimate goal of the Native American Career and Technical Education (NA-CTE) program is to graduate and adequately prepare Native American students and struggling students for life and contribute to the community, State and the Nation's economy.

Yakima Valley Technical Skills Center (YV-TECH)

YV-TECH student population encompasses 15 school districts throughout the Yakima Valley. Yakima, Wapato, Toppenish, and Sunnyside have student populations of 70 to 90 percent who qualify for free or reduced lunches. All schools in the Yakima Valley have high enrollment English language learners (mostly Spanish speaking). YV-TECH had a program of study focus. CTE programs were analyzed and assessed to determine which program was to be selected to participate. Factors to be considered included high demand industry jobs, high student dropout rate due to struggle with language and academic skills.

As a result, a staff was hired who demonstrates competency in CTE and possesses knowledge of English-as-a-second language instruction. The nursing, dental, and legal/medical programs are all articulated with Yakima Valley Community College so students could receive college credits. In addition to the articulations with their neighboring college, YV-TECH students are given an opportunity to work with their local business in their selected career area of nursing, dental or legal/medical program.

In addition, 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
- 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 rewards 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 dropout rate and improve achievement for special populations, as well as expand CTE opportunities and build pipelines to high demand high career fields 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. Some projects 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 Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Research found that only 13 percent of English as a Second Language (ESL) students and less than a third of Adult Basic Education (ABE) students continue on to college-level work. Only four to six percent of either group ended up getting 45 or more college credits or earning a certificate or degree within five years[1].

I-BEST pairs workforce training with ABE or ESL so students learn literacy and workplace skills simultaneously. Adult literacy and vocational instructors work together to develop and deliver instruction. Colleges provide higher levels of support and student services to address the needs of non-traditional students. I-BEST moves students further and faster to certificate and degree completion. As a result, I-BEST was designed to directly transition into college-level programs and help students

[1] Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy & Practice from a Longitudinal Student Tracking Study (Prince, Jenkins: April 2005).

build skills that will move them forward. There are more than 140 approved programs, expanding each year since the 2006 launch of I-BEST. Washington is a leader in I-Best and is providing training and assistance to other states.

Offering technical assistance for eligible recipients.

Secondary – The CTE program office at OSPI offers educators and administrators specialized technical assistance, depending on the needs 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; 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 are provided by online manuals and video conferencing. Staff members of the SBCTC, WTECB and OSPI provide technical assistance on Programs of Study (POS), budgets, application processes, coding, and Perkins accountability measures at conference and state meetings.

Permissible Activities

Improving career guidance and academic counseling programs

Secondary - Many districts throughout Washington State provide CTE programs that assist 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; 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 – POS templates have been developed in a database web tool WashingtonCareerPathways.org. The state model of a POS process is in place, but this tool makes it possible for colleges and high schools to move POS into a web tool that is accessible to many audiences, including students, parents, counselor and advisors. The tool provides a visual diagram to help people understand their options and how to move through our colleges' programs, as well as how to continue their education past the Associate degree or certificate level and gain the skills that they need to be successful in today's world.

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 - OSPI continues to provide technical assistance on-site and via the phone and email to secondary schools in implementing new projects or in making improvements in their current program offerings. The local district CTE programs are closely aligned with competencies in all articulated dual credit programs for Tech Prep. Articulation agreements, integration of academic and technical subjects and other major components of Tech Prep continued even with dwindling funds. Further, in each approved Perkins programs of study, signed articulation agreements are a required component. In some instances, local school districts have provided additional transition opportunities by establishing articulation agreements with four-year institutions and with two-year postsecondary programs outside of their local service district. These agreements

provide expanded opportunities for CTE students. The Programs of Study ensures that the secondary planned academic and technical courses are aligned to the postsecondary education and technical courses.

Postsecondary – Career pathways trainings were 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 postsecondary institutions, enabling students to earn dual credit for competencies gained through instruction in articulated secondary classes for credit in postsecondary programs. As Tech Prep funding has been eliminated, the state has elected to develop four statewide Programs of Study (POS) by utilizing Centers of Excellence (COE) from the postsecondary system and program managers from OSPI. The four POS under development are in Information Technology, Agriculture, Health Care and the Aerospace/Manufacturing areas.

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

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 Institute – 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 CTSO conferences. Activities were closely aligned with the classroom curriculum of the state's CTE programs in most districts. This ensured that CTSO activities connected with the attainment of industry skills and the state's education requirements.

Postsecondary- Leadership funds were used to support the following CTE student organizations: Skills USA; WPAS, the agriculture student leadership organization; PHI BETA LAMBDA, emphasizing business leadership; and DELTA EPSILON CHI, emphasizing competency-based activities; student Radiological Technologist organizations; the Teachers 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 Chefs Club.

Supporting public charter schools operating career and technical education programs

N/A

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- CTE staff at OSPI continue to support apprenticeship preparation training as a stand-alone course or as skills embedded within other course work. Cooperation continues between the Office of CTE at OSPI and the Washington State Apprenticeship and Training Council (WSATC).

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

RCW 49.04.190 (2006) expands opportunities for graduating secondary school students to enter registered apprenticeship programs. To meet the intent, the legislation established several responsibilities for the WSATC and OSPI, including:

- Awarding incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs;
- Awarding pilot grants for secondary pre-apprenticeship program development;
- Developing pre-apprenticeship program guidelines; and,
- Providing reports to the Legislature.

In school year 20010-11, Washington State awarded a total of $87,000 in incentive and pilot grants to local districts.

2010–11 RUNNING START FOR THE TRADES GRANT ALLOCATIONS:

Locations	Grant Type	Major Focus	Schools Involved
Bremerton SD	Incentive	Naval Shipyard ($5,100)	1
Granite Falls SD	Incentive	Manufacturing Trades and Aerospace ($5,100)	1
Mabton SD	Incentive	Construction Trades ($5,100)	1
Marysville SD	Pilot	Manufacturing Trades and Aerospace ($5,100)	4
Marysville SD	Incentive	Dynamic Arts Project and trades ($15,000)	2
Moses Lake SD	Incentive	Culinary-Bakery/Café/Catering ($9,500)	1
Tri Tech Skills Center	Pilot	Construction Trades ($15,000)	7
White River SD	Pilot	Early Childhood Education ($15,000)	1
Yakima SD	Pilot	Naval Shipyard Trades ($7,000)	2
Yakima SD	Incentive	Construction Trades ($5,100)	2

Postsecondary- A project available for replication and funded by Perkins Leadership is an interactive web page for co-op/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.

Several colleges were awarded funds for projects designed to support competency-based education programs that integrate and strengthen real-world components and industry skill standards. One project developed this year was to give students real-world experience by creating a PC repair clinic to teach troubleshooting, research of solutions and applying solutions that match industry practices.

Supporting family and consumer sciences programs

OSPI continue to support family and consumer sciences programs through various programs and grants. In 2010-11 Moses Lake and White River School Districts received incentive grants in the areas of Early Childhood Education and Culinary-Baker/Café/Catering to supporting family and consumer sciences programs.

Moses Lake - Culinary Arts
Eight students placed in work-based learning positions at four local business and efforts are continuing to explore registered apprenticeship opportunities with local businesses and articulations with community college programs. Articulation agreements are in place with the Seattle Art Institute and efforts continue with Spokane Community College and the Inland Culinary Institute.

The district's grant coordinator has established work-based learning positions with the following entities: 1) A restaurant at Moses Pointe; 2) Cakes by Mary; 3) Classy and Crazy Cakes; and 4) Porterhouse Restaurant. Currently, there is one student working the front-of-the house at Moses Pointe, two working at Cakes by Mary, two at Classy and Crazy Cakes, and three at

the Porterhouse Restaurant. The coordinator made a trip to Sun Mountain Lodge to get information about their registered apprenticeship program and how it might be replicated. The grant served 65 students enrolled at the Chief Academy Café.

White River - Early Childhood Development
Through the Family and Consumer Science Department the district offers numerous courses including Child Development I, II, and III. Students (150) in these courses develop career skills as childcare providers and have opportunities to work with young children at local elementary schools and at the on-site daycare. Students can also connect with the apprenticeship program and begin earning their required hours. The Child Development courses are articulated with local community and technical colleges through the tech prep consortia. Students are then able to continue on to their postsecondary education in Child Development and continue on their apprenticeship hours. Two high school students participated in the opportunity. Teachers continue to work with community and technical colleges to ensure the opportunity for articulation courses.

The CTE Director worked closely with the White River High School principal and administrative team to educate them about the apprenticeship opportunities for students involved in the child development program so they could speak with parents and community members about it. Together with the apprenticeship instructor presentations were given to the school board with an opportunity to ask questions and talk about the benefit students would have from the opportunity. The program advisory committee was instrumental in helping the program move forward. Last, work continues with the local tech prep consortia to offer articulations for the program.

In addition, the Graduation, Reality And Dual-role Skills (GRADS) is a Family and Consumer Science program for pregnant and parenting students that provides on-site or nearby childcare and instruction in positive self-esteem, pregnancy, parenting, academic achievement, economic independence, and preparation for graduation. During 2010-11, 505 students were enrolled in 18 GRADS programs across the state and over 70% earned a high school diploma, received a GED, or planned to continue in GRADS or another school program. Nationally, 70% of pregnant and parenting students drop out of school, so GRADS is an effective dropout prevention program that flips the odds and helps two generations of Washingtonians.

This year, OSPI began working in partnership with the Washington State Department of Health, the Office of the Attorney General, the Washington State Coalition Against Domestic Violence, the Washington Coalition of Sexual Assault Programs, and Within Reach to increase support for pregnant and parenting teens and to improve services for pregnant and newly parenting victims of sexual and domestic violence and/or stalking. The work has been made possible through a three-year Pregnancy Assistance Fund Grant from the U.S. Department of Health & Human Services' Office of Adolescent Health.

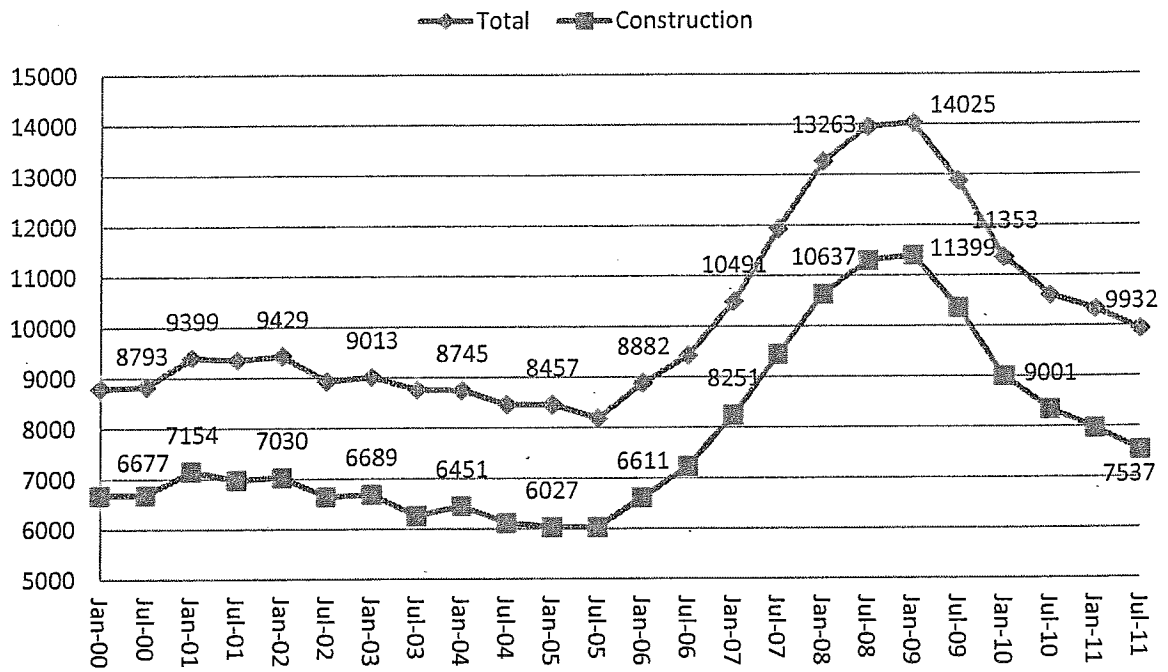
OSPI's grant work has focused on GRADS teacher trainings, updating the curriculum framework, and increasing enrollment through outreach and the addition of new sites. Communities where GRADS programs are located have also been funded to develop a network that supports pregnant and parenting teens and their families.

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

Secondary – The demand for registered apprentices in the State of Washington has declined in recent years as the economic slowdown continues (see graph below). The sharp increases, driven by demand for apprentices in the construction workforce, have turned to sharp declines, driven by the lack of demand for apprentices in construction. Despite the current economic downturn, skilled labor demand in the construction industry is expected to outpace supply in the next five to ten years as unprecedented numbers of workers retire. Given the long term need for skilled construction workers, the excellent wage and employment outcomes related to apprenticeship programs, and the widespread application of apprentice utilization provisions on public works contracting, apprenticeship program sponsors maintain efforts to strengthen connections between K–12 schools, community and technical college programs, and workforce development system partners.

The Washington State Apprenticeship and Training Council's (WSATC) strategic plan includes expansion of apprenticeship opportunities for the citizens of Washington into occupations not traditionally included in apprenticeship. One of the key challenges for the registered apprenticeship system in this state and across the country is to create significant numbers of apprenticeship opportunities in industries other than construction. There are some encouraging apprenticeship initiatives in Washington's health care, cosmetology, early childhood education and aerospace manufacturing industries that are expanding apprenticeship opportunities beyond the building trades.

ACTIVE APPRENTICES
(ON THE FIRST DAY OF EVERY 6TH MONTH
JANUARY 2000 – JULY 2011)



OSPI continues to work with apprenticeship program representatives to refine the apprenticeship preparation framework. This framework contains the essential elements for schools seeking to conduct apprenticeship preparation education at the secondary level. The elements contained in the framework are a product of best practices from Running Start for the Trades pilot grant efforts and input from apprenticeship stakeholders in business, labor, government, and education.

The WSATC is also working with postsecondary career and technical education (CTE) stakeholders to provide for additional preparatory pathways for K–12 graduates. Given the average age of an apprentice starting out in their chosen occupation at 27, these postsecondary education and training options will be critical in bolstering the preparatory pipeline leading to registered apprenticeship opportunities.

Postsecondary – 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. 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 – Statewide programs of study (POS) training was conducted for administrators at the secondary and postsecondary levels. 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.

A system-wide project that supports development of courses and distance education is the Open Course Library (OCL). SBCTC launched the Open Course Library in October 2011. The library is a collection of expertly developed educational materials for 42 of the state's highest-enrolled college courses. The materials — including textbooks, syllabi, activities, readings, assessments — cost $30 or less per student and are freely available online under an open license for use by the

state's 34 public community and technical colleges, four-year colleges and universities, and anyone else worldwide. The project is set to expand to 81 courses by 2013.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*

N/A

Providing activities to support entrepreneurship education and training;

Secondary – A majority of our CTE classes are project based where students are asked to design and construct products that are sellable to the general public. Entrepreneurship stresses personal development and offers an interactive class environment where students learn teamwork and communication skills along with other proficiencies. Often times, districts use classroom instruction to introduce secondary students to the ideas and values of entrepreneurship and provide a vehicle for identifying, recruiting , and referring those who are interested in participating in more intensive entrepreneurship programs in the community. One example is at Snohomish High School where their manufacturing class designs a product, constructs, evaluates, creates a list and bill of materials, and completes a feasibility study to determine if this product is worthy. If so, a student or team of students will produce, market and sell the products to the community. In one case, Snohomish High school Panther Trailer Hitches were mass produced and sold to a retailer in the community. The proceeds from most sales go directly back to the school for cost of materials as well as benefiting their CTSO. In addition, CTE students participate in entrepreneurial competitive events at state career and technical student organization conferences. For example, as a result of the students supervised agricultural experience projects, they are heavily involved in entrepreneurship opportunities and activities.

Postsecondary – Perkins leadership replication grants are available for Entrepreneurship training projects. One of the options available is a project that allows students in hospitality programs to develop and launch their own virtual business.

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.

Postsecondary– One of the Perkins leadership projects available for replication is an interactive web page for co-op/internship students and employers to connect for a cooperative work experience and job placement. 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. The Career Pathways web tool was discussed previously in this document.

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. Washington proposed to use a 10-year growth model to attain annual increases to performances, and to expand the measure's breadth of programs annually.

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.

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

Secondary – RCW 28A.320.175 authorized OSPI to build a longitudinal student data system, which was named the Comprehensive Education Data and Research System (CEDARS). 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–The Tech Prep statewide enrollment and data collection system (SERS), starting in 2010-11 will provide student information that is not part of the current state data systems. Perkins data is gathered through a central data system for the state. 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 students with diverse backgrounds. Some districts adopted 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 used to support professional development through a Workforce Deans' training and Boot Camp 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- The Career Pathways web tool, a Programs of Study database and an interactive web page for co-op /internship students and employers to connect and recruiting and advising were funded with leadership funds. 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 2010-2011 the model focused on three auto certificated programs within the Transportation Cluster and four computer programs. 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.

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.

(In 2011-12, our state's 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.

Implementation of State Program Improvement Plans

Please review your state's accountability data in Part D of this report. If your state failed to meet at least 90 percent of a state-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please provide a state program improvement plan that addresses, at a minimum, the following items:

- The core indicator(s) that your state failed to meet at the 90 percent threshold;
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- The staff member(s) in the state who are responsible for each action step; and
- The timeline for completing each action step.

Secondary Action Steps: OSPI will be required to develop an action plan that identifies those school districts that did not meet their target/s, and will provide technical assistance to those school districts with deficiencies. OSPI will review the districts' current activities; will analyze the impact of those activities, and will encourage the districts to use their Perkins funds toward activities to improve local performance.

Staff Responsible
OSPI staff: Phouang Hamilton
Workforce Board staff: Terri Colbert
Timelines: January 2012 through June 2013

Postsecondary Actions Steps: SBCTC will be required to develop an action plan that identifies those college districts that did not make their goal. SBCTC will provide technical assistance to those colleges with deficiencies. SBCTC will review the colleges' current activities; will analyze the impact of those activities, and will encourage the colleges to use additional leadership funds toward activities to improve local performance.

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.

Staff Responsible
SBCTC staff: Tiffany Merkel
Workforce Board staff: Terri Colbert
Timelines: January 2012 through June 2013

Implementation of Local Program Improvement Plans

Secondary

✓ 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2: EDEN SUBMISSION
The Education Data Exchange Network (EDEN) captured 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2.

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 required districts to submit a signed copy of the plan to OSPI prior to the start of the 2011-12 school year.

Washington did not meet performance indicators 1S2: Academic Attainment in Mathematics and 2S1: Technical Skills Attainment.

Performance Plan for 1S2: Academic Attainment in Mathematics

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 help CTE instructors learn 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.

Below is a list of districts that did not meet target for 3 consecutive years (2008-09, 2009-10, 2010-11) by performance measures.

1S2: Sanctioned districts will be required to attend the workshops to aid the academic achievement of CTE students in the areas of mathematics.

1S2: Academic Achievement - Mathematics
Renton School District
Sunnyside School District
Warden School District

3S1: Sanctioned districts will be required to work with closely with school counselors and teachers to promote 13th year opportunities for high school graduates.

3S1: School Completion
Quillayute Valley School District
Stevenson Carson School District

6S1 & 6S2: Sanctioned districts will be required to introduce nontraditional career fields to students through guess speakers, field trip to local businesses and exposing students to activities that support nontraditional career field areas.

6S1: Nontraditional Participation
Ocean Beach School District

6S2: Nontraditional Completion
Longview School District
Camas School District

2S1 – Early on, the secondary system wanted to develop a measure that clearly identified the number of students who left their high schools with bona fide industry certifications; however, the method selected did not include the number of students who were assessed as successful when they completed their high school CTE programs. Therefore, the state revised the method that will be used in the future to gather data for this measure. In 2011-12, our state's 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

Colleges that do 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 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.

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 35,827 and the ninety percent level is 32,244. The actual level of performance was 39,029.

- ✓ The community and technical college system performance exceeded the performance goal for 2010-11.
- ✓ All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ Populations that had noticeable improvements were the Hispanic, those with a disability status and the economically disadvantaged.
- ✓ The SBCTC Student Achievement Initiative (SAI) rewards colleges for retaining students to levels of achievement and completion of certificates and degrees.

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

The target for this measure was 28,441 and the ninety percent level is 25,597. The actual level of performance was 31,078.

- ✓ The community and technical college system performance exceeded the performance goal for 2010-11.
- ✓ All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ Populations that had noticeable improvements were the Hispanic, those with a disability status and the economically disadvantaged and nontraditional enrollees.
- ✓ The SBCTC Student Achievement Initiative (SAI) rewards colleges for retaining students to levels of achievement and completion of certificates and degrees.

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

The target for this measure was 57.79% and the ninety percent level is 52.01%. The actual level of performance was 60.26%. The community and technical college system exceeded the target performance level.

- ✓ Twenty-eight colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ Six colleges did not make 90% of their goals. None of these colleges missed their goal the previous year.
  1. Bellingham Technical College (88%)
  2. Big Bend Community College (86%)
  3. Columbia Basin College (88%)
  4. Everett Community College (88%)
  5. Spokane Falls Community College (83%)
  6. South Seattle Community College (73%)

- ✓ South Seattle Community College had a first time performance drop under 90% of target. This college will be contacted to examine what factors have contributed to this drop.

- ✓ Most populations were stable or had a slight increase in performance in student retention or transfer performance. Two exceptions were very small populations that had shift of 13-60 students that show as a decrease for Hawaiian Islanders and Tech Prep students.
- ✓ Students are staying in school and moving toward completion due to the lack of employment available and state initiatives rewarding colleges for student retention and achievement (Student Achievement Initiative, SAI).

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 55.10% and the ninety percent level is 49.59%. The actual level of performance was 51.68%. The SBCTC achieved 94% of the target performance.

- ✓ Twenty-three colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ Eleven colleges did not make 90% of their goals and will write a performance improvement plan in their 2012-13 annual update for Perkins. In addition to writing a performance improvement plan, the three colleges (designated by an *) that missed their goal the last two or more years and will be required to direct 1.5% of total Perkins funds toward improvement of student placement performance in 2012-13.
  1. Bellingham Technical College (89%)
  2. Big Bend Community College (88%)
  3. Clover Park Technical College (86%)*
  4. Lake Washington Technical Institute (85%)*
  5. Seattle Central Community College (89%)
  6. Seattle Vocational Institute (83%)*
  7. Skagit Valley College (84%)
  8. South Puget Sound Community College (77%)
  9. Spokane Community College (86%)
  10. Spokane Falls Community College (78%)
  11. Wenatchee Valley College (89%)

The current economic conditions have impacted student placement into employment. Most of the populations have small changes of 1% and have remained stable or have a small decrease. The smallest populations of a few hundred show greater percent changes due to shifts of only a few individuals. Even in these times, research indicates there is still an economic benefit in employment for students that attain a skill, certificate or degree[2].

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 18.50% and the ninety percent level is 16.65%. The actual level of performance was 18.39%. The SBCTC achieved 99.4% of the target performance.

- ✓ Twenty-six colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ Eight colleges did not make 90% of their goals and will write a performance improvement plan in their 2012-13 annual update for Perkins. Five of the colleges (designated by an *) also missed their goal the last two or more years and will be required to direct 1.5% of total Perkins funds toward improvement of nontraditional student recruitment in 2012-13.
- ✓ Of the five colleges achieving less than 90% of their goal, three of them are technical colleges which have a historically difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges.
  1. Bates Technical College *
  2. Big Bend Community College*
  3. Clover Park Technical College*
  4. Columbia Basin College*
  5. Green River Community College

[2] WTECB Net Impact Study. http://www.wtb.wa.gov/Documents/3-CTC-ProfessionalTechnicalEducation-WTR_2007-08.pdf

6. Renton Technical College*
7. Skagit Valley College
8. Spokane Community College

5P2 - Activities will improve student completion of career and technical education programs that lead to employment in nontraditional fields.
The target for this measure was 18.00% and the ninety percent level is 16.2%. The actual level of performance was 16.92%. The SBCTC achieved 94.0% of the target performance.

- ✓ Twenty-three colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ Eleven colleges did not make 90% of their goals and will write a performance improvement plan in their 2012-13 annual update for Perkins. Seven of the colleges (designated by an *) also missed their goal the last two or more years and will be required to direct 1.5% of total Perkins funds toward improvement of nontraditional student completion performance in 2012-13.
- ✓ Of the eleven colleges achieving less than 90% of their goal, all five of the State's technical colleges were in that group. Technical colleges have a historically difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges.

1. Bates Technical College *
2. Bellingham Technical College
3. Big Bend Community College*
4. Clover Park Technical College*
5. Columbia Basin College
6. Everett Community College*
7. Lake Washington Technical Institute
8. Renton Technical College*
9. South Seattle Community College *
10. Shoreline Community College
11. Spokane Community College*

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.)

FY 2010-11 TECH PREP

District	Grant Award	
Bellevue	150,000	College Credit and Careers Network (C3N)
Bellingham	81,775	Whatcom Tech Prep Consortium
Big Bend	79,423	Basin Tech Prep Consortium
Centralia	73,224	Lewis and South Thurston Counties Consortium

Clark	79,293	Clark-Southwest Washington Consortium
Columbia Basin	80,106	Columbia Basin Consortium
Edmonds	82,574	Edmonds Tech Prep Consortium
Everett	82,283	Sno-Isle/Everett Community College Consortium
Grays Harbor	77,899	Twin County Consortium
Green River	136,472	South King County Tech Prep Consortium
Lower Columbia	84,549	Cowlitz-Wahkiakum Career Development Consortium
Olympic	87,671	West Sound Education Consortium
Peninsula	74,893	North Olympic Peninsula Consortium
Pierce District	133,176	Pierce County Careers Connection (PC3)
Seattle District	85,638	Tech Prep Seattle
Skagit Valley	86,669	Skagit/Island PrepWork Consortium
South Puget Sound	93,580	South Sound Tech Prep Partnership
South Seattle	78,363	Puget Sound Career Consortium
Spokane District	94,887	Northeast Washington Tech Education Consortium (NEWTEC)
Walla Walla	86,495	Southeastern Washington Tech Prep Consortium
Wenatchee Valley	79,249	North Central Washington Consortium
Yakima Valley	92,345	Yakima Valley Community College
System Total	**$2,000,564**	

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 the state's Tech Prep consortia have begun to use the Statewide Enrollment and Reporting System (SERS). The SERS system data will improve the State's ability to make programmatic changes based on data. Student enrollment information will be consistent across all 22 consortia. 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) tracks postsecondary enrollment data.

Three hundred and eighty-six schools participated in Tech Prep in 2010-11[3]. Tech Prep has highest participation rate of the dual credit options for students (Running Start, Advanced Placement, International Baccalaureate and College in the High School). Tech Prep has the lowest percent of gifted and highest percent of special educational (7.6% more) and bilingual students (6.7% more) than any other dual credit option offered. Students in Tech Prep comprise 81% of the total number of students eligible for free and reduced meals students participating in dual credit programs.[4]

Secondary Tech Prep Performance Measure		Numerator	Denominator	2010-11 Performance	Change from 2009-10 to 2010-11 Performance
1STP1	Enroll in postsecondary education	10,145	33,287	30.48%	-3.16
1STP2	Enroll in postsecondary education in the same field or major	829	33,287	2.49%	-2.17
1STP3	Complete a State or industry-recognized certification or licensure	1,324	33,287	3.98%	-0.21
1STP4	Complete course(s) that award postsecondary credit	30,657	33,287	92.10%	80.84
1STP5	Enroll in remedial mathematics, writing or reading course(s)	5,066	10,145	49.94%	-5.77

[3] OSPI, Student Information Office, CEDARS 2010-11.

[4] Report to the Legislature: Dual Credit Programs 2011, Mike Hubert. OSPI, December 2011.

In 2010-11, Tech Prep consortia made significant changes to their enrollment process and all consortia were using the Statewide Enrollment and Reporting System (SERS) in 2010-11. This allowed better matching between the secondary data and the postsecondary data. This is evidenced by the performance on *1STP4 Completing course(s) that award postsecondary credit.* In 2009-10, we reported that 11.26 % of the students received credit. However, this did not appear to be correct when there were 38,506 students from grades 9-12 transcribed for 222,360 college credits in 2009-10. In 2010-11, there were 33,983 students from grades 9-12 transcribed for 197,959 credits. The data reported for 2010-11, is 92.10 % of Tech Prep students that graduated from secondary schools and went on to postsecondary education had colleges credits prior to enrolling in college. The matching of data has improved between the educational systems.

The rate of remediation has decreased for Tech Prep Students entering college. In 2009-10 we reported that 55.71% of Tech Prep students took remedial courses, whereas only 49.94% of students took remedial courses in 2010-11.

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.

Postsecondary Tech Prep Performance Measure		2009-10 Performance	Numerator	Denominator	2010-11 Actual Performance	Change from 2009-10 to 2010-11 Performance
1PTP1	Employment in a related field after graduation	72.78%	113	158	71.52%	- 1.26%
1PTP2	Complete a State or industry-recognized certification or licensure	13.02%	6	158	3.80%	-9.22%
1PTP3	On-time completion of a 2-year degree or certificate	29.26%	119	387	30.75%	1.49%
1PTP4	On-time completion of a baccalaureate degree program	5.99%	37	646	5.73%	-0.26%

Postsecondary Performance Measures

1PTP1 - The number and percent of postsecondary education Tech Prep students who are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program.

The aggregate of all consortia produced a performance level of 71.52% for this measure. This is a slight decrease (1.26%) from 2009-10.

1PTP2 - The number and percent of postsecondary education Tech Prep students who complete a State or industry-recognized certification or licensure.

The aggregate of all consortia produced a performance level of 3.08% for this measure, a decrease of 9.22% percent from the previous year. The code used to report industry certifications is being phased out as colleges move from exit code to a code for short-term certificates. The SBCTC researchers working with the colleges on coding have identified that the Student Achievement Initiative (SAI) is one of the reasons that this code is not used as widely. The SAI is a new performance funding system for community and technical colleges. Its purposes are to both improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year, and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students. It represents a shift from funding entirely for enrollment inputs to also funding meaningful outcomes.

1PTP3 - The number and percent of postsecondary education Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program (three years).

The aggregate of all consortia produced a performance level of 30.75% on this measure, an increase of 1.49% from 2009-10. However, this measure does not reflect the differences in the course-load patterns between community and technical college students and those enrolled in universities. Two-year college students are more likely to be part-time and maybe delay

educational goals due to family and work demands, affecting not only on-time completion of an associate degree, but also the number of students who attempt or complete on-time graduation of a baccalaureate degree.

1PTP4 - The number and percent of postsecondary education Tech Prep students who complete a baccalaureate degree program within the normal time for completion of such program.

The aggregate of all consortia produced a performance level of 5.73% for this measure, a decrease of 0.26%. Due to the nature of the community and technical college CTE programs, students enrolled in CTE degree or certificate programs may not continue on into a baccalaureate program. Most technical associate degrees are terminal degrees and seldom articulate to baccalaureate degree programs. The state will continue to monitor this measure and report the data.[5]

WASHINGTON STATE SUPPLEMENTAL PERFORMANCE MEASURES

When core indicators were developed and targets negotiated during with the 1998 Perkins Act, the Workforce Board adopted three additional indicators to submit to the U.S. Department of Education: Earnings, Employer and Participant Satisfaction.

A. Recent Secondary Results

1. **Earnings:** The median annualized earnings of completers during the third quarter after leaving high school, excluding individuals who are enrolled in further education.

   The results for the 2007-08 exiters were $8,712. (expressed in 2009 dollars) Due to the onset of a severe recession, this result is substantially below the earlier years (as high as $12,200 in 2005-06). This result is based on vocational completers with valid social security numbers, who were employed and not enrolled in further education. Earnings results reflect regional Unemployment Insurance data, but exclude self-employment earnings.

2. **Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed secondary vocational education as evidenced by survey responses to a biennial survey.

   The most recent result, from the 2010 employer survey, which included hires in the 2009-10 year, is 95.8 percent satisfaction, based on question about satisfaction about overall quality and overall productivity of recent hires from Secondary CTE programs.

3. **Participant Satisfaction:** The percentage of participants who report satisfaction with secondary vocational-technical education as evidenced by survey responses.

   The most recent results, from the survey of students who exited during the 2009-10 school year, are 98.8 percent satisfaction.

B. Recent Postsecondary Results

1. **Earnings:** The median annualized earnings of exiters during the third quarter after leaving college, excluding individuals who are enrolled in further education.

   The results attained were $27,057 (expressed in 2009 dollars). This result exceeds the 2005-06 result of $25,496, despite the recession. The results are based on students exiting in 2007-08 with valid social security numbers, who were employed and not enrolled in further education. Earnings results reflect regional Unemployment Insurance data, but exclude self-employment earnings.

2. **Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed postsecondary vocational education as evidenced by survey responses to a biennial survey.

   The most recent result, from the 2010 employer survey, which included hires in the 2009-10 year, is 96.8 percent satisfaction, based on question about satisfaction about overall quality and overall productivity of recent hires from Community College CTE programs.

3. **Participant Satisfaction:** The percentage of participants who report satisfaction with postsecondary vocational-technical education as evidenced by survey responses.

   The most recent results, from the survey of students who exited during the 2005-06 school year, are 91.3 percent satisfaction.

[5] The state does not mandate that students take industry certification exams after most training programs nor does the state have funds to provide industry testing by third parties for students.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 5S1: Placement

State: Washington

Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	14575	24710	60.42%	58.98%	D	Y
2	GENDER						
3	Male	7286	13259		54.95%		
4	Female	7289	11451		63.65%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	253	587		43.10%		
14	Asian	1349	1853		72.80%		
15	Black or African American	693	1286		53.89%		
16	Hispanic/Latino	1309	2694		48.59%		
17	Native Hawaiian or Other Pacific Islander	66	146		45.21%		
18	White	10425	17394		59.93%		
19	Two or More Races	195	353		55.24%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	670	2000		33.50%		
23	Economically Disadvantaged	3712	7798		47.60%		
24	Single Parents	PNO	PNO		XXX%		
25	Displaced Homemakers	PNO	PNO		XXX%		
26	Limited English Proficient	208	524		39.69%		
27	Migrant Status	178	403		44.17%		
28	Nontraditional Enrollees	2473	4427		55.86%		
29	Tech Prep	7190	11963		60.10%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	6232			XXX%		
32	Employment	2656			XXX%		
33	Military	PNO			XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 1P1: Technical Skill Attainment
State: Washington

Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	39029	N/P		XXX%		
2	GENDER						
3	Male	17244	N/P		XXX%		
4	Female	21785	N/P		XXX%		
5	RACE/ETHNICITY *(1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	492	N/P		XXX%		
14	Asian	2568	N/P		XXX%		
15	Black or African American	1844	N/P		XXX%		
16	Hispanic/Latino	2888	N/P		XXX%		
17	Native Hawaiian or Other Pacific Islander	202	N/P		XXX%		
18	White	26127	N/P		XXX%		
19	Two or More Races	1174	N/P		XXX%		
20	Unknown	3734	N/P		XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	2208	N/P		XXX%		
23	Economically Disadvantaged	11666	N/P		XXX%		
24	Single Parents	2833	N/P		XXX%		
25	Displaced Homemakers	223	N/P		XXX%		
26	Limited English Proficient	691	N/P		XXX%		
27	Nontraditional Enrollees	4601	N/P		XXX%		
28	Tech Prep	248	N/P		XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 2P1: Credential, Certificate, or Degree

State: Washington

Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	31078	0		XXX%		
2	GENDER						
3	Male	13404			XXX%		
4	Female	17674			XXX%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	355			XXX%		
14	Asian	2136			XXX%		
15	Black or African American	1399			XXX%		
16	Hispanic/Latino	2331			XXX%		
17	Native Hawaiian or Other Pacific Islander	165			XXX%		
18	White	20543			XXX%		
19	Two or More Races	953			XXX%		
20	Unknown	3196			XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	1498			XXX%		
23	Economically Disadvantaged	8953			XXX%		
24	Single Parents	1753			XXX%		
25	Displaced Homemakers	156			XXX%		
26	Limited English Proficient	535			XXX%		
27	Nontraditional Enrollees	3375			XXX%		
28	Tech Prep	174			XXX%		
29	DISAGGREGATE INDICATORS						
30	Credential	3307			XXX%		
31	Certificate	8790			XXX%		
32	Degree	18981			XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 3P1: Student Retention or Transfer

State: Washington

Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	44628	74062	57.79%	60.26%	E	Y
2	GENDER						
3	Male	20848	35919		58.04%		
4	Female	23780	38143		62.34%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY * (1997 Revised Standards)						
13	American Indian or Alaska Native	590	1054		55.98%		
14	Asian	2740	4217		64.98%		
15	Black or African American	2639	4857		54.33%		
16	Hispanic/Latino	3408	6020		56.61%		
17	Native Hawaiian or Other Pacific Islander	272	537		50.65%		
18	White	28733	46139		62.27%		
19	Two or More Races	1521	2556		59.51%		
20	Unknown	4725	8682		54.42%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	2198	3632		60.52%		
23	Economically Disadvantaged	16237	24478		66.33%		
24	Single Parents	3951	7574		52.17%		
25	Displaced Homemakers	172	255		67.45%		
26	Limited English Proficient	1853	4240		43.70%		
27	Nontraditional Enrollees	5976	11470		52.10%		
28	Tech Prep	265	454		58.37%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 4P1: Student Placement

State: Washington

Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	21334	41283	55.10%	51.68%	D	Y
2	GENDER						
3	Male	9225	19231		47.97%		
4	Female	12109	22052		54.91%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	274	630		43.49%		
14	Asian	1292	2360		54.75%		
15	Black or African American	1021	2195		46.51%		
16	Hispanic/Latino	1680	3064		54.83%		
17	Native Hawaiian or Other Pacific Islander	122	240		50.83%		
18	White	14545	27951		52.04%		
19	Two or More Races	610	1149		53.09%		
20	Unknown	1790	3694		48.46%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	948	2562		37.00%		
23	Economically Disadvantaged	6422	12611		50.92%		
24	Single Parents	1951	4198		46.47%		
25	Displaced Homemakers	127	269		47.21%		
26	Limited English Proficient	519	1071		48.46%		
27	Nontraditional Enrollees	2930	5674		51.64%		
28	Tech Prep	160	307		52.12%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship	470			XXX%		
31	Employment	20739			XXX%		
32	Military	125			XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P1: Nontraditional Participation

State: Washington

Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	16972	92314	18.50%	18.39%	D	Y
2	GENDER						
3	Male	8130	44796		18.15%		
4	Female	8842	47518		18.61%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY * (1997 Revised Standards)						
13	American Indian or Alaska Native	303	1426		21.25%		
14	Asian	1096	5163		21.23%		
15	Black or African American	1447	6031		23.99%		
16	Hispanic/Latino	1316	7506		17.53%		
17	Native Hawaiian or Other Pacific Islander	126	658		19.15%		
18	White	10377	58775		17.66%		
19	Two or More Races	640	2740		23.36%		
20	Unknown	1667	10015		16.65%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	1213	5500		22.05%		
23	Economically Disadvantaged	6116	33027		18.52%		
24	Single Parents	2074	11330		18.31%		
25	Displaced Homemakers	80	545		14.68%		
26	Limited English Proficient	962	4893		19.66%		
27	Tech Prep	217	869		24.97%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P2: Nontraditional Completion
State: Washington
Program Year: 2010-2011

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	6933	40964	18.00%	16.92%	D	Y
2	GENDER						
3	Male	3224	18690		17.25%		
4	Female	3709	22274		16.65%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY * (1997 Revised Standards)						
13	American Indian or Alaska Native	114	566		20.14%		
14	Asian	521	2642		19.72%		
15	Black or African American	482	2337		20.62%		
16	Hispanic/Latino	488	3131		15.59%		
17	Native Hawaiian or Other Pacific Islander	35	223		15.70%		
18	White	4467	27146		16.46%		
19	Two or More Races	230	1096		20.99%		
20	Unknown	596	3823		15.59%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	511	2638		19.37%		
23	Economically Disadvantaged	2671	16233		16.45%		
24	Single Parents	733	4576		16.02%		
25	Displaced Homemakers	40	339		11.80%		
26	Limited English Proficient	194	1332		14.56%		
27	Tech Prep	70	353		19.83%		

Comment:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
SECONDARY LEVEL

State: Washington
Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education	10145	33287	30.48
2	1STP2	Enroll in postsecondary in the same field or major	829	33287	2.49
3	1STP3	Complete a State or industry-recognized certification or licensure	1324	33287	3.98
4	1STP4	Complete course(s) that award postsecondary credit.	30657	33287	92.10
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	5066	10145	49.94

Comment:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
POSTSECONDARY LEVEL

State: Washington
Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1PTP1	Employment in related field after graduation.	113	158	71.52
2	1PTP2	Complete a State or industry-recognized certificate or licensure	6	158	3.80
3	1PTP3	On-time completion of a 2-year degree or certificate.	119	387	30.75
4	1PTP4	On-time completion of a baccalaureate degree program.	37	646	5.73

Comment: