



STATE OF WASHINGTON

## Workforce Training and Education Coordinating Board

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March 11, 2014

Edward R. Smith, Chief  
Program Administration Branch  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U.S. Department of Education  
Potomac Center Plaza  
550 12th Street SW, Room 11060  
Washington, DC 20202-7241

Dear Mr. Smith:

Enclosed is Washington state's revised Perkins Plan for Program Year 2014-2015. The basic goals and strategies of our state's Five-year Perkins Plan have not changed with this revision.

Washington's secondary and postsecondary state agencies will both use the Perkins Reserve funds to support career and technical education programs, with a focus on multiple pathways. The state will continue to use the 1-percent State Leadership fund to service individuals in our state's correction facilities. The funds are split 50/50 between secondary and postsecondary, thus providing training for both adult and youth offenders. Likewise, there is a continued 50/50 split in the \$150,000 to be expended for nontraditional programs and activities.

Washington's secondary 1S2 performance measure has been challenging for us because the data is based on the 10<sup>th</sup> grade standardized math assessment. At the time of the 10<sup>th</sup> grade assessment, students have not yet had the opportunity to enroll in a concentration of career and technical education coursework. Rarely have they reached concentrator status at the time of the assessment. While a significant number of Washington's secondary CTE courses provide integrated math, if the students are tested prior to taking these courses, the knowledge and learning taking place does not influence test results or affect performance data, as reported in the Perkins Consolidated Report (CAR). This challenge resulted in sanctions for our state during 2013-14. RTI was unable to fulfill our request for technical assistance to address this issue. Further math integration workshops were scheduled, and school districts in sanctions were required to attend at least one of these workshops.

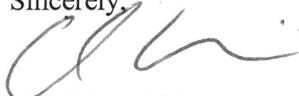
Through ongoing conversation with US Department of Education's OCTAE staff, it was determined that the state would be able to adjust the data input into the EDEN system for the 1S2 performance measure. OSPI will review this option to ensure it would be in alignment with OSPI's approved waiver request. If possible, then beginning in December 2014, the data reported in the CAR will include the results from the standardized math assessment as well as the results of CTE student retakes of this exam.



Washington continues to work with the secondary and postsecondary districts and colleges to develop promising program of study. There are opportunities to replicate some regional efforts, which we will pursue during the 2014-15 program year. The technical assistance provide by RTI in the development of a reporting system to track students in programs of study will hopefully provide us with the ability to gather meaningful data on the success of these students and their programs. Compelling data can affect replication efforts.

This plan includes Washington's proposed budget for 2014-15, as well as targets for the 14 performance measures. Please feel free to contact Terri Colbert at (360) 709-4623 for any additional information.

Sincerely,



Eleni Papadakis  
Executive Director

Enclosures

cc: Jim Crabbe, WA State Board for Community and Technical Colleges  
Marie Bruin, WA State Board for Community and Technical Colleges  
Kathleen Lopp, Office of Superintendent of Public Instruction  
Betty Klattenhoff, Office of Superintendent of Public Instruction  
Tiffany Merkel, WA State Board for Community and Technical Colleges  
Phouang Hamilton, Office of Superintendent of Public Instruction

## CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 PROGRAM YEAR 2015

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

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

### Revisions

During 2012 the Workforce Board adopted a new state strategic plan, *High Skills, High Wages 2012*<sup>1</sup>. This 10-year plan provides a multiple pathways approach to helping Washington's workers find high-skill, high-wage jobs, and helping employers find the skilled workers they need.

Goal 1 of *High Skills, High Wages 2012* is to establish multiple pathways for youth to connect to living-wage careers. The multiple pathways approach expands beyond the traditional education experience to heighten a student's understanding of career opportunities, as well as the student's perception of how classroom learning relates to the world of work.<sup>2</sup>

There are six objectives and multiple strategies that provide guidance in helping reach Goal 1:

- Objective 1: Improve availability and quality of career and education guidance for students in middle school, high school and postsecondary institutions.
  - Enhance career guidance for students.
  - Partner with employers to help students explore careers and workplaces.
- Objective 2: Identify, assess, and certify skills for successful careers.
  - Increase workplace and life skills development students.
  - Increase the use of industry-based skill standards, assessments, and credentials.
- Objective 3: Expand Programs of Study that bring together a sequence of career-focused courses that start in high school and extend through college.
  - Expand the use of Programs of Study.
  - Improve the transfer of credits earned in a student's Programs of Study.

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<sup>1</sup> <http://www.wtb.wa.gov/Documents/HSHW2012StrategicPlan.pdf>, *High Skills, High Wages 2012, Washington's 10-Year Strategic Plan for Workforce Development*

<sup>2</sup> Ibid.

- Objective 4: Increase work-integrated learning.
  - Increase the number and types of workplace experiences available to students and out of school youth.
  - Bring more work experiences into the classroom by engaging employers and workers.
  
- Objective 5: Improve student access and retention.
  - Expand high school dropout prevention and retrieval programs.
  - Increase non-traditional opportunities to obtain postsecondary certificates and degrees.
  - Provide wrap-around and new models of support and employment services including special services for diverse populations with multiple barriers to education and training.
  
- Objective 6: Job search and placement for people into first careers.
  - Help students locate and land jobs.<sup>3</sup>

With the Workforce Board's stronger emphasis on the alignment between the activities and programs funded with Carl Perkins and the goals, objectives and strategies of *High Skills, High Wages 2012*, changes have been made to the local plans for high school districts and two-year public colleges:

1. The Workforce Board, Office of Superintendent of Public Instruction (OSPI), and State Board for Community and Technical Colleges (SBCTC) will continue to promote Perkins investments of State Leadership and Reserve funds that address the objectives and strategies of Goal 1 of *High Skills, High Wages 2012* (HSHW 2012).
2. In the annual local Perkins planning document, districts/colleges now indicate the steps that they will take during the year to address one or more of the objectives in Goal 1 of HSHW 2012.
3. Beginning in June 2014, an analysis will be made of the steps that were implemented during the year, at the agency and the system levels, to make progress in meeting the objectives and strategies in Goal 1 of HSHW 2012.
4. Beginning in June 2014, to ensure that the activities of the secondary and postsecondary systems are being shared, an annual presentation by representatives from OSPI and SBCTC will be made to the Board. The presentation will focus on Perkins funded activities that promoted progress in reaching the objectives in Goal 1 of HSHW 2012.

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<sup>3</sup> Ibid.

## Accountability

The Office of Superintendent of Public Instruction is reviewing a potential change in the manner that the data is pulled and reported for the Perkins 1S2 Academic Attainment in Mathematics performance measure (below, as included in the Perkins plan FAUPL):

***Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of annual measureable objectives (AMO) who, in the reporting year, left secondary education.*

***Denominator:** Number of CTE concentrators who took the ESEA assessments in **mathematics** whose scores were included in the State's computation of AMO and who, in the reporting year, left secondary education.*

The staff at the Office of Career, Technical, and Adult Education (OCTAE) Division of the U.S. Department of Education advised the state that it would be possible to include those students who passed the assessment on subsequent retakes. This would result in change to the measurements approved in the state's waiver request. Staff at OSPI will need to further review this potential option. (Note: if this change is implemented in 2014 a revision request will be submitted, as well as a change to this annual plan revision.)

*Rationale for the proposed change:* Few students are enrolled in CTE in the 10<sup>th</sup> grade, and even fewer are concentrators at the time of testing. Using only the results of the 10<sup>th</sup> grade assessment, does not demonstrate the effective learning that takes place in CTE. Students who pass the math assessment after taking a concentration of CTE coursework will have increased access to relevant applied math concepts through CTE/math integration, which has been emphasized over the past several years. This revision will provide a reflection of enhanced learning through successful completion of CTE programs.

**PERKINS IV BUDGET**  
**For Federal funds that will be available beginning on July 1, 2014)**

STATE NAME: Washington State

| Line      | TITLE I: CAREER AND TECHNICAL ASSISTANCE TO STATES  |    |               |
|-----------|---|----|---------------|
| <b>1</b>  | <b>TOTAL ALLOCATION TO THE STATE</b>  |    |               |
| 2         | Total Title I Allocation to the State   | \$ | 20,736,066.00 |
| 3         | Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds                            | \$ | 0             |
| 4         | Total Amount of Combine Title I and Title II Funds to be distributed under Section 112 (line 2 + 3) | \$ | 20,736,066.00 |
| <b>5</b>  | <b>LOCAL FORMULA DISTRIBUTION</b>   |    |               |
| 6         | Local Formula Distribution (not less than 85%)  | \$ | 17,625,656.10 |
| <b>7</b>  | <b>RESERVE</b>  |    |               |
| 8         | Funds for Secondary Programs  | \$ | 775,528.87    |
| 9         | Funds for Postsecondary Programs  | \$ | 987,036.74    |
| 10        | Total Reserve (not more than 10% of line 6)   | \$ | 1,762,565.61  |
| <b>11</b> | <b>FORMULA ALLOCATIONS</b>  |    |               |
| 12        | Funds for Secondary Programs  | \$ | 7,755,288.68  |
| 13        | Funds for Postsecondary Programs  | \$ | 9,870,367.42  |
| 14        | Total Available for Formula Allocations (line 12 + 13)  | \$ | 17,625,656.10 |
| <b>15</b> | <b>STATE LEADERSHIP</b>   |    |               |
| 16        | Non-Traditional Training and Employment   | \$ | 150,000.00    |
| 17        | Corrections or Institutions   | \$ | 207,360.00    |
| 18        | Other State Leadership  | \$ | 1,716,246.00  |
| 19        | Total State Leadership (not more than 10%)  | \$ | 2,073,606.00  |
| <b>20</b> | <b>STATE ADMINISTRATION</b>   |    |               |
| 21        | State Administration (not more than 5%)   | \$ | 1,036,803.00  |
| <b>22</b> | <b>STATE ADMINISTRATION MATCH</b>   |    |               |
| 23        | State Administration Match (from non-federal funds)   | \$ | 1,036,803.00  |

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

**STATE NAME: WASHINGTON**

| Core Indicator   | Measurement Definition   | Measurement Approach                   | Final Agreed Upon Baseline                 | Year 1<br>7/1/07-<br>6/30/08 | Year 2<br>7/1/08-<br>6/30/09 | Year 3<br>7/1/09-<br>6/30/10 | Year 4<br>7/1/10-<br>6/30/11 | Year 5<br>7/1/11-<br>6/30/12 | Year 6<br>7/1/12-<br>6/30/13 | Year 7<br>7/1/13-<br>6/30/14 | Year 8<br>7/1/14-<br>6/30/15 |
|--|--|--|--|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| IS1<br>Academic Attainment in Reading/Language Arts      | Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of annual measureable objectives (AMO) and who, in the reporting year, left secondary education.<br><br>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AMO and who, in the reporting year, left secondary education. | State and Local Administrative Records | B: 63.30%<br>2010-11 Revised<br>B: 69.635% | L: 61.50%<br>A:              | L: 61.50%<br>A: 86.73%       | L: 74.3%<br>A: 87.18%        | L: 74.3%<br>A: 86.02%        | L: 72.2%<br>A: 83.67%        | L: 74.7%<br>A: 84.52%        | L: 77.2%<br>A:               | P: 79.8%                     |
| These targets are based on 2012 approved waiver request. |  |  |  |                              |                              |                              |                              |                              |                              |                              |                              |

| Core Indicator  | Measurement Definition   | Measurement Approach                   | Final Agreed Upon Baseline                         | Year 1                     | Year 2                     | Year 3                            | Year 4                            | Year 5                           | Year 6                          | Year 7                    | Year 8                    |
|---|--|--|--|----------------------------|----------------------------|-----------------------------------|-----------------------------------|----------------------------------|---------------------------------|---------------------------|---------------------------|
| IS2<br>Academic Attainment in Mathematics   | <p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of annual measurable objectives (AMO) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AMO and who, in the reporting year, left secondary education.</p> | State and Local Administrative Records | <p>B: 37.90%</p> <p>2011-12 Revised B: 60.214%</p> | <p>L: 43.60%</p> <p>A:</p> | <p>L: 43.60%</p> <p>A:</p> | <p>L: 62.40%</p> <p>A: 54.32%</p> | <p>L: 62.40%</p> <p>A: 48.82%</p> | <p>L: 63.5%</p> <p>A: 45.55%</p> | <p>L: 66.8%</p> <p>A: 66.49</p> | <p>L: 70.2%</p> <p>A:</p> | <p>P: 73.5%</p> <p>A:</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>These targets are based on 2012 approved waiver request.</p> </div> |  |  |  |                            |                            |                                   |                                   |                                  |                                 |                           |                           |

| Core Indicator                    | Measurement Definition   | Measurement Approach                   | Final Agreed Upon Baseline                                      | Year 1                     | Year 2                            | Year 3                            | Year 4                            | Year 5                            | Year 6                            | Year 7                     | Year 8                      |
|-----------------------------------|--|--|---|----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------|-----------------------------|
| 2S1<br>Technical Skill Attainment | <p><b>Numerator</b><br/>Number of exiting CTE concentrators who took and passed a state or nationally recognized assessment of technical skills and knowledge</p> <p><b>Denominator</b><br/>Number of exiting CTE concentrators who took a state or national recognized assessment of technical skills and knowledge</p> | State and Local Administrative Records | <p>B: 27.73%</p> <p>Revised B: 116</p> <p>Revised B: 56.41%</p> | <p>L: 38.21%</p> <p>A:</p> | <p>L: 27.73%</p> <p>A: 45.2%</p>  | <p>L: 257</p> <p>A: 111</p>       | <p>L: 320</p> <p>A: 48.82%</p>    | <p>L: 57.66%</p> <p>A: 98.25%</p> | <p>L: 58.91%</p> <p>A: 91.78%</p> | <p>L: 60.68%</p> <p>A:</p> | <p>P: 62.5%</p> <p>A:</p>   |
| 3S1<br>School Completion          | <p><b>Numerator:</b> Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who have left secondary education in the reporting year.</p>   | State and Local Administrative Records | <p>B: 86.00%</p>  | <p>L: 88.28%</p> <p>A:</p> | <p>L: 86.00%</p> <p>A: 87.74%</p> | <p>L: 87.26%</p> <p>A: 88.37%</p> | <p>L: 88.52%</p> <p>A: 89.05%</p> | <p>L: 89.78%</p> <p>A: 91.37%</p> | <p>L: 91.04%</p> <p>A: 85.95%</p> | <p>L: 93.77%</p> <p>A:</p> | <p>P: 91.79%*</p> <p>A:</p> |

\* The proposed target for 2014-15 is and average of the past 3 years of performance data plus 3 percentage points.

| Core Indicator  | Measurement Definition  | Measurement Approach                                     | Final Agreed Upon Baseline | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    | Year 6    | Year 7    | Year 8    |
|---|---|--|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 4S1<br>Student Graduation Rates   | <p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p> | State and Local Administrative Records                   | B: 78.80%                  | L: 69.00% | L: 70.00% | L: 73.00% | L: 73.00% | L: 79.1%  | L: 81%    | L: 82.9%  | P: 84.8%  |
|   |   |  | 2011-12 Revised B: 77.2%   | A: 75.73% | A: 79.62% | A: 79.5%  | A: 86.99% | A: 87.17% | A:        | A:        | A:        |
| 5S1<br>Placement  | <p><b>Numerator:</b> Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>   | State and Local Administrative Records or Student Survey | B: 74.36%                  | L: 75.83% | L: 73.40% | L: 74.86% | L: 60.42% | L: 62.42% | L: 66.42% | L: 68.41% | P: 70.46% |
|   |   |  |                            | A: 78.13% | A: 58.42% | A: 58.98% | A: 61.24% | A: 72.33% | A:        | A:        | A:        |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">           These targets are based on 2012 approved waiver request.         </div> |   |  |                            |           |           |           |           |           |           |           |           |

| Core Indicator                      | Measurement Definition  | Measurement Approach                   | Final Agreed Upon Baseline | Year 1                 | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6                 | Year 7                 | Year 8                 |
|-------------------------------------|---|--|----------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 6S1<br>Nontraditional Participation | <p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> | State and Local Administrative Records | B: 26.00%                  | L: 28.50%<br>A: 28.50% | L: 26.00%<br>A: 24.69% | L: 26.25%<br>A: 58.91% | L: 26.50%<br>A: 59.29% | L: 50.00%<br>A: 59.87% | L: 52.00%<br>A: 73.73% | L: 53.56%<br>A: 53.56% | P: 55.17%<br>A: 55.17% |
| 6S2<br>Nontraditional Completion    | <p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>           | State and Local Administrative Records | B: 34.0%                   | L: 39.46%<br>A: 39.46% | L: 34.00%<br>A: 31.09% | L: 34.25%<br>A: 60.67% | L: 34.50%<br>A: 61.05% | L: 50.00%<br>A: 60.16% | L: 52.00%<br>A: 81.35% | L: 53.56%<br>A: 53.56% | P: 55.17%<br>A: 55.17% |

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

**STATE NAME: WASHINGTON**

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

| Core Indicator                               | Measurement Definition   | Measurement Approach                   | Final Agreed Upon Baseline | Year 1          | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6                 | Year 7          | Year 8          |
|--|--|--|----------------------------|-----------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------|-----------------|
| <b>3P1<br/>Student Retention or Transfer</b> | <p><b>Numerator:</b> Number of CTE participants who are not yet concentrators at the beginning of the reporting year, who became CTE concentrators or enrolled in other higher education, including apprenticeship, during the reporting year</p> <p><b>Denominator:</b> Number of CTE participants during the reporting year who are not yet concentrators at the beginning of the reporting year</p> | State and Local Administrative Records | B: 62.4%                   | L: 65.00%<br>A: | L: 62.40%<br>A: 55.75% | L: 64.40%<br>A: 57.56% | L: 57.79%<br>A: 60.26% | L: 58.95%<br>A: 61.91% | L: 60.13%<br>A: 63.72% | L: 61.33%<br>A: | P: 62.55%<br>A: |
| <b>4P1<br/>Student Placement</b>             | <p><b>Numerator:</b> Number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit</p> <p><b>Denominator:</b> Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the 3<sup>rd</sup> quarter after exit</p>              | State and Local Administrative Records | B: 58.0%                   | L: 65.90%<br>A: | L: 58.00%<br>A: 56.23% | L: 58.47%<br>A: 51.81% | L: 55.10%<br>A: 51.68% | L: 56.20%<br>A: 53.86% | L: 57.32%<br>A: 57.63% | L: 55.45%<br>A: | P: 57.39%<br>A: |

| Core Indicator                             | Measurement Definition   | Measurement Approach                   | Final Agreed Upon Baseline | Year 1<br>7/1/07-<br>6/30/08 | Year 2<br>7/1/08-<br>6/30/09 | Year 3<br>7/1/09-<br>6/30/10     | Year 4<br>7/1/10-<br>6/30/11     | Year 5<br>7/1/11-<br>6/30/12     | Year 6<br>7/1/12-<br>6/30/13     | Year 7<br>7/1/13-<br>6/30/14 | Year 8<br>7/1/14-<br>6/30/15 |
|--|--|--|----------------------------|------------------------------|------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|------------------------------|------------------------------|
| <b>5P1</b><br>Nontraditional Participation | <b>Numerator:</b> Number of CTE participants from underrepresented gender groups who enrolled in a non-traditional program during the reporting period<br><b>Denominator:</b> Number of CTE participants in non-traditional programs during the reporting period | State and Local Administrative Records | B:<br>18.00%               | L:<br>18.90%<br><br>A:       | L:<br>18.00%<br><br>A:       | L:<br>18.25%<br><br>A:<br>17.06% | L:<br>18.50%<br><br>A:<br>18.39% | L:<br>18.75%<br><br>A:<br>18.51% | L:<br>19.00%<br><br>A:<br>18.81% | L:<br>19.0%<br><br>A:        | P:<br>19.25%<br><br>A:       |
| <b>5P2</b><br>Nontraditional Completion    | <b>Numerator:</b> Number of CTE completers from underrepresented gender groups who enrolled in a nontraditional program during the reporting period<br><b>Denominator:</b> Number of CTE completers in nontraditional programs during the reporting period       | State and Local Administrative Records | B:<br>17.50%               | L:<br>18.40%<br><br>A:       | L:<br>17.50%<br><br>A:       | L:<br>17.75%<br><br>A:<br>17.34% | L:<br>18.00%<br><br>A:<br>16.92% | L:<br>18.25%<br><br>A:<br>17.04% | L:<br>18.50%<br><br>A:<br>17.03% | L:<br>18.5%<br><br>A:        | P:<br>18.5%<br><br>A:        |

**STUDENT DEFINITIONS: WASHINGTON**

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

**Office of Career, Technical, and Adult Education  
Division of Academic and Technical Education**

**Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)**

**ATTESTATION OF FINAL AGREED UPON PERFORMANCE LEVELS FOR  
PROGRAM YEAR EIGHT FOR  
THE PERKINS IV CORE INDICATORS OF PERFORMANCE**

I, \_\_\_\_\_ Eleni Papadakis \_\_\_\_\_, State Director for Career and technical Education for the State of \_\_\_\_\_ Washington \_\_\_\_\_, certify that the attached Final Agreed Upon Performance Levels (FAUPL) form, which includes revisions, if any, to our State's measurement definitions, measurement approaches, baseline data, and/or performance levels for program year eight (July 1, 2014 – June 30, 2015), for the Perkins IV core indicators, is accurate and complete. I understand that this document will be incorporated into our State's July 1, 2014, Perkins IV grant award notifications and that our State will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to Section 123(a)(1) of Perkins IV.



\_\_\_\_\_  
Signature/Date  
State CTE Director

\_\_\_\_\_  
Signature/Date  
Perkins Regional Accountability Specialist