2017 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 2017

Consolidated Annual Report, Program Year 2016 - 2017 Washington

Step 3: Use of Funds: Part A

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

Yes

Yes; WA used Perkins funds to develop valid and reliable assessments of technical skills, as follows:

SECONDARY EDUCATION SYSTEM

The Office of the Superintendent of Public Instruction (OSPI) continues to collaborate with Precision Exams, to offer technical assessments to local school districts. This partnership allows Precision Exams to deliver industry-recognized, validated, and standardized Career and Technical Education (CTE) skills assessments to secondary CTE students throughout the state of Washington. Precision Exams offers pre-assessment, post-assessment, and single exams. In 2016-2017, Precision Exams reported the following usage data:

13,447 students tested in Single Exams; Single Exam represented 114 different test types

59,236 students tested in Pre-Exams; Pre-Exams represented 140 different test types

39,959 students tested for Post-Exams; Post-Exams represented 129 different test types

Total Numbers: 112,642 students were tested through 383 different test types

Additionally, Washington's contract with Precision Exams included development of a Washington Career Skills Certificate. To earn the Washington Career Skills Certificate, students must achieve a passing score on their online exam, as well as successfully complete the tasks listed on the corresponding Performance Standard Evaluation checklist with their teacher. Use of this certificate continues to increase across the state.

OSPI also maintains a strong partnership with Microsoft Imagine Academy. This relationship provides online curriculum and certification opportunities for students, grades 7-12. Microsoft Imagine Academy provides up-to-date curricula and resources to train and certify students and educators on Microsoft products and technologies. Students gain valuable skills for college and career that will help them succeed in an increasingly digital global economy across the four following areas:

1. Computer Science

2. IT Infrastructure

3. Data Science

4. Productivity

The 2016-2017 Microsoft Imagine Academy reported data was::

3,974 Middle school (7/8 grade) exams taken); 886 passed

69,524 High School (9-12 grade) exams taken ; 22,654 passed

High School Certifications Earned by Application (Grades 9-12)

PowerPoint – 6,910

Word – 6,816

Excel – 2,836

Word Expert – 437

Outlook – 420

OneNote – 296

Access – 269

Excel Expert – 107

MTA – 100

SharePoint - 25

Middle School Certification Earned by Application (Grades 7-8)

PowerPoint – 406

Word – 404

Excel – 28

Word Expert – 5

Excel Expert – 2

Access – 2

OneNote – 1

Top 3 High Schools by Pass Rate in MOS (Microsoft Office Specialist)

Walla Walla High School - 93.32%

Sequim Sr. High School - 83.33%

Bainbridge High School – 80.00%

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, CTE programs (generally referred to as professional technical programs or, "prof/tech") at WA community and technical colleges ("CTCs") go through an external review process performed by the Perkins Program Administrator for the Washington State Board for Community and Technical Colleges (SBCTC); this includes an analysis of student learning outcomes. Valid and reliable assessments of CTE skills are also examined by college "Prof/Tech" advisory committees. College retention and graduation rates, employment attainment and wages, industry certification pass rates, and employer satisfaction surveys are evaluated. Colleges develop prof/tech (CTE) program competencies benchmarked against industry skills standards, whenever possible; when unavailable, Washington's Centers of Excellence work directly with industry to develop skills standards. To the extent possible, industry certifications are integrated into coursework from which students' knowledge, skills and abilities (KSAs) are tested. Faculty are then able to identify performance gaps when assessment scores fall below industry standards. Examples of assessment strategies from Washington colleges and CTE programs include the following:

Regulatory and Credentialing Agency Standards

Nursing program curriculum is written in accordance with the standards established by the Nursing Care Quality Assurance Commission of Washington State;

National Automotive Technician Education Foundation (NATEF) approves Auto Technology curriculum that prepares students for Automotive Service Excellence (ASE) certification;

National Court Reporting Agency (NCRA) accredited curriculum for is used for students pursuing licensure as court reporters, closed "captioners," and/or real-time webcasters;

Medical Assistant curriculum meets the Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation standards.

Industry-Based Assessments

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

Advanced Manufacturing programs incorporate National Institute for Metalworking Skills (NIMS) credentials and require students to take four certification exams as part of the curriculum;

Computer Network Administration programs embeds CISCO and Microsoft standards into the curriculum.

Post-Graduation Surveys

Professional/technical program graduates and their employers are surveyed, annually, to judge the relevance of the education and technical skills students receive. College "Prof Tech" Administrators are provided with results of these surveys and any program recommendations noting deficiencies or quality issues, changing workplace demands, or other concerns for reference in future academic planning.

Other programs are assessed through external approval and accreditation such as the Accreditation Council for Business Schools and Programs, American Bar Association (for Paralegal programs) or the Federal Aviation Administration (for Aviation Maintenance, Electronics, Pilot, and Unmanned Aerial Vehicle training). Industry-specific regulatory bodies such as the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Nursing Care Quality Assurance Commission of Washington State provide assessments, as well.

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

Yes

Yes; WA used Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes, as follows:

SECONDARY EDUCATION SYSTEM

The Office of the Superintendent of Public Instruction (OSPI) uses Perkins funding, in part, for staff who manage the Comprehensive Education Data and Research System, (CEDARS), a longitudinal data system to collect, store and report data related to students, courses, and teachers in order to meet state and federal reporting requirements, including CTE. One such report is the Annual CTE Student Enrollment Review, known as the P210VOC. Additional district and school information is collected through the Education Data System.

Once CTE enrollment is input through the districts' data systems, (not all school districts use the same data platform), data transfers to CEDARS from which various reports are generated. In 2016-17, anomalies identified in CEDARS CTE data and irregular trending of performance indicators warranted further investigation. It has since been determined that the definitions of CTE "participant," "completer," and "concentrator," with respect to reporting CTE enrollment data, are not always defined in accordance with WA's Five-Year Plan (as revised and approved). For example, at times, an understanding of the term, "completer," was exchanged for the word, "completion."

Over time, with new staff at both the district as well as at the agency level, training gaps, misinterpretation of terms, incorrect business rules for extracting data from CEDARS, or for other reasons, secondary CTE enrollment (as quantified, reported and subsequently calculated as either participants, completers, or concentrators) has resulted in compromised data and performance metrics.

It is not possible to identify a point in time when these errors initially occurred or the extent to which the errors are manifested at the local or agency levels. The Workforce Board Research & Data staff, in collaboration with data staff at the secondary education system level, as well as the combined efforts of both Workforce Board and OSPI CTE management staff, will work together to ensure that business and data rules are accurate and replicable, and that reported data is randomly sampled to validate enrollment of participants, completers, or concentrators, to the extent that it is possible to do so. In addition, OSPI CTE staff will work closely with the districts during Comprehensive Program Reviews, conferences, professional development training, and one-on-one opportunities, to resolve these issues with student data, as input at the local levels, and as extracted from the agency level. This will facilitate cleaner, more meaningful data.

The state's Education Research & Data Center (ERDC) also compiles data about students as they move through school to the workforce or, otherwise, through a longitudinal data system that includes critical information on Washington students across multiple sectors. These sectors include early learning, K-12, post-secondary, and workforce sectors, collectively referred to as "P20W" (preschool to grade 20 to workforce). In order to specifically report on Perkins performance indicator 5S1, Placement, and analyze employment information for students who have left secondary education, ERDC analyzes information from WA's Employment Security Department, WA Dept. of Social and Health Services, National Student Clearing House, and neighboring states, (Idaho, Oregon), when possible. However, timely military and employment information is not always provided; this has impacted the data that drives the results of the state's 5S1 Perkins Performance indicator. Other sources and strategies to collect data on employment outcomes will have to be determined.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, SBCTC Data Analysts manage Perkins data reporting requirements. They are responsible for maintaining data dictionaries as well as providing technical assistance on coding and reporting processes to ensure that Perkins performance data is reported consistently and accurately across all colleges in the system. Perkins performance data, disaggregated by individual college data, not population groups, is presented in Tableau format on SBCTC's website. The Workforce Board will continue to work with its postsecondary partner to develop processes by which to verify and validate Perkins enrollment and performance data as well as disaggregate data by population segments.

Consolidated Annual Report, Program Year 2016 - 2017 Washington

Step 3: Use of Funds: Part B

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

Yes, WA assessed CTE programs funded under Perkins IV.

ASSESSMENTS

SECONDARY EDUCATION SYSTEM

The Comprehensive Education Data and Research System (CEDARS), a web-based system, is used to collect data on students in K-12, including CTE programs. Raw data is first uploaded into CEDARS by districts, and then, disaggregated by race/ethnicity and special population categories at OSPI. Performance levels are identified for each of the Perkins Core Performance Indicators, by population group, career cluster, and school. Schools are required to develop Performance Improvement Plans for each indicator they have failed to meet and, prior to being awarded any new Perkins dollars.

OSPI performs routine monitoring of CTE programs in LEAs through a Consolidated Program Review (CPR) process. Due to the large number districts in the state, (currently 295) districts are scheduled for review based upon an informed risk analysis that determines their potential to be out of compliance with federal—or state—programs. However, OSPI reserves the right to monitor districts at any time, regardless of their CPR schedule. If a district has multiple areas out of compliance, they may be scheduled for another review in the following year. OSPI's monitoring and review process includes visiting district offices, individual school sites and programs, and skills centers. Prior to each onsite visit, CTE staff conducts a desk audit to determine potential problem areas, including a review of local performance data of their Perkins Core Performance Indicators and CTE enrollment as reported to CEDARS. The desk audit requires the district to provide evidence of alignment to required expectations outlined within Perkins, once OSPI staff are on site, districts may be asked to provide further evidence. Technical assistance is provided to assist the districts in any areas identified as weak or out of compliance, and an action plan is required to provide guided follow up.

District CTE Administrators assess their own CTE Programs by conducting an Annual Program Evaluation as required by state law. These evaluations align with current standards and indicators, contracted evaluation services, course frameworks (program approval/re-approval process) and/or other local indicators as determined by the local advisory committee. Perkins applications have been amended to include a required upload of the local evaluation documentation prior to applications being approved.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, while the SBCTC Perkins Program Administrator conducts on-site, in-person reviews of Perkins program activities on a rotating schedule, technical assistance is provided on an on-going basis to ensure funding is appropriately utilized in accordance with approved, individual local plans. Additionally, colleges conduct their own internal program reviews depending upon a variety of factors. Programs such as Cybersecurity may have more frequent reviews due to rapid changes in the field and industry-driven needs. At the end of each academic year, colleges receiving Perkins funding submit final reports to the Perkins Program Administrator for review and approval.

Professional-Technical Advisory Committees, which include employer and employee representatives as well as a Joint Apprenticeship and Training Council (JATC) representative, also review local program reviews in order to provide recommendations to instructors and administrators. Some of the committees also have a student representative. Advisory committees serve an important role including the following:

Provide recommendations to update, modify, expand and improve the quality of professional-technical program curriculum;

Support and strengthen the relationship between business, labor, the community, and institutions of higher education;

Promote goals and objectives of a vocational education pathway to parents, employers, and the community.

The SBCTC Perkins Program Administrator monitors the convening and attendance of college advisory committees as part of routine Perkins program monitoring.

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

USE of TECHNOLOGY in CTE

SECONDARY EDUCATION SYSTEM

Throughout the secondary education system, many school districts utilized Perkins funds to expand, improve, and support the use of technology in CTE programming. Districts work with industry partners serving on their advisory committee to project the equipment and technology needs for secondary CTE programs. Examples vary from the purchase of 3D printers, to laser cutter engravers – from welders to self-watering systems, and enclaves.

Additional supports related to technology include:

STEM

The OSPI Science, Technology, Engineering and Mathematics (STEM) supervisor is employed within the CTE department to provide a direct support to CTE programs. STEM curriculum provides students with practical ways to understand, apply, and synthesize fundamental learning points in their CTE classes.

In 2016-2017, 170 school districts offered at least one STEM CTE Course to 47,636 Middle School Students and 24,567 High School Students.

Project Lead the Way

Project Lead the Way (PLTW) curriculum was integrated into Washington's school districts for the purpose of creating more engaging, real-world, applied learning experiences that empower secondary education students to gain the skills they need to thrive in college, career, and beyond. PLTW's research-supported approach empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. PLTW high school programs such as Computer Science engages students in true-to-life activities like developing problem-solving apps. PLTW Engineering immerses students in activities like designing a home, programming electronic devices, or exploring algae as a biofuel source. PLTW Biomedical Science students step into the roles of medical investigators, surgeons, and biomedical engineers.

Funding was provided for teachers to receive training, resources, and support to incorporate PLTW curriculum into their existing programs. In 2016-17, PLTW's "footprint" in the state programs included the following:

55 PLTW programs in Biomedical Science

15 PLTW programs in Computer Science

74 PLTW programs in Engineering

140 PLTW programs in Gateway

53 PLTW programs in Launch

In addition, OSPI partners with Precision Exams and the Microsoft Imagine Academy to assess students' technology skills.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, Perkins funds were used throughout the community college system to support technology in CTE. Through collaboration with Advisory Committees and industry, colleges determine what technology is necessary to deliver relevant, industry-driven instruction. Examples include the following:

· Radiographic Dryview Printer was purchased with Perkins funding for Radiologic and Veterinary Technology programs

· A HP Pagewide 4000XL wide format plotter/scanner was purchased for the Architectural Technology students for outputting hard copy construction documents and portfolio examples;

· A Grason Stadler AudioStar Pro Clinical Two-Channel Audiometer was purchased for the Hearing Instruments Specialist Program;

· Portable shortwave diathermy unit, identical to those utilized in skilled nursing homes and outpatient clinics for a Nursing Program;

· Gas Heat Trainer for a HVAC Program;

· Miller TIG welding machines for Welding Programs;

· Data Acquisition System and other materials to develop an Unmanned Aerial Vehicle curriculum for the Unmanned Aerial Vehicle Program; and,

· Simscope Simulators for Nursing Programs.

While not funded by Perkins, SBCTC also expands the use of technology in CTE through its eLearning division in several ways:

• Quality Matters, a faculty-centered, peer review process designed to certify the quality of online courses;

• Accessibility 101 - The Basics of Inclusive Design, an online, asynchronous course designed for faculty and staff who want to learn to make materials accessible for people with disabilities;

• Canvas 101, an online course designed for faculty and staff who want to learn about delivering online instruction;

• Panopto, a cloud-based, anytime, anywhere lecture capture service supporting recording and viewing of on-demand recordings using a desktop or mobile device;

• Western eTutoring Consortium, a synchronous and asynchronous web tutoring platform supporting students through web conferencing, online writing labs, and other learning resources.

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

PROFESSIONAL DEVELOPMENT

SECONDARY EDUCATION SYSTEM

The CTE department at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WACTA) and the Washington Association for Career and Technical Education (WA-ACTE) to provide professional development opportunities.

Comprehensive professional development was provided on an ongoing basis to administrators and teachers throughout the year at quarterly regional WACTA meetings and the semi-annual statewide conferences. Attendance continues to be strong at all of the workshops and conferences affirming the value of the professional development opportunities supported with Perkins leadership funds.

Drawing an average of 500 participants, annually, the WA-ACTE summer conference is held every August to provide professional development for CTE directors and teachers.The conferences provide strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations. Workshop activities focus on the development, integration, and implementation of CTE and Perkins program standards, Common Core Learning Standards, Washington State's Academic Learning Standards, and industry-defined skills standards. Trainings also focus on the implementation of course-equivalencies developed at the state level by a variety of stakeholders including the State Board of Education.

Perkins funds were also allocated for multiple professional learning opportunities include: attending in-state Curriculum for Agriculture Science in Education (CASE) institutes, new teacher/industry teacher training in the areas of agriculture and skilled and technical sciences, CorePlus professional development workshops, science training for family and consumer science training, and Advanced Placement (AP) training for CTE teachers. Perkins funds were also used to offer two week-long CTE Bootcamp trainings, provided by the Southern Regional Educational Board (SREB).

Districts also have the opportunity to apply for competitive grants to attend individual professional development conferences around the state as well as across the country.

In addition to the workshops at statewide and national CTE conferences, the CTE department at OSPI works directly with CTE instructors and administrators at the local level providing professional guidance to ensure the quality of local programs. Similarly, the Guidance and Counseling Office at OSPI works directly with guidance and career counselors at the district level providing professional guidance to ensure their awareness of CTE Programs of Study and how to align POS with their district's High School and Beyond Plan.

OSPI has also utilized an online resource called PDEnroller to offer LEA's a different form of professional development for those districts unable to physically attend conferences. PDEnroller is an online system used to create and attend professional development events. OSPI offered approximately 130 online events during 2016-2017.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, Perkins Leadership funds are used to support industry-based professional development (IBPD) for field work experience or attendance at recognized industry sponsored training programs that result in industry certification, or, have a hands-on component of sufficient length to result in an in-depth industry experience that will increase knowledge of current practices. In 2016-17, more than 60 postsecondary CTE instructors engaged in acquiring new skills related directly to the business or industry in which they teach, including Medical Coding, Automotive Repair, Information Technology, Welding, HVAC, Nursing, and Culinary Arts. Training in the fields of Health Sciences was the most prevalent (15 persons), followed by Manufacturing (13), and Transportation, Distribution, and Logistics (10).

Leadership funds were also used to support professional development through an intensive, on-the ground, "Boot Camp" training program for 44 new CTE instructors coming to instruction from industry and with limited or no teaching experience. With emphasis on practical and real life applications, qualified instructors introduced the essential components of classroom management, adult learning, and facilitation skills. Washington State Skills Standard for Professional-Technical Instructors and Industry Trainers are applied. Training was replicated in around the state and through online modules.

Workforce administrators also participated in professional development during the year and included topics such as Apprenticeship, Career Pathways, Diversity, Equity and Inclusion, National Workforce Perspectives, and K-12 CTE Alignment with College Programs.

The Deans Academy, a year-long professional development course for workforce administrators, focused on both leadership and the practical skills of administrating workforce and professional/technical education. In 2016/17, thirteen college administrators participated in the training.

Through eLearning, a suite of online professional learning opportunities, free of charge, were offered to faculty and staff affiliated with the Washington state Community and Technical College (CTC) system.

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

NON-TRADITIONAL FIELDS

SECONDARY EDUCATION SYSTEM

Districts employ a variety of strategies when preparing CTE students for non-traditional careers including promotional marketing materials that highlight underrepresented genders, hiring nontraditional teachers to teach nontraditional courses, and field trips and job shadow opportunities that show students nontraditional employees from their community.

School districts also participate in several events to help increase non-traditional student participation including the following:

Our GEMS - (Our Girls Empowered Through Mentoring and Service)

Women in Trades Fair

Expanding Your Horizons

Construction Career Day

Pizza, Pop, and Power Tools

Job Shadow Opportunities

The Road Less Graveled

Manufacturing Day

One example of a school district funded for non-traditional grant implementation was Bethel School District. Bethel High School partnered with community partners including the Girls Scouts of Western Washington and the Pierce County Library System, to host two after-school events featuring activities, speakers, and presenters focusing on computer science. These activities were targeted to highlight women in computer science, but were open to all interested, including students in neighboring districts. Activities included hackathons, gameathons, design workshops, 3D printing and design, virtual reality activities, and a variety of presentations from community and business partners.

An additional example is Goldendale School District. After recognizing a lack of enrollment for females in agricultural mechanics courses, Goldendale's administration hosted a hands-on "Women in Welding" career night, in which 8 industry professionals assisted attendees in fabricating and hydropainting their own metal roses. Enrollment of females into agricultural mechanics courses has increased since this targeted outreach.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, strategies preparing postsecondary students for non-traditional fields in current and emerging professions and activities for special populations students preparing them for high skill, high wage occupations included the following:

Recruiting and retaining faculty of non-traditional gender;

Supporting non-traditional students in their classrooms with opportunities to participate in inclusive pedagogy learning communities;

Outreach and non-traditional recruitment events;

Integrating non-traditional images into college outreach materials;

Providing targeted wrap-around student support services such as counseling and academic coaching; and

Ongoing data analysis of enrollments and completion data, by program, to determine gaps.

The Student Emergency Fund, financed through colleges' foundations and other, non-federal funds, was established after evaluating surveys of non-traditional students who left school before college completion due to unexpected financial barriers. Additionally, SBCTC released a RFP to improve performance in recruitment, retention and success of students in nontraditional occupations. Awarded projects included the following:

Diesel Day – In partnership with the Diesel Technology Advisory Committee, a college hosted local high school students interested in careers in diesel technology and other closely related fields, focusing recruitment and outreach on non-traditional students. While the original goal was to host 30 students, total participation was 67.

Videos for Non-Traditional Recruitment – With the mission of encouraging and inspiring non-traditional students to feel welcome, multiple colleges produced recruitment videos for non-traditional programs including, Engineering Technology: Electronics Specialization, Automotive Technology, Automotive Collision Repair Technology, and Instrumentation & Control Technology. Including non-traditional students and their unique and inspiring experiences in the program videos made a tremendous effort to normalize these career pathways by making them feel more inclusive for all. It is hoped that the videos will help recruit more female students into a wide range of trades and technology programs and, at the same time, facilitate male students' choices into allied health programs.

Women in Welding –68 participants received hands-on instruction in MIG welding, plasma cutting, oxyacetylene brazing and TIG welding. Each workshop, led by college faculty, was held with assistance from local women in the field and Welding programs' female alumnae. Students were able to learn about career pathways and job opportunities.

1st Gear (Girls Engaged in Automotive Repair) - 11 women attended evening college for a week to learn about basic automotive maintenance, inspection, and light repair. The "GEAR" event facilitated recruitment in the automotive program, while, at the same time, empowered women with valuable life skills.

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

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

Expanding Your Horizons - A one-day event targeted middle school female students from nine school districts with motivational and experiential information to encourage them to consider a career pathway in Science Technology, Engineering, and Mathematics (STEM.) Professional/technical STEM faculty, community members working in STEM careers and female students pursuing STEM careers also attended. Discovery- based workshops intended to empower girls to see themselves as scientists, a campus tour highlighting STEM labs and classrooms, and a lunch time panel of women STEM professionals were provided to 491 seventh and eighth grade girls.

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

SPECIAL POPULATIONS

SECONDARY EDUCATION SYSTEM

District and skills centers are required to annually review their respective CTE programs, and then, identify and adopt strategies to overcome barriers for special populations who might, otherwise, experience lower rates of access to, or lower success in, a given CTE program. In addition, OSPI maintains an Office of Equity and Civil Rights as well as employs a full-time Program Supervisor for Methods of Administration for CTE programs to ensure that all students have equal access to public education without discrimination.

OSPI provided technical assistance to LEAs about migrant and bilingual programs, special education students, and Title I, Part A of the Elementary and Secondary Education Act, (ESEA), as amended, to guide schools with high numbers or high percentages of children from low-income families to help ensure that all children are able to meet challenging state academic standards. Examples of support for special populations in CTE programs included the following:

Reducing the amount of course fees to ensure that all students have equal access to CTE Programs;

Offering the GRADS Program helps teen parents continue their education by providing child care and support;

Guidance Centers' events that underserved populations may have a difficult time attending, otherwise; and,

Providing scholarship information and resources.

OSPI also helps students meet their graduation requirements by offering course equivalencies which allow students to earn graduation credit for a course that may better align with their individual needs and pathways.

CTE Dual Credit (formerly Tech Prep) allows students to earn high school credit while earning college credit at the same time. CTE Dual Credit helps those students who may not have any other route to earn college credits.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, in 2016-17, 46% of workforce students were eligible for need-based financial aid. 43% of students attending Washington's Community & Technical College system are students of color (in comparison, 27% of the state's population identifies as people of color). Increasing access and success of special populations, including students of color, low-income students, and students with disabilities, is a priority that is supported not only by Perkins funding, but by state and local dollars as well. Each year, over 4,000 low-income postsecondary students receive State Opportunity Grant funding which assists with tuition, books, and supplies for programs leading to high wage, high demand careers. 45% of Opportunity Grant recipients are students of color. Examples of popular high skill, high wage and high demand (HS/HW/HD) programs Opportunity Grant recipients pursued include the following:

- Accounting

- Office/Administration/Business Management

- Allied Health/Nursing/Medical Assistant

- Automotive/Maintenance Mechanic

- Commercial Truck Driving

- Computer Technology

- Construction/Carpentry

- Criminal Justice/Corrections

- Early Childhood Education

- Aviation/Aerospace/Manufacturing

- Welding

A new initiative, Guided Pathways, streamlines choices for students, (special populations or, otherwise), by grouping together courses that form clear career pathways. Six community colleges, Everett, Peninsula, Pierce, Skagit Valley, South Puget Sound, and South Seattle, are leading the pilot project. Examples of guided pathway programs include:

- Business

- Healthcare & Wellness

- Arts, Humanities & Communications

- Education

- Social Behavioral Science & Public Service

- STEM (Science, Technology, Engineering, Math)

- Computer & Information Technology

Other support strategies include the following:

· Student-success classes;

· Intensive advising;

· Special apps and electronic tools such as EAB's Navigate and Hobson's Starfish to help faculty and advisors monitor student progress;

· Adult Basic Education (ABE) and English as a Second Language (ESL) instruction are blended into CTE course offerings through Washington's Integrated Basic Education and Skills Training (I-Best) Model.

· Supplemental instruction;

· Applied math and writing courses;

· Modularized curricula provided through short-term, specialized training;

· Tutoring and interpretative services for student with disabilities;

· College websites providing an interface with translations into Chinese, Somali, Russian, Vietnamese, and Spanish;

· Offering the Urban League Career Bridge Program to assist at-risk youth in gaining access to education, employment, and career pathway opportunities; and

· Engaging special populations in events such as roundtables and workshops hosted by college Student Life and the Diversity and Equity Center encouraging their interest in education and successfully completing a program of study. In 2016/17, events included:

o Expanding Your Horizons, motivating girls in science, math, and technology

o "College is for You" encouraging high school students with disabilities to see college as a viable option

o Latino Youth Summits

o Power of One Conferences

o Pacific Islands Heritage Days

o Students of Color Conferences

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

TECHNICAL ASSISTANCE

WORKFORCE TRAINING & EDUCATION COORDINATING BOARD (Workforce Board)

The Workforce Board has legislated responsibility (RCW 28C.18.020) for oversight, monitoring, and compliance of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. As fiscal agent of the state's federal Perkins appropriation, the Workforce Board is responsible for the integrity of the Perkins grant by ensuring that the Office of the Superintendent of Public Instruction (OSPI) and the State Board for Community and Technical Colleges (SBCTC), as eligible, first-tier subrecipients, as well as the community and technical colleges and the school districts, as eligible, second-tier subrecipients, follow the purpose and the intent of the law, and expend their respective subawards according to the required and permissive uses of funds, and as is reasonable, allocable and allowable.

The Workforce Board collaborates with, and provides on-going technical assistance to, its secondary and postsecondary education partners in a number of different ways. These include the following:

Fostering an understanding and accountability for federal,state and local policies, procedures and processes as they pertain to Perkins funding;

Oversight of implementing effective Programs of Study of sufficient size, scope and and quality;

Ensuring required and permissive use of Perkins funds;

Ensuring data is reported, accurately, and then, subsequently analyzed and validated;

Determining realistic and attainable performance outcomes;

Sustaining adequate Maintenance of Effort; and,

Ensuring rigorous Methods of Administration are employed for civil rights compliance of school districts and colleges receiving Perkins funds.

In large part, accountability is achieved by providing consistent, reliable, and accurate technical assistance in four critical areas: (1) program implementation; (2) fiscal spending; (3) performance; and, (4) Methods of Administration. Workforce Board staff, including the CFO, Director of Policy, Research and Data team members, and the Perkins Program Manager, are actively engaged in providing technical assistance.

In addition, as required under OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR §200), the Workforce Board, as prime recipient of federal Perkins funds, monitors its subrecipients ensuring that Perkins funds are used in accordance with applicable laws, regulations and terms of the award. The correction of any concerns or deficiencies noted in program operations, fiscal accounting, or performance measures are identified through on-site monitoring visits, desk audits, program reports, interviews, interactions and observations, and, ultimately, maintaining effective working relationships.

In Washington, state law requires CTE to be aligned with the state's workforce development initiatives. To that end, the Workforce Board collaborates with its state agency partners, the secondary and postsecondary educational systems, business and industry, labor, and other organizations to advance the role of CTE as a viable career pathway and, CTE students, as a critical talent pipeline for our economy.

SECONDARY EDUCATION SYSTEM

CTE Program Staff provides exemplary technical assistance to LEAs throughout a variety of channels, including but not limited to:

Participating in and presenting at statewide, regional, and district level conferences and workshops;

Emails, phone calls, and written responses to local applications;

K-20 video conferencing, Zoom, and Skype meetings;

Monthly CTE Update Newsletter distributed to all CTE administrators;

Development of resources in response to high-volume topics;

Bulletins and memos when important and timely information arises; and,

PDEnroller, an online site used to publish professional development events.

During 16-17, various OSPI CTE staff providing targeted support included: the Assistant Superintendent of College and Career Readiness, the Executive Director of CTE, CTE Program Supervisors, (STEM, Agriculture, Business and Marketing, Family and Consumer Science, Health Sciences, Skilled and Technical Sciences, Methods of Administration, and Grants and Innovative Programs), GRADS program specialist, and three administrative assistants. CTE staff work directly with other program areas to ensure comprehensive and targeted support to school districts. This includes working with staff employed at OSPI in assessment, learning and teaching, and system and school support, as well as external partners including those employed at the nine regional Educational Service Districts.

CTE Staff work in tandem with the administrator and teacher development groups to utilize multiple channels to reach school professionals with the up to date support that is needed. Staff visit programs, and structured professional development conferences and meetings, and strive to be seen as a critical thought partner in supporting CTE in the state.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, SBCTC staff members with responsibilities for oversight and compliance of Perkins funding distributed to the community and technical colleges are available for technical assistance via phone, email, onsite appointments, or during quarterly system meetings where updates on Perkins-related issues are presented. Staff routinely visit campuses during monitoring visits and are also available to provide technical assistance during college meetings or professional development training sessions. Technical assistance is also provided in guides and manuals on Perkins' budgets, policies and processes made available on SBCTC's website.

For colleges who are struggling with reaching their performance targets, assistance is provided in developing their Performance Improvement Plans. SBCTC's internal auditor also provides technical assistance during scheduled monitoring visits, Methods of Administration reviews, and during the time colleges are drafting corrective action plans, when required. Examples of technical assistance activities provided in 2016/17 include the following:

SBCTC fiscal and program staff conducted a webinar in March of 2017 to assist colleges with their local Perkins Plan applications and provide feedback once submitted through the Online Grant Management System;

Updates on Perkins funding and pending reauthorization were presented at quarterly Workforce Education Council meetings attended by college Workforce deans;

SBCTC, in collaboration with the Office of Superintendent of Public Instruction, jointly revised the process for developing Programs of Study and updated the Programs of Study Assurances Checklist to encourage early collaboration between secondary and post-secondary partners.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

234951

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

5517

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

STATE INSTITUTIONS

SECONDARY EDUCATION SYSTEM

OSPI coordinated efforts with two Juvenile Rehabilitation Administration (JRA) agencies, Green Hill School and Naselle Youth Camp. The goal of the CTE-JRA collaboration is to:

Preserve the vital connections between incarcerated youth and their families and communities;

Provide CTE courses offering incarcerated juveniles an opportunity to work towards the attainment of an industry-based certification, eventually leading to gainful and meaningful employment;

Build on the strengths of young incarcerated persons in order to empower them; and,

Ensure incarcerated youth are given the same opportunities as their non-incarcerated peers.

The following provides examples of some of the CTE services and activities carried out through the Juvenile Rehabilitation Administration:

Green Hill School

Horticulture

Open-campus students participate in horticulture class during spring and summer terms. In addition to greenhouse and gardening, they do extensive classroom work in preparation for WSU Master Gardener certification (knowledge portion only). Six to eight students participate in this selective program; it is typical that all students will pass the test. Perkins funding helped to support the program with the purchase of consumables and small supplies to support the spring/summer program, as well as support the expansion of this program to the fall/winter terms. Funding also supported the acquisition of lab equipment to outfit a classroom for special needs students who participated in the operation of the greenhouse. Special needs students are exposed to basic horticulture and botany concepts within the classroom, and in the greenhouse.

Welding/CNC

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

C-Tech

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

Automotive Mechanics and Collision Repair

This program provides students the opportunity to develop skills in automotive mechanics and collision repair that can lead to ASE and/or I-CAR certification. The program has made significant progress in moving their auto program towards a "certification" track, in spite of the difficulties getting students certified within the juvenile camp setting. Perkins funding supported the purchase of supplies and equipment, including upgrading the shop software to align with current industry standards.

Naselle Youth Camp

Computer Apps

In this program, students learn about coding and application development. Students engage in graphic design activities and become familiar with Microsoft products. This program is aligned with a nationwide tech integration initiative through Naselle's partnership with Center For Educational Excellence in Alternative Settings.

Saw Shop

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

Horticulture/Aquaculture

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

POSTSECONDARY EDUCATION SYSTEM

In Washington's postsecondary education system, community colleges provide basic education and technical training at each of the state's twelve adult prisons managed by the Department of Corrections. Workforce programs vary by prison and include: Automotive Technology, Bookkeeping, Building Trades, Business Management and Entrepreneurship, CAD Drafting and Design, Carpentry, Computer Numerical Controlled Manufacturing (CNC), Computer Programming, Diesel Mechanics, Digital Design, Graphic Design, Green Building, Horticulture, I-BEST Aerospace program, Material Composites, Pastry and Artisan Baking, Upholstery, and Welding. Colleges used Perkins funding to improve the quality of professional/technical education in correctional institutions through professional development opportunities for faculty, upgraded equipment and materials, and for developing new curriculum.

Part II: State Institutions Serving Individuals with Disabilities

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

0

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

0

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

INDIVIDUALS with DISABILITIES

Neither the secondary education nor the postsecondary education systems offer CTE in state-specific institutions serving individuals with disabilities; however, the secondary education system spent $23,465.33 of its $102,023 Leadership budget providing CTE instruction to individuals with disabilities at two Juvenile Rehabilitation Administration (JRA) agencies, Green Hill School and Naselle Youth Camp, for 111 Special Education students (out of the total 485 students it served at Green Hill and Naselle Youth Camp.) The same services that were offered to other CTE students were offered to students with disabilities. Modifications may have been implemented to fit the individual need of a student with disabilities.

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

No

PUBLIC CHARTER SCHOOLS - special note

The answer to this question is, "no" however, please not the following comment:

Perkins funds were not used to support public charter schools operating CTE programs. During 2016/17, OSPI's Interim Assistant Superintendent of Career and College Readiness served on the board for the Washington State Charter School Commission and remains a conduit to the agency to provide feedback from the state charter schools. There have been no applications for approved statewide programs in CTE by any public charter school.

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

Yes

FAMILY and CONSUMER SCIENCE PROGRAMS

SECONDARY EDUCATION SYSTEM, only

Program Staff from the CTE department at OSPI work with districts and schools to support family and consumer science programs (FACS). Within the CTE department, there is one FTE dedicated to supporting the FACS program, in the role of the Family and Consumer Science Program Supervisor. In addition, local districts use Perkins funds to support family and consumer sciences instructors to attend state and national FACS conferences and other conferences and workshops to aid their instruction in the classroom. During 16-17, Perkins Reserve funds were used for the following FACS projects:

Incorporating and integrating STEM in interior design through training and implementation of Chief Architect in the Interior design courses;

Training in integration of Next Generation Science Standards into culinary arts curriculum;

Careers in Education training and support;

Development of the stackable tool for the Early Childcare and Education career cluster;

Development and support of a SharePoint platform supporting the Childcare Basics High School curriculum;

Development and support of American Sign Language instructors to achieve the new certification requirement.

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

Yes

INCENTIVE GRANTS

SECONDARY EDUCATION SYSTEM

During the 16-17 year, Perkins basic grant funds were not utilized to provide incentive grants within the secondary education system. Perkins basic grant funds are provided to those districts who are eligible to apply, then approved and subsequently funded for, their formulaic apportionment. CTE administrative staff may, in the future, create a selection process and allocation procedure for incentive funding tied to basic grant apportionments. Perkins Reserve-eligible districts were provided opportunities to apply for innovation funding.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, eight colleges were awarded Perkins funds for innovative initiatives. Applications for Innovations grants are reviewed by a panel of peers to determine whether proposals align with statewide leadership initiatives, whether the proposal is innovative, has realistic outcomes, can be replicable by other colleges and has the potential to drive systematic change. The following projects were approved and completed in 2016-17:

· Transforming Professional Technical Student Pathways and Experiences in Mathematics through Faculty Collaboration and the NROC Project

Perkins funding was used to redesign math courses required for professional technical program students, focusing on contextualizing and modularizing required math course curriculum with the help of National Repository of Online Courses (NROC) content. Use of these materials and faculty collaboration has helped ensure that, in any given math class composed of students from a variety of professional technical programs, assignments and materials can be easily adapted to address a range of industry-specific situations.

· Pre-College to College Pathways

At one of the colleges, Perkins funding was used to integrate six pre-college programs to better serve students transitioning into professional technical programs. These programs are: (1) Northwest Career & Technical High School; (2) Adult High School Completion; (3) Elective High School; (4) Running Start; (5) High School 21+; and, (6) ABE/ESL/HSE. Their revision of internal policies and processes, coupled with the ease of access for a student to receive guidance in education and career choices, permitted a more seamless transition into any of its technical training programs.

· Avionics Curriculum and Program Development

Perkins funding was used to further the formal partnership between Boeing, colleges, and the Center of Excellence for Aerospace and Advanced Manufacturing to create a program outline and curriculum for implementing an Advanced Avionics program. This project is for a new program and curriculum for aviation maintenance technician training. New faculty were recruited and, together with existing Everett Community College faculty and staff, curriculum was created for the Avionics program using identified outcomes as defined by Boeing and other industry partners. Enrollment in the program began in Spring, 2017, with a two-quarter cohort of ten students prepared to complete the program in August, 2017. Enrollment in Fall, 2017 is at maximum capacity of 15 as of July, 2017. Required equipment was purchased to make the program viable and also to adhere to the FAA standards.

· Career Pathways Partnerships with Highline School District:

 Perkins funding was used by Highline College to provide 9th- through 12th-grade students from Highline School District the opportunity to be on campus one day per week throughout a 5-week summer school program with the goal of improving these students' graduation completion rates and a chance to develop a thoughtful approach about their own futures. Many are first generation, college-seeking, working to earn their high school credits for on-time graduation, and all are low income. Outreach and access to college is particularly critical to this population. They had opportunities to identify their individual interests and potential career pursuits; navigate a college education; how to fund college; and then explore five career and technical education pathways at Highline College.

· Business Education Connections Web Portal

Perkins funding was used to support a partnership between the Chamber Education Foundation and the Lower Columbia College (LCC) General Professional-Technical Advisory Committee to develop a website to be used by local middle and high schools, LCC students, business, community organizations, and community members to increase exposure of the world-of-work in professional-technical industries. The website domain is www.cowlitzbec.com

· Fostering Entrepreneurship in the Design, Innovation, Research, Technology Lab

The Design Innovation Research Technology (DIRT) Lab, a "maker space" at the Lake Washington Institute of Technology, multiple disciplines, including Electronics, Design, Digital Gaming, Machining, Welding, and Automotive, convene to work on various projects. Students and faculty participated in outreach activities with King County Library System, the City of Kirkland, Bellevue and Lake Washington school districts and the Low Income Housing Institute. A direct outgrowth of these efforts resulted in a Tiny House Design and Tiny House Build classes offered this summer. Perkins funding was used to design the course curriculum.

· Holistic Assessment

Perkins funding was used to fund a pilot at Skagit Valley College to create a holistic assessment model using multiple-measures (high school transcripts, Smarter Balanced, COMPASS, Accuplacer, CASAS, Basic Education transition, etc.,) to place students into appropriate courses. The model will also be used for professional technical students that have placed into courses at other colleges in the Washington CTC system.

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

Yes

Yes; WA used Perkins funds to provide CTE programs for adults and school dropouts.

ADULT and SCHOOL DROPOUTS

SECONDARY EDUCATION SYSTEM

The Open Doors Youth Reengagement Program, a system that provides education and services to older youth, (ages 16-21), who have dropped out of school or are not expected to graduate from high school by the age of 21, is based on data-informed processes and best practices that identify disengaged, youth and explore common barriers and support needs for these students. Programs are developed to target these barriers and provide support and alternative pathways to success. Partnerships with school districts, community colleges, and other agencies are formed where the activities of the partners mutually reinforce these established goals. OSPI used Perkins funds to provide CTE programs for school dropouts to complete their secondary school education.

Through local and statewide partnerships, OSPI launched a collaborative Graduation Equity Initiative called "Graduation: A Team Effort" (GATE) to increase high school graduation rates by developing and sustaining a dropout prevention/intervention system, and reengaging youth who have dropped out. The purpose of the Graduation Equity Initiative is to increase graduation rates ("every student ready for career, college and life") as well as increase equity in key performance indicators, including graduation rates, chronic absenteeism, and 9th grade course failure. The program goals are to remove barriers to academic services and learning, improve academic success, reduce dropouts and increase graduation rates. Although Washington's overall graduation rate is increasing and is now the highest it has ever been, there is roughly a 20% gap in graduation rates between low income and non-low income students that is persistent over time. This graduation gap is relatively consistent across other student groups as well, including homeless students (28%), English Language Learners (23%), and students receiving special education services (24%). In 2016, Washington State's graduation rate for all student reached an all-time high; the overall 4-year graduation rate is 79.1% and the five-year graduation rate at 81.9%.

GATE is working to develop a comprehensive dropout prevention, intervention and reengagement system by working collectively to:

Reduce and eliminate academic and non-academic barriers to learning;

Align vision and outcomes across youth-serving organizations and agencies;

Coordinate efforts and share information about successful programs; and,

Advocate for the needs of children and youth in Washington State.

The Building Bridges Workgroup, a multi-agency taskforce crated by the legislature in 2007, was tasked with developing recommendations to improve graduation rates and reduce dropouts in Washington State. The Workgroup created 3 primary recommendations that still serve as a guiding influence in the GATE work:

1. Set an educational goal for youth- and family-serving agencies and coordinate efforts to achieve it;

2. Build local dropout prevention and intervention system and practices at every grade level; and,

3. Create a dropout reengagement system for 16- to 24- year old youth.

Graduation, Reality and Dual-role Skills (GRADS) is a program for pregnant teens and/or young parents that focus on work and family foundation skills of significance to these students. GRADS programs include student demonstration of skills leading to high school graduation and economic independence. The GRADS program curriculum is developed at the local level using standards from the Work and Family Foundation areas of study in the National Standards for Family and Consumer Sciences Education (FACSE). The program requires a FACSE certified teacher, who has also completed GRADS training. The program includes on-site child care and practicums, as well as coordination of learning activities outside the classroom. Currently, 23 school districts in Washington State offer GRADS programs. Most of Washington State's LEA's who have the GRADS/Teen Parent Programs, use Perkins to offset the cost of their childcare center. This gives students who have previously dropped out due to lack of child care or students on the verge of dropping out, an avenue to continue with their secondary education.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, Perkins funds were used to strengthen recruitment, admissions, and retention efforts for students from ESL, ABE, and GED programs as well as teen parents, and returning adult students using the I-BEST model, (Integrated Basic Education and Skills Training Program,) a team-teaching approach providing instruction in basic skills as students are progressing towards college-level professional/technical degree or certificate. I-BEST is successfully used in many CTCs as well as education programs in WA State Corrections.; currently, 182 I-BEST programs exist in the state including CNC Machinist, Biomedical Service Technician, Welding, Bookkeeping, Architectural CAD Drafting, Automotive Technology, Early Childhood Education, and Medical Assisting.

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

Yes

Yes; WA used Perkins funds to provide assistance to individuals who have participated in Perkins-assisted services and activities.

SECONDARY EDUCATION SYSTEM

The High School and Beyond Plan is a state high school graduation requirement. Each student must have a High School and Beyond Plan (HSBP) to guide the student's high school experience and prepare the student for postsecondary education or training and career. Students start their plan in seventh or eighth grade and then continue to revise them throughout high school to accommodate changing interests or educational and career goals.

The High School and Beyond Plan provides students with opportunities to explore their own skills and interests and discover potential career and educational options. Their personalized plan helps to connect career interests with courses and courses with career pathways or college majors. The plan helps students identify the steps needed to reach postsecondary goals. Students are encouraged to take ownership over their high school experience and choose coursework and activities that are relevant to their goals. The High School and Beyond Plan also provides a means of tracking requirements for graduation from high school and entry into postsecondary programs and careers.

A new Washington law specifies the required elements of High School and Beyond Plans including: (1) identification of career goals, aided by a skills and interest assessment; (2) identification of educational goals; (3) a four-year plan that fulfills state and local graduation requirements and aligns with the student's career and educational goals; (4) by the end of twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district recognized the community service; and, among other aspects, (5) any revisions, as necessary, to account for a student's career change.

For students who complete a CTE course that has been determined to be equivalent to an academic core course (a CTE course equivalency), a record of CTE course completion is recorded on the student's transcript and is part of their High School and Beyond Plan.

Programs of Study are another way that OSPI ensures CTE students continue their education or have the training to find appropriate jobs. Programs of Study are detailed guides for students, mapping out specific course options for a chosen career path from high school through postsecondary education. Programs of Study show how to smoothly transition into postsecondary education from high school CTE. They exemplify the importance of career planning, beginning in the freshman year in high school, and even earlier.

Running Start allows students in grades 11 and 12 to take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes, therefore, accelerating their progress through the education system.

The CTE Dual Credit Program helps students transition from high school into college professional technical programs. CTE Dual Credit is a cooperative effort between K–12 schools, community and technical colleges, and the business community to develop applied integrated, academic, and technical programs. The initiative awards high school students dual credit for career and technical education (CTE) courses articulated to college programs. SBCTC provides occupational pathways for students by preparing them for technologically advanced careers and college education by emphasizing strong academic, technical, problem solving, and critical thinking skills.

College in the High School is an opportunity for students to be concurrently enrolled in high school and college and to earn high school and college credit in the same course offered on the high school campus. Costs to students vary with each institution.

Gateway to College is a program for students, ages 16-21, who have dropped out of school, or are in the danger of dropping out, to simultaneously accumulate high school and college credits by earning their high school diploma while progressing toward a certificate or associate degree.

The South Seattle Community College Career Link Program is designed for persons between the ages of 16 to 21 who have dropped out of high school or, are on the verge of dropping out, and are interested in returning to school and completing their high school diploma. The target population is low-income youth, first-generation college goers, students of color, and other young people underrepresented in higher education.

Technical College Direct-Funded Enrollment Programs provide students the opportunity to simultaneously accumulate high school and college credits, earn a high school diploma, and progress toward an associate's degree or certificate. Students have access to most of the training programs and support services at any of the three participating colleges:

Lake Washington Technical Academy at Lake Washington Institute of Technology

Northwest Career and Technical High School at Clover Park Technical College

Technical High School at Bates Technical College

Work-based Learning activities extend the CTE classroom into the workplace, connecting acquired knowledge and skills to a student's future employment. Students who participate in work-based learning connected to their CTE programs may show improved academic achievement and increased self confidence, realize the relevance of their education and apply acquired knowledge in a meaningful way, have the opportunity to explore career options, acquire real workplace experience and employability skills, and are more likely to go on to some type of educational training after high school. Work-based learning comprises a wide range of activities that are conducted as an extended learning experience as a part of any school program, including guest speakers, structured field trips, school-based enterprises, job shadowing, and on-the-job worksite learning

Career Guidance Washington is a career- and college-readiness program model designed to prepare middle and high school students for their future with support from an advisor and/or counselor with guidance curriculum and tools to develop the High School & Beyond Plan. The Career Guidance Washington program provides every student with a teacher and/or advisor where meaningful relationships are formed, positive school climate is built, and academic support increases. These lessons are geared to provide tools and templates for the 24-credit graduation "Personalized Pathway Requirement" starting with the Class of 2019 related to a specific post high school career or educational outcome chosen by student based on the student's interests and High School & Beyond Plan, whether online or pencil and paper version.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, Perkins funds were used for individuals who participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs. In-person career services and online recruitment tools, such as Interfase and e-Recruiting are available to connect current and former students with job postings. Washington Career Pathway Web Tool is linked with other state websites to inform students and advisors about career and educational opportunities for students from high school through the postsecondary system. The One-Stop support provided, in part, by Perkins funds is linked to centers that provide career information and job seeking services. Colleges' Career Fairs offer admission free of charge to current students and alumni. Colleges' Career and Advising Centers offer counseling and advising to former students to assist with re-enrollment or job search.

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Step 3: Use of Funds: Part C

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

INTEGRATION of ACADEMICS with CTE

SECONDARY EDUCATION SYSTEM

Most CTE courses offered under a career cluster are designed according to a State Model Framework Template. More than a syllabus or other course outline, a framework is a guide and a tool that aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work and Thinking Skills—all in one document. Frameworks provide an overview of the outcomes that students meet in the CTE course. A Framework model serves to ensure student learning outcomes are relevant to industry and national standards. Frameworks also support the continuous quality improvement of CTE programs; they are reviewed, annually, by program advisory committees and OSPI CTE program supervisors.

Course Equivalency

Student achievement is best served when students receive content aligned to clear, consistent and rigorous standards; have curriculum that is relevant to them; and form supportive relationships with caring adults, whether teachers, advisors, or otherwise. While quality CTE programs provide the rigor, relevance and relationships students need to achieve, the perception of the academic and technical content in CTE programs can be biased. To this end, core academic credit equivalencies for CTE courses, in accordance with state statutory requirements, were developed. There are five key elements needed for Course Equivalency. They are:

1. Developing a School Board Policy;

2. Defining Equivalency Standards and Evidence;

3. Developing Equivalency Procedures;

4. Developing Transcripting Procedures; and,

5. Clarifying the Highly-Qualified Teacher Requirements and CTE Equivalencies

The following are the required standards and evidence used for equivalency determination:

Required Standards for Equivalency

The standards within the CTE course are aligned to standards defined for the non-CTE course or subject area for which the equivalency area is sought.

The standards for the non-CTE course or subject area are integrated throughout the scope of the CTE course(s) being considered for equivalency.

Required Evidence for Equivalency

Evidence of the required standards for equivalency is provided through the curriculum framework and course assessments for the CTE course seeking equivalency credit.

POSTSECONDARY EDUCATION SYSTEM

In the postsecondary education system, Washington's I-BEST Model continues to be a key component in colleges' efforts to integrate academic and technical skills training and to ensure that students have the necessary skills to succeed in the general education courses required in their programs of study. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language – so students can move more successfully through school and into jobs, faster. As they progress, students learn basic skills in real-world scenarios, the job-training part of the curriculum.

In addition, the Reading Apprenticeship Professional Development Model continues to be offered to faculty to learn how to "apprentice" students to reading and thinking in their disciplines. Modeling strategic ways of reading and engaging students in metacognitive conversations as they read technical and academic texts has led to greater engagement and deeper comprehension. Students learn to pay attention to their reading process as well as to their comprehension of content.

CTE students are required to complete related instruction courses including Technical Math, Technical Writing, Interpersonal Communications, and Human Relations.

In conjunction with National Repository of Online Courses (NROC) content, and by focusing on contextualizing and modularizing required math course curriculum, Perkins funding was specifically used to redesign math courses required for professional technical program students. Use of these materials and faculty collaboration has helped ensure that, in any given math class composed of students from a variety of professional technical programs, assignments and materials can be easily adapted to address a range of industry-specific situations. Students who are struggling academically are also supported through tutoring services.

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

PARTNERSHIPS Washington CTE is supported by numerous partnerships including, but not limited to, the following:

CTE General Advisory Committees

As part of their requirement for Perkins, LEAs must have General Advisory Committees. General Advisory Committee members represent business and industry, education, labor organizations, special populations, community, government, students, parents, and teachers. A majority of these members share a working knowledge of the job tasks and competencies required for related occupations, related labor market needs, and courses necessary to meet these needs. The committee provides advice in the design, development, delivery, evaluation, and continuous improvement of CTE programs. The committee meets on a regular basis and minutes are on file in the district. It is the local district's responsibility to effectively inform committee members of Washington State CTE Program Standards and the Federal Perkins Act. (This definition is aligned with the Perkins Act, Washington State RCW 28C.04.100 and RCW 28A.150.500, as adopted by Washington State.) There are two kinds of recognized Advisory Committees:

General Advisory Committees provide direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution.

Program Specific Advisory Committees provide direction and guidance to administrators and teachers for a specific CTE program offered by a district or institution.

Partnerships Between Community & Technical Colleges and Local Educational Agencies

CTCs and LEAs maintain active partnerships. While only one Program of Study is required to be in compliance with Perkins requirements, all colleges exceed the required minimum. Over 14,000 secondary students earned college credits in dual enrollment courses, earning credits in accounting, computer networks administration, early childhood education, industrial mechanics, engineering technology, and many other fields. Colleges also engage with their school districts in recruitment events.

Partnerships with Other Institutions of Higher Education

Washington's community and technical college system works in partnership with the state's four-year institutions. The Articulation and Transfer Council (ATC) identifies issues and recommends actions to improve the transfer process between colleges within the CTC system and baccalaureate-granting institutions. Four-year colleges and universities also offer a variety of bachelor and master degrees on the campuses of 20 community and technical colleges so students can pursue higher levels of college education in their local communities, professional-technical, or otherwise.

Partnerships with Adult Education Providers

While no Perkins funds are used for basic education, SBCTC funds community-based organizations (CBOs) to provide adult education. Basic Education for Adults (BEdA) programs teach foundational skills, (reading, writing, math, technology and English language), so adults can move more successfully through college and into high-demand jobs. These programs are designed for adults with academic skills below high school completion or who need to improve their English language skills. In alignment with the Washington's Workforce Investment Opportunity Act (WIOA) State Plan, Talent and Prosperity for All, every adult education providers must implement a comprehensive college and career readiness pathway to ensure Washingtonians have the skills needed to succeed. The college and career pathway model identifies students' short and long term goals from the very beginning, and puts them in a contextualized learning environment. Students learn skills and practice and apply them in areas that have meaning in their lives and to their careers. The Executive Director of SBCTC additionally holds a permanent, voting seat on the state Workforce Training and Education Coordinating Board, designated by the state legislature as Washington's career and technical education board in addition to the state workforce board.

Partnerships with Employers, Labor Organizations, Intermediaries, Parents, and Local Partnerships)

All CTE programs in Washington CTCs are required to assemble an advisory committee composed of business and industry, and organized labor representatives. These groups represent employers and employees in the career field corresponding to the prof/tech program. Advisory committees represent important partnerships between the educational institution, business and industry, labor, instructors, and the community. Advisory committees provide guidance in curricula development, technical skill expectations and career connected learning. Compliance with state's advisory committee guidelines is monitored by State Board staff. Technical assistance is provided, when necessary. Currently, some 2,000 business and labor representatives are engaged in various advisory prof/tech (CTE) committees on campuses.

A longstanding collaboration with the Association of Washington Business (AWB) facilitates partnerships between employers and the CTCs. AWB works closely with college staff to highlight professional/technical programs through the AWB website, events, and publications. AWB also helps colleges identify local employers for participation on advisory committees, DACUMs (Developing a Curriculum) and other engagement opportunities. Colleges use the DACUM process or focus groups to engage industry representatives' insights about course and program relevancy as well as identifying core skills, competencies, and the degree of professional practice needed to meet employers' needs. Employers' needs are integrated into curriculum and program outcomes to ensure students attain the necessary level of skills for HS/HW jobs.

SBCTC works closely with the Washington State Labor Council to recruit the addition of new labor representatives to college professional/technical advisory committees, conduct advisory committee training for new and existing labor representatives, and provide statewide trainings and workshops for college administrators, faculty, and students on key workforce issues from the union perspective.

Centers of Excellence in the state's strategic industries serve as an essential link for business, industry, labor and the state's educational systems for the purpose of creating a highly skilled and readily available workforce. Each Center is funded through the State Board for Community and Technical Colleges and housed at specific community or technical colleges.

The Aerospace and Advanced Manufacturing Pipeline Advisory Committee is a legislatively formed advisory committee comprised of key employers, labor representatives and education leaders. This committee provides advice on trends and educational needs to build a strong and competitive workforce for Washington's aerospace and advanced manufacturing sectors.

The Customer Advisory Committee consists of an equal number of industry, labor, and education representatives who meet quarterly to advise SBCTC's Executive Director and Workforce Education staff on policy direction for critical investments in workforce education, the division which oversees prof/tech programs.

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

Yes

CAREER GUIDANCE and ACADEMIC COUNSELING

SECONDARY EDUCATION SYSTEM

Many districts use Perkins funds in school Career Counseling Centers. Districts use Perkins funds to fully or partially support a career counselor, as well as purchase products such as Career Cruising, which provides students with an online tool to explore career options, create goals for the future, make educational plans, and set goals with their counselors. Career-focused materials are published and updated yearly so students have access to the latest information to help them make decision in their postsecondary and employment training options. OSPI CTE and the agency's Guidance and Counseling Office work closely with guidance and career counselors at the district level to ensure counselors are aware of the elements that comprise a Program of Study and how to align them with High School and Beyond Plans.

POSTSECONDARY EDUCATION SYSTEM

The Washington Career Pathways Web Tool (http://wacareerpaths.com/) makes it possible for students, parents, counselors, advisors and instructors to navigate through college programs, career roadmaps, military pathways, apprenticeships, and programs of study. The tool provides a way in which to quickly and easily understand all of the options available to gain the skills needed to be successful in today's labor market. Perkins, in part, funding supports the on-going development of the tool.

Start Next Quarter (https://www.startnextquarter.org) is an interactive web portal developed by the Seattle College District to provide students with educational program choices. Based on their replies to simple survey questions, the site connects them to information about worker retraining and programs for low-income students, as well as allowing them to schedule an educational advising appointment and apply for college. Thirty of the state's colleges currently use this tool. Perkins funding, in part, supports the on-going development of the tool.

System colleges focused on increasing college completions through an intentional intervention strategy called End Next Quarter. College staff who are funded, in part, by Perkins, track students' approaching completion in professional/technical programs. Staff members convene groups of students at Quarter 5 or 6, by program, to facilitate degree audits, ensure students are planning for required courses prior to finishing, and assist with the application for the appropriately earned credential.

Career and Employment Services advisors, some of whom are funded, in part, with Perkins, assist students with job search and career exploration through one-on-one career counseling, assessments, and workshops on subjects like employment trends and job search strategies.

Both the secondary and postsecondary education systems utilize career guidance and academic counseling tools such as:

    Career Cruising

    Career Coach

    Naviance

  Washington Occupational Information System

    High School and Beyond Plan

    Career Bridge

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

Yes

AGREEMENTS

In 2016-2017, Perkins funding facilitated fifty-four new Programs of Study between community and technical colleges and school districts, including Information Technology - Systems Administration, Green Building - Construction Leadership & Management, Health Sciences, Unmanned Aerial Systems Mechatronics, Criminal Justice, and Aerospace Composites. Programs of Study may include articulation agreements for dual credit to be awarded to secondary education students. Presently, there are several models for dual credit in the state:

CTE Dual Credit (formerly Tech Prep) allows high school students to earn college credit in their high school CTE classes without leaving their high school or Skills Center campus. The program integrates academics with technical skills to help prepare secondary students for a postsecondary education and/or technical skills career placement. It is also tuition-free. Earned credits apply only to professional-technical ("CTE") certificates or degrees.

Running Start is a statewide partnership between community and technical colleges and local high schools. The program allows high school juniors and seniors to attend the college, tuition-free, and have the credits count for both high school and college credit. College credits are paid for by the high school, saving families money as students begin their college careers.

College in The High School provide college-level academic courses to 10th, 11th and 12th grade students. Courses are taught at the high school, by high school teachers, with college curriculum, college textbooks, and oversight by college faculty and staff. Students pay fees, but typically far less that regular college tuition. Students may also pay for textbooks. In order to provide this model, a high school contracts with a community college or university, mutually define the criteria for student eligibility, and also define whether participation is limited to those students who want to earn college credit, or whether students who do not want to earn college credit may also take the class.

Statewide Enrollment and Reporting System (SERS) is the official CTE Dual Credit registration site for Washington state and includes a registration login for CTE Dual Credit students, staff, teachers, consortium members, district users and registrars. It also provides a search tool to find CTE Dual Credit articulations by school district, high school, college and career clusters. In 2016/17, SERS data indicates a total of 13,983 students (unduplicated headcount) received dual credit in professional-technical fields.

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

Yes

Yes; WA used Perkins funds to support sub baccalaureate CTE programs transitioning into baccalaureate programs.

SUB BACCALAUREATE CTE to BACCALAUREATE

In the postsecondary education system, Washington's CTCs expanding the number of articulations to baccalaureate institutions use State General Fund as well as local funding to develop Bachelors of Applied Science (BAS) degrees. Applied Baccalaureate programs began after the 2005 Washington State Legislature passed HB 1794 giving the State Board for Community and Technical Colleges (SBCTC) the authority to select pilot BAS programs at designated CTCs. As part of the 2010 System Design Plan legislation, the status of Applied Baccalaureate degrees was changed from pilot to regular status. In 2012, the Washington State Legislature passed a bill authorizing SBCTC to approve all Applied Bachelor degree programs offered by community and technical colleges. While Perkins funding does not directly support Baccalaureate-level programs, funds did support transitional services such as counseling and advising CTE students in two-year programs with information on pathways to baccalaureate programs. Funds were also expended on the development of career pathway materials to help students understand how short-term prof/tech certificates may articulate to 2-year Associates degrees and, in turn, Bachelor of Applied Science (BAS) programs. Providing clear pathways for CTE students is a system-wide emphasis and, as a result, new programs are developed with that concept in mind.

Currently, ninety-one BAS programs are offered at 26 of the CTCs. Applied Baccalaureate degree programs provide the opportunity to increase educational pathways for professional and technical associate graduates who, previously, have been limited in their ability to apply prof/tech credits toward a Bachelor's degree. In order to establish an Applied Baccalaureate program, the college has to provide sufficient evidence of an existing professional and technical two-year degree program. Examples of BAS degrees offered through Washington's Community and Technical Colleges include the following:

· Bachelor of Applied Science in Molecular Biosciences

· Bachelor of Applied Science in Radiation and Imaging Sciences

· Bachelor of Applied Science in Cyber Security and Forensics

· Bachelor of Applied Science in Dental Hygiene

· Bachelor of Applied Science in Forest Resource Management

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

Yes

Yes; WA used Perkins funds to support Career and Technical Student Organizations (CTSOs).

CTSOs

Within the scope of allowable and allocable expenditures permitted with Perkins funds, schools and colleges supported CTSOs, as approved by OSPI CTE staff or district CTE personnel.

SECONDARY EDUCATION SYSTEM

CTSOs provide relevant, engaging programs that improve student achievement, reduce dropout rates and help students discover the wide range of available career options. CTSOs engage the community and local businesses to help students understand global competition, develop 21st century skills focused on creativity, problem solving, teamwork, goal setting, and chart effective and efficient pathways through high school and postsecondary education for their personal success. Students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy and employability skills than other students.

The CTE department at OSPI, as well as district CTE instructors, work closely with national CTSOs and local chapters for the purpose of enhancing students' leadership and employability skills. Particular efforts to increase the participation of students who are members of special populations are highly supported. Washington has eight recognized CTSOs that have a definitive impact on students' overall college and career readiness. Perkins funds have been utilized to provide support to eligible state CTSOs. These CTSOs include:

1. Distributive Education Clubs of America (DECA)

2. Washington Future Farmers of America (FFA)

3. Washington State Family, Career and Community Leaders of America (FFCLA)

4. Washington Future Business Leaders of America (FBLA)

5. Washington Health Occupations Students of America (HOSA)

6. Washington SkillsUSA

7. Washington Technology Student Association (TSA)

8. Washington Career and Technical Sports Medicine Association (WCTSMA)

CTSO activities are carefully monitored at both the state and local levels to ensure that expenses and program activities fall within the scope of Perkins.

POSTSECONDARY EDUCATION SYSTEM

College-supported CTSOs include the following:

Culinary Arts student Chef's Club, affiliated with the American Culinary Federation;

Mini-Baja Buggy Club, affiliated with the Society of Automotive Engineers (SAE) Mini Baja Competition;

Phi Beta Lambda - National Student Business Club;

Radiologic Science student organization accredited by the Joint Review Committee on Education in Radiologic Technology;

Skills USA;

Washington Post-Secondary Agriculture Student Association; and

Washington Collegiate DECA.

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

Yes

Yes; WA used Perkins funds to support industry-based, CTE experience.

INDUSTRY-BASED CTE TRAINING

SECONDARY EDUCATION SYSTEM

CTE program supervisors at OSPI work directly with districts to make sure that all approved CTE courses are taught to industry standards and that employment or volunteer options are available to students enrolled in the courses. Districts are required to have CTE program-specific advisory committees that include representatives from business, industry, parents, and community members. The advisory committees have the responsibility of developing and approving district Perkins plans for each of the program areas, evaluating the effectiveness of the program, and recommending changes that need to be made. Most districts offering CTE programs also provide students opportunities to engage in apprenticeships, work based learning, job shadowing and field trips.

POSTSECONDARY EDUCATION SYSTEM

In postsecondary education, many CTC classrooms are modeled after a typical workplace to the greatest extent possible so that students gain experience in the use of industry-standard equipment and materials. This contextualization extends to related instructional components such as human relations, computation, and communication so that other workplace skills are also developed. Select programs offer opportunities for on-the-job experiences for students to engage in realistic business enterprises that already exist on campus as lines of business. These might include baking and catering, facilities and landscaping, dental clinics, auto shops, wine-making and beauty salons. Many prof/tech programs utilize clinical instruction or cooperative education experiences as a part of either program requirements or electives. Examples include Nursing, Fire Science, Chemical Dependency Studies, and Early Childhood Education. In addition, business and industry often provide site tours, internships and job shadowing.

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

Yes

Yes; WA used Perkins funds to support partnerships between education and business.

BUSINESS PARTNERSHIPS

SECONDARY EDUCATION SYSTEM

CTE programs rely on strong partnerships between the educational system and partners in business and industry. One such partnership includes working with the Manufacturing Industrial Council (MIC) and the Boeing Company. Through this partnership, CorePlus Aerospace Manufacturing curriculum was created. This program has been implemented in multiple school districts and skill centers across the state. Educators have engaged in technical workshops to support creating a pipeline for manufacturing industries in our state. CTE Program Staff serve on multiple industry boards to maintain relationships and ensure opportunities for CTE secondary programs.

POSTSECONDARY EDUCATION SYSTEM

In postsecondary education, Perkins funds supported faculty return to industry as well as employers' input on curriculum through DACUMs and participation in advisory committees. As documented through Time & Effort reporting, Perkins funds also supported positions, in part, such as Career Outreach Coordinators, Career Services Specialists, and Internship Coordinators. In 2016/17, Perkins funds were used for the purpose of bringing employers to campus to meet students, provide information about their industries, and recruit for vacant positions through Career Fairs and Expos, Career Cluster Employer Panels, and Industry Speaker Series. As part of the partnership with the Association of Washington Business, AWB works with its business members and SBCTC to set up twenty-five student internship opportunities and help their member businesses to better understand and implement the internship model.

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

Yes

Yes; WA used Perkins funds to develop new CTE.

NEW or IMPROVED CTE

SECONDARY EDUCATION SYSTEM

LEAs are supported in their efforts to improve existing or implement new CTE courses, Programs of Study, and initiatives. For example, districts often use Perkins funds to support on-going program reviews. The process is used to improve and expand curriculum ensuring its alignment with industry-driven demands as well as state and federal standards. More remote districts may contract with the Washington Virtual Academy (WAVA). CTE instructors and administrators work together to make sure that all CTE courses offered through the WAVA are aligned to all required standards.

OSPI facilitated the addition of a Viticulture CIP code, and corresponding state model framework. This framework achieved statewide equivalency as a lab science offering, as well as an accepted articulation agreement with Yakima Valley Community College for any high school that adopted the program. Additionally, OSPI created an Agro-Ecology and Sustainability CIP code, and passed a corresponding state model framework. These new CTE courses were developed in cooperation with interested school districts, community and technical college partners, and business and industry partners, and reflect areas of demand in the state of Washington.

POSTSECONDARY EDUCATION SYSTEM

In postsecondary education, CTCs used Perkins funds to support the improvement of CTE in many ways, including: faculty development; integrating technology with Web-based course offerings and open courseware; incorporating competency-based curriculum; providing internships and work-based learning opportunities; and creating course modules for short-term training certificate options. As an example, a formal partnership between Boeing, CTCs, and the Center of Excellence for Aerospace and Advanced Manufacturing created a new Advanced Avionics program in aviation maintenance technician training specific to industry-based outcomes. Specialized equipment was purchased to make the program relevant to FAA standards. Enrollment in the program began in Spring of 2017 with a two-quarter cohort of ten students prepared to complete the program in August 2017. Enrollment in Fall of 2017 is at maximum capacity of 15 as of July, 2017.

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

Yes

Yes; WA used Perkins funds to support entrepreneurship education and training.

ENTREPRENEURSHIP

SECONDARY EDUCATION SYSTEM

The Seattle Business magazine reports that at the University of Washington, the Lavin Entrepreneurship Program enrolls high school students directly out of school who want to develop skills to grow a business in the future. Connie Bourassa-Shaw, director of the Center for Entrepreneurship & Innovation, says "interest among young students has never been greater. The group that is the most dynamic is the undergrads," she says. "Of the students we've admitted, half have started their own companies in high school."

Entrepreneurship is identified as an objective in the state's CTE standards. In particular, the Business, Management and Administration Career Cluster focuses on teaching CTE students the business skills essential to efficient, productive operations for any company. This career cluster is organized into five career pathways:

1. Administrative and information support

2. Business analysis

3. Business, financial management and accounting

4. Human resources

5. Management

POSTSECONDARY EDUCATION SYSTEM

In postsecondary education, entrepreneurship is a component of several professional/technical programs, preparing students to run their own business. Entrepreneurship education and training are also provided in the correctional setting to those persons who may face barriers to traditional employment.

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

Yes

Yes; WA used Perkins funds to improve the recruitment and retention of CTE personnel.

RECRUITMENT and RETENTION

SECONDARY EDUCATION SYSTEM

OSPI provides partial funding for the CTE Director Internship Program to recruit and train new CTE administrators. Perkins funds are used to provide professional development presentations during the year-long program, and OSPI CTE staff collaborate on workshops and providing necessary resources.

Troops to Teachers has helped over 20,000 veterans successfully transition to a career in education. Funded by the Department of Defense, the program aims to not only get disciplined, motivated, and enthusiastic veterans into our CTE classrooms, but to address the problem of teacher shortages and veteran unemployment throughout the state.

The Conditional Teacher Certificate gives a school district the flexibility to hire someone who has expertise in an area, usually when they cannot find a certificated teacher in a specific endorsement area. The certificate is subject to specific limitations and the teacher must take professional development coursework to enhance their teaching competencies. It is valid for up to 2 years.

Alternative Routes to Teacher Certification are designed for career changers and for individuals already working in the school system who want to transition to full-time teaching. Compared to traditional educator preparation programs, alternative routes tend to be shorter, more convenient, more affordable, and more practically oriented. Enrollment in an alternative route program is through an alternative route provider. Currently, Washington State has four alternative routes that cater to specific populations:

Route 1: For classified instructional employees (e.g., paraeducators) with Associate's degrees;

Route 2: For classified staff with Bachelor's degrees;

Route 3: For "career changers" with Bachelor's degrees; and,

Route 4: For district staff with Bachelor's degrees employed on conditional or emergency substitute certificates.

POSTSECONDARY EDUCATION SYSTEM

In postsecondary education,leadership funds were used to support professional development for "Boot Camp" training for new CTE instructors. The new, highly successful, training has expanded to multiple locations around the state. South Seattle Community College now offers a Bachelor of Applied Science degree in Professional Technical Teacher Education. The program prepares students who have completed a two-year technical degree or, approved Associate's degree, and have a minimum of two years' work experience for teaching at community or technical colleges. The BAS class schedule is conducive to the working student as classes are primarily offered online with some required face-to-face sessions. All mandatory in-person lectures are held on weekends.

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

Yes

Yes; WA used Perkins funds to support occupational and employment information.

OCCUPATIONAL and EMPLOYMENT RESOURCES

To promote high quality Career and Technical Education to Washington students and parents, the state used ADVANCE CTE and Perkins funds to support an innovative video project to guide CTE teachers and students in creating CTE promotional videos. Videos may be given a local perspective by having students interview area employers, current CTE students, and former CTE students from their school who landed jobs or, advanced to college in "prof/tech" programs to further their career and technical education. The goal of The Video Toolkit, distributed to all 295 Washington school districts, is to create a "plug-and-play" type format that provides pre-formatted messaging and images at the beginning of each video, with local students then shooting interviews in the middle, and the final segment of each video driving students and parents to a web page with more information about CTE, www.CareerBridge.wa.gov. Students who only have access to a cell phone or tablet can also successfully shoot videos that promote CTE participation in their local area.

Washington's Career Bridge website, http://www.careerbridge.wa.gov/, and accompanying reference guide, "Where Are You Going?" is updated, annually, and distributed across the state at schools, One Stop Centers, state agencies, conferences and through social media. Highlights of the website include career resources, career clusters, by occupation, an occupational "demand-decline list," apprenticeships, military and veterans resources and resources for persons with disabilities.

POSTSECONDARY EDUCATION SYSTEM

The Career Pathway Web Tool, linked with other relevant state websites, is an informative tool for students, their parents, faculty and advisors. Career and educational opportunities for students from high school through the postsecondary system are highlighted. "One-Stop" support provided, in part, with Perkins funds is linked to other centers that provide additional career information and job seeking services. Colleges also utilize WOIS (Washington Occupational Information System) and other on-line resources to connect students with labor market and occupational information. Every month, SBCTC makes available to colleges regional-specific (to that college) data provided by the WA Employment Security Department. These reports include information on skill sets and certifications in demand by local employers, occupations by wage, online job postings and data on unemployment insurance (UI) claimants.

Consolidated Annual Report, Program Year 2016 - 2017 Washington

Step 4: Technical Skills Assessment

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

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

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

Consolidated Annual Report, Program Year 2016 - 2017 Washington

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

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

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1P1	No disaggregated data made available	The target for this measure was 39,169. The actual level of performance was 40,039. The Community and Technical College system performance exceeded the state target performance level and is currently at 103.12%. 1P1 target is tied directly to enrollments, and while the system exceeded 100%, the overall number of CTE concentrators has decreased over the last three years. The reduction is linked to an overall decrease in enrollments due to a significantly improved economy in the state of Washington. An increase in availability of employment opportunities historically correlates with decrease in community and technical college enrollments, and especially those in professional-technical programs. Washington State's unemployment rate has declined steadily since its peak of 10.4%	The Perkins Program Administrator for the State Board of Community & Technical Colleges and the respective Workforce Dean.	10-01-18

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		in January of 2010 to below 4.5% in October of 2017. Some counties, both rural and urban, such as King, Chelan, Adams, Lincoln, Asotin and Whitman were at or below 4% unemployment in October of 2017, according to Washington State Employment Security Department data. Colleges that do not meet 90 percent of one or more performance indicators are required to develop a performance plan regarding each missed performance goal and include it in the following year's annual update of the college's five-year plan. Each improvement plan outlines the college activities that are tied to individual performance measures and at the end of the year they review the impact of the activities. The plan is reviewed by SBCTC staff as part of the approval of the college's overall Perkins plan for funding. Colleges that miss the same performance goals three years in a row will be required to direct 1.5% of total Perkins basic funds towards improving upon the deficiencies in the coming year plan and budget. The budget and narrative documents are set up to show the amount of funds and activities directed toward performance improvement. Four colleges did not meet 90% of target for this indicator. These colleges are marked by (1), (2) or (3+) having missed their target for one, two, three, or, more than three years, respectively. All four colleges will be required to write improvement plans, and RTC will		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		direct funding to improving this indicator. They are: Bellingham Technical College (2): 82%, up from 80% in the previous year. Lake Washington Institute of Technology (2): 86%, up from 83% in the previous year. Renton Technical College (3): 74%, down from 81% in the previous year. Seattle Vocational Institute: 56%, down from 64% in the previous year. Seattle Vocational Institute (SVI) is transitioning to become a part of Seattle Central College. 2016-17 was the last year that SVI received Perkins funding. All SVI's enrollments, expenditures, activities, and reporting will be combined with Seattle Central's starting in 2017-18 the future. Aside from SVI, the three colleges that missed targets are technical colleges, and due to their program mix, most are affected by low unemployment in healthcare, trades, and IT. Fewer students are seeking college admission because of robust employment opportunities. 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.		
1P1	No disaggregated data made available	Although Perkins performance data as populated in the CAR shows that WA meet its performance target for 1P1, for the state, as a whole, the portal has erroneously pre-populated 1PI requiring a PPIP. PPIPs for specific colleges that did not		

Core Indicator	Disaggregated categories of	Action step to be implemented meet this performance indicator are provided in the narrative, below.	Staff member	Timeline
2P1	No disaggregated data made available	The target for this measure was 31,094. The actual level of performance was 33,212. The Community and Technical College system performance exceeded the target performance level. Colleges that do not meet 90 percent of one or more performance indicators are required to develop a performance plan regarding each missed performance goal and include it in the following year's annual update of the college's five-year plan. Each improvement plan outlines the college activities that are tied to individual performance measures and at the end of the year they review the impact of the activities. The plan is reviewed by SBCTC staff as part of the approval of the college's overall Perkins plan for funding. Colleges that miss the same performance goals three years in a row will be required to direct 1.5% of total Perkins basic funds towards improving upon the deficiencies in the coming year plan and budget. The budget and narrative documents are set up to show the amount of funds and activities directed toward performance improvement. All but four community and technical colleges in the state met at least 90% of their individual targets: BTC - Bellingham Technical College missed their target two years in a row. RTC - Renton Technical College missed their target three years in a row. SCC	The Perkins Program Administrator for the State Board of Community & Technical Colleges and the respective Workforce Dean.	10-01-18

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		- Spokane Community College missed their target for the first time. SVI - Seattle Vocational Institute, as described in 1P1,is transitioning to become a part of Seattle Central College. 2016-17 was the last year that SVI received funding. All SVI's expenditures, activities, and reporting will be combined with Seattle Central's starting in 2017-18 the future. These colleges, as marked by (1), (2) or (3+), have missed their target for one, two, three, or, more than three years, respectively. These colleges will submit improvement plans as part of their Perkins FY19 application, and RTC will direct funding to improving the indicator: Bellingham Technical College (2): 86%, same as the previous year. Renton Technical College (3): 69%, down from 77% in the previous year. Seattle Vocational Institute: 56%, down from 60% in the previous year. Spokane Community College (1): 89%, down from 92% in the previous year. Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.		
2P1	No disaggregated data made available	Although Perkins performance data as populated in the CAR shows that WA met its performance target for 2P1, for the state, as a whole, the portal has erroneously pre-populated 2P1 as requiring a PPIP. PPIPs for specific colleges that did not meet this performance indicator are provided in the narrative, below.		
1S1	State Adjusted Target Level of Performance = 88.19 90% of	To be a CTE Concentrator, a student has to be enrolled in 2 or	The Perkins Program Supervisor	10-01-18

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	Target = 79.37% Males, on the aggregated, scored almost 4% points below the 90% performance target threshold, whereas females scored 2% points above the threshold. All race/ ethnic groups scored between 14% and 19% points below the 90% performance target threshold, with the exception of Asians, Whites, and those identified as Two or More Races, which scored several points above. All special populations failed to score above the 90% performance target threshold.	more CTE courses above the exploratory level in a single cluster. Many students have not attained "concentrator" status until after the assessment was taken; therefore, CTE staff have no impact on the student's assessment grade. Unless the secondary education system changes the testing year, or the business rules change for data collection to only count students who become a concentrator during that testing year, performance improvement will not change. One example of a Perkins Program Performance Improvement Plan from Castle Rock SD indicates their intent to work more closely with the school's English Dept. by using specific reading strategies and incorporating writing assignments into CTE courses at least once a week. The CTE students will be encouraged to improve their writing skills by increasing their standards as the year goes on. They also plan to further collaborate with their English department to make sure CTE is using common language and rubrics with their students so they are receiving the same message from both departments." School districts failing to meet Core Indicator 1S1 are: Blaine SD Bremerton SD Bridgeport SD Cascade SD Castle Rock SD Cheney SD Chimacum SD Coupeville SD Cusick SD Evergreen SD (Clark) Ferndale SD Goldendale SD Grandview SD Granite Falls SD Highland SD Highline SD Hoquiam SD Lake Washington	in the Office of Career and Technical Education at the Office of the Superintendent of Public Instruction, along with the Executive Director of CTE, Office of Teaching & Learning, Office of the Superintendent of Public Instruction, and the respective CTE Directors of those school districts who have failed to meet the state performance target.	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		Institute of Technology North Mason SD Oak Harbor SD Ocosta SD Othello SD Quilcene SD Quillayute Valley SD Renton SD Ridgefield SD Shoreline SD South Bend SD Stevenson-Carson SD Tacoma SD Tonasket SD Toppenish SD Touchet SD Wellpinit SD West Valley SD (Spokane) West Valley SD (Yakima) White Salmon Valley SD Zillah SD		
1S2	State Adjusted Target Level of Performance = 81.98 90% of Target = 73.78% All population groups failed to score above the 90% performance target threshold.	The state target for performance core indicator, 1S2, Attainment of Academic Skills -Mathematics, was set at 81.98; actual performance was 25.43, a Delta of 56.55. The issue with this target for the secondary education system is that to be a CTE concentrator, a student has to be enrolled in two or more CTE courses above the exploratory level in a single cluster. Many CTE students have not attained "concentrator" status until after their Mathematics assessment was taken; therefore, CTE instructors have no impact on their students' assessment grade. This is the same issue as the 1S1 performance indicator. However, districts that "fail" to meet the state performance target are required to address their plan of action in their annual Perkins Program Improvement Plan (PPIP.) As one example, Ferndale School District refines their frameworks to meet students' needs. Students with math deficiencies are identified as well as where these students are falling short; curriculum is developed to address their	The Perkins Program Supervisor in the Office of Career and Technical Education at the Office of the Superintendent of Public Instruction, along with the Executive Director of CTE, Office of Teaching & Learning, Office of the Superintendent of Public Instruction, and the respective CTE Directors of those school districts who have failed to meet the state performance target.	10-01-18

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		deficiencies. Some middle schools are going away from grade level math and, instead, placing students into ability groups based on their test scores. If the student is struggling in algebra, they are placed in an intensified algebra class. Or, with an extended block, these students might have math every day. Additional math support strategies includes "Block" Geometry, "Block" Algebra, Extended Algebra, and a special math course for CTE students in the trades. School districts failing to meet Core Indicator 2S2 are: Blaine SD Bremerton SD Bridgeport SD Cascade SD Castle Rock SD Centralia SD Clarkston SD Clover Park SD Coupeville SD Cusick SD Deer Park SD Ferndale SD Freeman SD Goldendale SD Granite Falls SD Highland SD Highline SD Hockinson SD Hoquiam SD Lake Washington Institute of Technology Mossyrock SD Mount Baker SD Naches Valley SD Newport SD Nooksack Valley SD North Kitsap SD Ocosta SD Okanogan SD Onalaska SD Othello SD Pasco SD Port Angeles SD Quillayute Valley SD Renton SD Ridgefield SD Riverview SD Rochester SD Royal SD Selah SD Sequim SD Shelton SD Shoreline SD Snohomish SD Stevenson-Carson SD Sultan SD Tacoma SD Wellpinit SD West Valley SD (Spokane) West Valley SD (Yakima) White Salmon Valley SD Zillah SD		

Local Program Improvement Plans

Consolidated Annual Report, Program Year 2016 - 2017 Washington

Review & Certification

CAR Certification

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

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

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

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

State Director

Eleni Papadakis

Title/Agency

State Director of Career and Technical Education and Executive Director, Workforce Training and Education Coordinating Board

Date

12/28/2017 8:13:00 PM

4. Technical Skill Attainment

Data not collected by Dept. of Ed in 2017

6a. Enrollment Data for CTE Participants 12/31/2017	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
GENDER			
Male	164,013	73,958	0
Female	150,810	85,678	0
RACE/ETHNICITY *(1997 STANDARDS)			
American Indian or Alaskan Native	4,424	1,750	0
Asian	22,796	15,157	0
Black or African American	14,902	9,098	0
Hispanic/Latino	67,816	20,202	0
Native Hawaiian or Other Pacific Islander	3,478	1,026	0
White	180,043	78,994	0
Two or More Races	21,364	9,197	0
Unknown		24,212	
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)		9,872	0
Disability Status (ESEA/IDEA)	36,481		
Economically Disadvantaged	140,465	35,696	0
Single Parents	0	13,225	0
Displaced Homemakers	0	1,071	0
Limited English Proficient	20,164	9,951	0
Migrant Status	6,784		
Nontraditional Enrollees	118,891	15,910	0
Secondary Definition for CTE Participants:			
A secondary student who has enrolled in one or more courses in any CTE program area.			
Postsecondary Definition for CTE Participants:			
A student enrolled with a vocational intent who has earned one or more college level credits in any CTE program area.			
Additional Information:			

	A	B	C	D	E	F	G
1	**Enrollment Data for**	**SECONDARY**		**POSTSECONDARY**		**ADULT**	
2	**CTE Concentrators**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
3	**Agriculture, Food & Natural Resources**	2380	3615	999	463	0	0
4	**Architecture & Construction**	2812	489	5991	671	0	0
5	**Arts, A/V Technology, & Communications**	17814	17798	619	553	0	0
6	**Business Management, & Administration**	97	166	2545	6085	0	0
7	**Education & Training**	5659	11407	229	3348	0	0
8	**Finance**	1084	1052	2	2	0	0
9	**Government & Public Administration**	3125	1426	0	0	0	0
10	**Health Science**	4684	7610	2645	11386	0	0
11	**Hosplitality & Tourism**	2858	3471	801	997	0	0
12	**Human Services**	299	2112	673	3180	0	0
13	**Information Technology**	15626	7566	4339	1353	0	0
14	**Law, Public Safety & Security**	1430	1153	1292	1187	0	0
15	**Manufacturing**	5733	754	6952	839	0	0
16	**Marketing Sales & Services**	2900	2787	254	456	0	0
17	**Science, Technology, Engineering & Math**	2374	806	391	88	0	0
18	**Transportation, Distribution & Logistics**	4706	470	2952	324	0	0
19	**Secondary Definition for CTE Concentrators:**						
20	A secondary student who has enrolled in two or more CTE courses above the exploratory level in a single cluster.						
21	**Postsecondary Definition for CTE Concentrators:**						
22	A postsecondary CTE participant (a student enrolled with a vocational intent who has earned one or more college-level credits in any CTE program area) who has completed at least 12 CTE credits or completed an industry-recognized credential or formal award.						
23	**Additional Information:**						
24							
25	In PY 2015-2016, WA reported 2,178 Female Concentrators in Human Services; in PY 2016-2017, we reported 2,112, a delta of -66.						
26							
27	While the decrease of 66 students is a small percentage of the overall enrollment of CTE Concentrators in the Human Services cluster during the 16-17 school year, and it is difficult to						
28	pinpoint the exact cause, the following information provide potential insight:						
29							
30	Student Pathway vs. Cluster:						
31							
32	Many students who are initially interested in the Human Service cluster may start by taking one course, but ultimately move to another cluster that better fits their career pathway. For						
33	example, Human Services and Health Sciences have several courses that correlate to one another. A student can take one course in Health Services and take their next course in Health						
34	Sciences. This would still align with their pathway, but would show a decrease/increase from cluster to cluster. With more courses offered in many program areas, students may move from cluster to cluster in order to take courses in their particular field of interest.						

Secondary Performance Targets

	A	B	C	D	E
1	**Secondary Performance Data - 1S1: Attainment of Academic Skills - Reading/Language Arts**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Actual Level of Performance**	**State Target Level of Performance**
2	Grand Total	32,878	41,991	78	88
3	**GENDER**				
4	Male	17,001	22,485	78	88
5	Female	15,877	19,506	78	88
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	300	486	78	88
8	Asian	2,762	3,178	78	88
9	Black or African American	1,109	1,820	78	88
10	Hispanic/Latino	5,411	8,300	78	88
11	Native Hawaiian or Other Pacific Islander	220	367	78	88
12	White	20,943	25,177	78	88
13	Two or More Races	2,133	2,663	78	88
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	78	88
16	Disability Status (ESEA/IDEA)	1,481	4,074	78	88
17	Economically Disadvantaged	10,881	16,380	78	88
18	Single Parents	-9	-9	78	88
19	Displaced Homemakers	-9	-9	78	88
20	Limited English Proficient	344	1,482	78	88
21	Migrant Status	430	781	78	88
22	Nontraditional Enrollees	15,608	20,630	78	88
23	**Additional Information**				

	Secondary Performance Data - 1S2: Attainment of Academic Skills - Mathematics	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
2	Grand Total	10,690	42,031	25	82
3	**GENDER**				
4	Male	6,000	22,497	25	82
5	Female	4,690	19,534	25	82
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	97	490	25	82
8	Asian	1,030	3,187	25	82
9	Black or African American	268	1,826	25	82
10	Hispanic/Latino	1,386	8,302	25	82
11	Native Hawaiian or Other Pacific Islander	56	366	25	82
12	White	7,137	25,198	25	82
13	Two or More Races	716	2,662	25	82
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	25	82
16	Disability Status (ESEA/IDEA)	460	4,138	25	82
17	Economically Disadvantaged	3,179	16,407	25	82
18	Single Parents	-9	-9	25	82
19	Displaced Homemakers	-9	-9	25	82
20	Limited English Proficient	120	1,490	25	82
21	Migrant Status	83	784	25	82
22	Nontraditional Enrollees	4,676	20,674	25	82
23	**Additional Information**				

	Secondary Performance Data - 2S1: Technical Skill Attainment	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
2	Grand Total	10,979	12,474	88	90
3	**GENDER**				
4	Male	5,824	6,733	88	90
5	Female	5,155	5,741	88	90
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	101	114	88	90
8	Asian	741	821	88	90
9	Black or African American	483	548	88	90
10	Hispanic/Latino	2,506	3,050	88	90
11	Native Hawaiian or Other Pacific Islander	83	90	88	90
12	White	6,412	7,101	88	90
13	Two or More Races	653	750	88	90
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	88	90
16	Disability Status (ESEA/IDEA)	929	1,135	88	90
17	Economically Disadvantaged	4,570	5,371	88	90
18	Single Parents	-9	-9	88	90
19	Displaced Homemakers	-9	-9	88	90
20	Limited English Proficient	379	521	88	90
21	Migrant Status	265	368	88	90
22	Nontraditional Enrollees	5,590	6,301	88	90
23	**Additional Information**				

The Office of Superintendent of Public Instruction (OSPI) contracts with Precision Exam to assess a variety of technical skills and knowledge of secondary CTE students to industry standards. There has been a consistent upward trend in 2S1 which has followed the same approximate increase each year. As more exam choices are offered through Precision Exams - as well as The Microsoft IT Academy - more students, and ultimately, more CTE Concentrators, have the opportunity to take and pass assessments.

An analysis run through the Comprehensive Education Data and Research System, (CEDARS), a longitudinal data system managed by OSPI to collect, store and report data related to secondary students, (CTE and otherwise), reveals a steadily increasing trend line of students who took and passed an assessment in order to achieve an industry certificate. For example:

In 2014, 8037 students took an assessment; 5656 passed.

In 2015, 15,662 students took an assessment, 9543 passed.

In 2016, 23800 students took an assessment, 14595 passed.

In 2017, 30484 students took an assessment, 181684 passed.

Secondary Performance Data -3S1: School Completion	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	40,614	46,568	87	90
GENDER				
Male	21,360	24,994	87	90
Female	19,254	21,574	87	90
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	445	580	87	90
Asian	3,122	3,382	87	90
Black or African American	1,768	2,174	87	90
Hispanic/Latino	7,719	9,428	87	90
Native Hawaiian or Other Pacific Islander	355	453	87	90
White	24,640	27,516	87	90
Two or More Races	2,565	3,035	87	90
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	87	90
Disability Status (ESEA/IDEA)	3,932	4,737	87	90
Economically Disadvantaged	15,463	19,142	87	90
Single Parents	-9	-9	87	90
Displaced Homemakers	-9	-9	87	90
Limited English Proficient	1,362	1,921	87	90
Migrant Status	749	940	87	90
Nontraditional Enrollees	20,201	22,927	87	90
DISAGGREGATE INDICATORS				
General Education Development (GED)	167		87	90
Diploma	40,310		87	90
Certificate	137		87	90
Additional Information				

	A	B	C	D	E
1	**Secondary Performance Data - 4S1: Student Graduation Rates**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Actual Level of Performance**	**State Target Level of Performance**
2	Grand Total	40,981	46,576	88	90
3	**GENDER**				
4	Male	21,350	24,859	88	90
5	Female	19,631	21,717	88	90
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	466	587	88	90
8	Asian	3,182	3,391	88	90
9	Black or African American	1,737	2,079	88	90
10	Hispanic/Latino	7,400	8,896	88	90
11	Native Hawaiian or Other Pacific Islander	356	438	88	90
12	White	25,369	28,310	88	90
13	Two or More Races	2,471	2,875	88	90
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	88	90
16	Disability Status (ESEA/IDEA)	4,249	5,437	88	90
17	Economically Disadvantaged	19,435	23,889	88	90
18	Single Parents	-9	-9	88	90
19	Displaced Homemakers	-9	-9	88	90
20	Limited English Proficient	1,801	2,382	88	90
21	Migrant Status	977	1,235	88	90
22	Nontraditional Enrollees	20,452	23,460	88	90
23	**Additional Information**				

	A	B	C	D	E
1	**Secondary Performance Data - 5S1: Placement**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Actual Level of Performance**	**State Target Level of Performance**
2	Grand Total	34,967	46,408	75	73
3	**GENDER**				
4	Male	18,189	24,865	75	73
5	Female	16,778	21,543	75	73
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	352	619	75	73
8	Asian	2,804	3,390	75	73
9	Black or African American	1,537	2,110	75	73
10	Hispanic/Latino	6,291	9,007	75	73
11	Native Hawaiian or Other Pacific Islander	269	433	75	73
12	White	21,583	28,018	75	73
13	Two or More Races	2,126	2,825	75	73
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	75	73
16	Disability Status (ESEA/IDEA)	2,502	4,442	75	73
17	Economically Disadvantaged	13,016	19,168	75	73
18	Single Parents	-9	-9	75	73
19	Displaced Homemakers	-9	-9	75	73
20	Limited English Proficient	937	1,542	75	73
21	Migrant Status	636	975	75	73
22	Nontraditional Enrollees	16,747	22,645	75	73
23	**DISAGGREGATE INDICATORS**				
24	Advanced Training	2,633		75	73
25	Employment	22,342		75	73
26	Military	-1		75	73
27	Postsecondary Education	21,051		75	73
28	**Additional Information**				
29	Military data unavailable to the State.				

	A	B	C	D	E
1	**Secondary Performance Data - 6S1: Nontraditional Participation**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Actual Level of Performance**	**State Target Level of Performance**
2	Grand Total	118,891	215,522	55	57
3	**GENDER**				
4	Male	60,011	119,280	55	57
5	Female	58,880	96,242	55	57
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	1,877	3,264	55	57
8	Asian	7,125	14,006	55	57
9	Black or African American	5,804	10,065	55	57
10	Hispanic/Latino	28,727	49,847	55	57
11	Native Hawaiian or Other Pacific Islander	1,334	2,312	55	57
12	White	66,085	121,868	55	57
13	Two or More Races	7,939	14,160	55	57
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	55	57
16	Disability Status (ESEA/IDEA)	14,921	26,761	55	57
17	Economically Disadvantaged	58,459	101,479	55	57
18	Single Parents	-9	-9	55	57
19	Displaced Homemakers	-9	-9	55	57
20	Limited English Proficient	7,982	14,376	55	57
21	Migrant Status	3,137	5,264	55	57
22	**Additional Information**				

	Secondary Performance Data - 6S2: Nontraditional Completion	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
2	Grand Total	23,443	41,843	56	61
3	**GENDER**				
4	Male	10,888	23,800	56	61
5	Female	12,555	18,043	56	61
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	302	506	56	61
8	Asian	1,511	2,924	56	61
9	Black or African American	1,086	1,761	56	61
10	Hispanic/Latino	5,168	8,492	56	61
11	Native Hawaiian or Other Pacific Islander	224	382	56	61
12	White	13,648	25,128	56	61
13	Two or More Races	1,504	2,650	56	61
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
15	Individuals With Disabilities (ADA)	-9	-9	56	61
16	Disability Status (ESEA/IDEA)	2,591	4,575	56	61
17	Economically Disadvantaged	10,370	17,109	56	61
18	Single Parents	-9	-9	56	61
19	Displaced Homemakers	-9	-9	56	61
20	Limited English Proficient	974	1,688	56	61
21	Migrant Status	516	801	56	61
22	**Additional Information**				

Postsecondary Performance Targets

	A	B	C	D	E
1	**Postsecondary Performance Targets - 1P1: Technical Skill Attainment**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Actual Level of Performance**	**State Target Level of Performance**
2	Grand Total	40,390	40,390	100	39,169
3	**GENDER**				
4	Male	18,133	18,133	100	39,169
5	Female	22,257	22,257	100	39,169
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	385	385	100	39,169
8	Asian	2,907	2,907	100	39,169
9	Black or African American	2,032	2,032	100	39,169
10	Hispanic/Latino	4,580	4,580	100	39,169
11	Native Hawaiian or Other Pacific Islander	220	220	100	39,169
12	White	24,457	24,457	100	39,169
13	Two or More Races	2,295	2,295	100	39,169
14	Unknown	3,514	3,514	100	39,169
15	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
16	Individuals With Disabilities (ADA)	2,859	2,859	100	39,169
17	Economically Disadvantaged	13,643	13,643	100	39,169
18	Single Parents	2,391	2,391	100	39,169
19	Displaced Homemakers	255	255	100	39,169
20	Limited English Proficient	328	328	100	39,169
21	Nontraditional Enrollees	4,129	4,129	100	39,169
22	**Additional Information**				
23	WA postsecondary performance data for 1P1, Technical Skill Attainment, is reported as a whole number rather than a percentage (numerator/denominator.) This				
24	has been negotiated on the basis that actual numbers of persons attaining technical skills and prepared to enter the workforce are more representative than				
25	percentages.				
26					
27					

	Postsecondary Performance Data - 2P1: Credential, Certificate or Degree	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
2	Grand Total	33,212	33,212	100	31,094
3	**GENDER**				
4	Male	14,482	14,482	100	31,094
5	Female	18,730	18,730	100	31,094
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	286	286	100	31,094
8	Asian	2,508	2,508	100	31,094
9	Black or African American	1,532	1,532	100	31,094
10	Hispanic/Latino	3,856	3,856	100	31,094
11	Native Hawaiian or Other Pacific Islander	175	175	100	31,094
12	White	19,931	19,931	100	31,094
13	Two or More Races	1,922	1,922	100	31,094
14	Unknown	3,002	3,002	100	31,094
15	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
16	Individuals With Disabilities (ADA)	2,095	2,095	100	31,094
17	Economically Disadvantaged	10,752	10,752	100	31,094
18	Single Parents	1,534	1,534	100	31,094
19	Displaced Homemakers	181	181	100	31,094
20	Limited English Proficient	278	278	100	31,094
21	Nontraditional Enrollees	3,068	3,068	100	31,094
22	**DISAGGREGATE INDICATORS**				
23	Credential	4,706		100	31,094
24	Certificate	4,302		100	31,094
25	Degree	24,204		100	31,094
26	**Additional Information**				
27	WA postsecondary performance data for 2P1, Attainment of Credential, Certificate, or Degree, is reported as a whole number rather than a percentage				
28	(numerator/denominator.) This is due, in part, to the perspective that actual numbers of persons attaining a postsecondary credential, certificate, or degree are				
29	more representative than percentages.				

Postsecondary Performance - 3P1: Student Retention or Transfer	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	38,310	62,633	61	63
GENDER				
Male	18,205	31,817	61	63
Female	20,105	30,816	61	63
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	377	680	61	63
Asian	2,716	3,839	61	63
Black or African American	2,117	3,857	61	63
Hispanic/Latino	4,499	7,144	61	63
Native Hawaiian or Other Pacific Islander	248	452	61	63
White	21,978	33,574	61	63
Two or More Races	2,455	3,758	61	63
Unknown	3,920	9,329	61	63
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	2,197	3,591	61	63
Economically Disadvantaged	13,106	19,792	61	63
Single Parents	2,116	4,352	61	63
Displaced Homemakers	264	440	61	63
Limited English Proficient	638	1,388	61	63
Nontraditional Enrollees	4,086	8,103	61	63
Additional Information				

	Postsecondary Performance - 4P1: Student Placement	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
2	Grand Total	23,560	39,684	59	58
3	**GENDER**				
4	Male	10,734	18,625	59	58
5	Female	12,826	21,059	59	58
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	246	446	59	58
8	Asian	1,612	2,560	59	58
9	Black or African American	1,337	2,323	59	58
10	Hispanic/Latino	2,679	4,467	59	58
11	Native Hawaiian or Other Pacific Islander	153	256	59	58
12	White	14,361	24,004	59	58
13	Two or More Races	1,339	2,155	59	58
14	Unknown	1,833	3,473	59	58
15	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
16	Individuals With Disabilities (ADA)	1,459	3,034	59	58
17	Economically Disadvantaged	8,365	13,998	59	58
18	Single Parents	1,880	3,235	59	58
19	Displaced Homemakers	182	314	59	58
20	Limited English Proficient	237	430	59	58
21	Nontraditional Enrollees	2,894	4,969	59	58
22	**DISAGGREGATE INDICATORS**				
23	Apprenticeship	350		59	58
24	Employment	23,210		59	58
25	Military	-1		59	58
26	**Additional Information**				
27	Community and technical colleges do not collect postsecondary performance data for 4P1: Student Placement for members of the military; instead, this data is				
28	compiled and analyzed by the Washington State Education Research and Data Center (ERDC.)				
29					

	Postsecondary Performance - 5P1: Nontraditional Participation	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
2	Grand Total	13,452	73,443	18	19
3	**GENDER**				
4	Male	5,320	37,446	18	19
5	Female	8,132	35,997	18	19
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	203	888	18	19
8	Asian	980	4,496	18	19
9	Black or African American	1,086	4,751	18	19
10	Hispanic/Latino	1,496	8,520	18	19
11	Native Hawaiian or Other Pacific Islander	114	557	18	19
12	White	7,445	42,182	18	19
13	Two or More Races	863	3,999	18	19
14	Unknown	1,265	8,050	18	19
15	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
16	Individuals With Disabilities (ADA)	1,200	5,396	18	19
17	Economically Disadvantaged	5,358	28,094	18	19
18	Single Parents	1,489	7,189	18	19
19	Displaced Homemakers	144	708	18	19
20	Limited English Proficient	290	1,648	18	19
21	**Additional Information**				

	A	B	C	D	E
1	**Postsecondary Performance - 5P2 - Nontraditional Completion**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Actual Level of Performance**	**State Target Level of Performance**
2	Grand Total	6,104	35,427	17	18
3	**GENDER**				
4	Male	2,412	16,871	17	18
5	Female	3,692	18,556	17	18
6	**RACE/ETHNICITY* (1997 Revised Standards)**				
7	American Indian or Alaskan Native	79	384	17	18
8	Asian	543	2,534	17	18
9	Black or African American	378	2,012	17	18
10	Hispanic/Latino	660	4,076	17	18
11	Native Hawaiian or Other Pacific Islander	47	230	17	18
12	White	3,554	21,415	17	18
13	Two or More Races	357	1,873	17	18
14	Unknown	486	2,903	17	18
15	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**				
16	Individuals With Disabilities (ADA)	577	2,828	17	18
17	Economically Disadvantaged	2,659	15,261	17	18
18	Single Parents	561	3,218	17	18
19	Displaced Homemakers	58	357	17	18
20	Limited English Proficient	83	607	17	18
21	**Additional Information**				

Final Financial Status Report
Program Year 2015

	A	B	C	F	G	H	I
1	**1. State Name**		Washington	**5. Grant Award Number**			
2	**2. Federal Funding Period**			State Basic Grant (Title I)		V048A150047	
3	Start Date		7/1/2015	**6. Grant Award Amount**			
4	End Date		9/30/2017	State Basic Grant (Title I)		20610734	
5	**3. Reporting Period**			**7. Amended Final FSR**		FALSE	
6	Start Date		7/1/2016	Date of Ammended FSR			
7	End Date		9/30/2017	Additional Information:			
8	**4. Accounting Basis**		0				

Row		1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New 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 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	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	0.00	770,841.00	0.00	770,841.00	770,841.00	0.00	770,841.00	0.00	770,841.00	770,841.00	0.00
E	Funds for Postsecondary Recipients	978,888.00	2,183.00	0.00	2,183.00	981,071.00	981,071.00	0.00	981,071.00	981,071.00	981,071.00	0.00
F	Total (Row D + E)	978,888.00	773,024.00	0.00	773,024.00	1,751,912.00	981,071.00	770,841.00	981,071.00	1,751,912.00	1,751,912.00	0.00
G	Formula Distribution											
H	Funds for Secondary Recipients	342,751,867.00	2,776,103.00	0.00	2,776,103.00	345,527,970.00	338,591,836.00	6,936,134.00	0.00	6,936,134.00	6,937,574.00	1,440.00
I	Funds for Postsecondary Recipients	283,733,130.00	19,640.00	0.00	19,640.00	283,752,770.00	274,923,132.00	8,829,638.00	0.00	8,829,638.00	8,829,638.00	0.00
J	Total (Row H + I)	626,484,997.00	2,795,743.00	0.00	2,795,743.00	629,280,740.00	613,514,968.00	15,765,772.00	0.00	15,765,772.00	15,767,212.00	1,440.00
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	627,463,885.00	3,568,767.00	0.00	3,568,767.00	631,032,652.00	614,496,039.00	16,536,613.00	981,071.00	17,517,684.00	17,519,124.00	1,440.00
L	State Leadership											
M	Non-traditional Training and Employment	54,974.00	76,390.00	0.00	76,390.00	131,364.00	0.00	131,364.00	0.00	131,364.00	150,000.00	18,636.00
N	State Institutions	107,961.00	98,147.00	0.00	98,147.00	206,108.00	0.00	206,108.00	0.00	206,108.00	206,108.00	0.00
O	Other Leadership Activities	75,091,055.00	1,141,643.00	0.00	1,141,643.00	76,232,698.00	74,527,733.00	1,704,965.00	0.00	1,704,965.00	1,704,965.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	75,253,990.00	1,316,180.00	0.00	1,316,180.00	76,570,170.00	74,527,733.00	2,042,437.00	0.00	2,042,437.00	2,061,073.00	18,636.00
Q	State Administration											
R	Total State Administration	1,127,539.00	829,237.00	0.00	829,237.00	1,956,776.00	978,388.00	978,388.00	0.00	978,388.00	1,030,537.00	52,149.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	703,845,414.00	5,714,184.00	0.00	5,714,184.00	709,559,598.00	690,002,160.00	19,557,438.00	981,071.00	20,538,509.00	20,610,734.00	72,225.00

Interim Financial Status Report
Program Year 2016

	A	B	C	D	E	F	G	H	I
1	**1. State Name**		Washington			**5. Grant Award Number**			
2	**2. Federal Funding Period**					State Basic Grant (Title I)			V048A160047
3	Start Date		7/1/2016			**6. Grant Award Amount**			
4	End Date		9/30/2018			State Basic Grant (Title I)			20450079
5	**3. Reporting Period**					**7. Amended Interim FSR**			FALSE
6	Start Date		7/1/2016			Date of Ammended FSR			
7	End Date		9/30/2017			Additional Information:			
8	**4. Accounting Basis**		0						

Row		1 — Net Outlays Previously Reported	2 — Total Outlays This Report Period	3 — Program Income Credits	4 — New 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 — Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 — Federal Funds Authorized	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	764,833.00	764,833.00	764,833.00	0.00
E	Funds for Postsecondary Recipients	0.00	973,424.00	0.00	973,424.00	973,424.00	0.00	973,424.00	0.00	973,424.00	973,424.00	0.00
F	Total (Row D + E)	0.00	973,424.00	0.00	973,424.00	973,424.00	0.00	973,424.00	764,833.00	1,738,257.00	1,738,257.00	0.00
G	Formula Distribution											
H	Funds for Secondary Recipients	0.00	360,103,861.00	0.00	360,103,861.00	360,103,861.00	353,686,200.00	6,417,661.00	465,835.00	6,883,496.00	6,883,496.00	0.00
I	Funds for Postsecondary Recipients	0.00	283,683,946.00	0.00	283,683,946.00	283,683,946.00	274,923,132.00	8,760,814.00	0.00	8,760,814.00	8,760,814.00	0.00
J	Total (Row H + I)	0.00	643,787,807.00	0.00	643,787,807.00	643,787,807.00	628,609,332.00	15,178,475.00	465,835.00	15,644,310.00	15,644,310.00	0.00
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	0.00	644,761,231.00	0.00	644,761,231.00	644,761,231.00	628,609,332.00	16,151,899.00	1,230,668.00	17,382,567.00	17,382,567.00	0.00
L	State Leadership											
M	Non-traditional Training and Employment	0.00	75,000.00	0.00	75,000.00	75,000.00	0.00	75,000.00	75,000.00	150,000.00	150,000.00	0.00
N	State Institutions	0.00	129,443.00	0.00	129,443.00	129,443.00	0.00	129,443.00	75,057.00	204,500.00	204,500.00	0.00
O	Other Leadership Activities	0.00	75,491,707.00	0.00	75,491,707.00	75,491,707.00	74,832,075.00	659,632.00	1,030,876.00	1,690,508.00	1,690,508.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	75,696,150.00	0.00	75,696,150.00	75,696,150.00	74,832,075.00	864,075.00	1,180,933.00	2,045,008.00	2,045,008.00	0.00
Q	State Administration											
R	Total State Administration	0.00	727,175.00	0.00	727,175.00	727,175.00	247,742.00	479,433.00	543,071.00	1,022,504.00	1,022,504.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	721,184,556.00	0.00	721,184,556.00	721,184,556.00	703,689,149.00	17,495,407.00	2,954,672.00	20,450,079.00	20,450,079.00	0.00

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