2013-2014 Perkins Consolidated Annual Report (CAR)
Washington State

Workforce Training and Education Coordinating Board
Office of the Superintendent of Public Instruction
State Board for Community and Technical Colleges

December 2014

Consolidated Annual Report, Program Year 2013 - 2014 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

Secondary -

The Office of Superintendents of Public Instruction partnered with Precision Exams to deliver standardized CTE assessments statewide. The partnership with Precision Exams enables CTE programs to effectively and affordably provide industry assessments for every student in over 150 CTE course areas. Additionally, it gives Washington schools positive standards based tools for the program evaluation and improvement.

Benefits of the partnership:

* Unlimited role-based access to the entire inventory of 150+ Career Skills Standards and Exams in the Precision Exams system, including all performance rubrics, for every user-type (administrator, coordinator, and/or teacher) and user-level (state, district, school)

* Pre and Post testing format available showing student growth

* Unlimited access to all instant reporting suites

* Unlimited trainings to districts via webinar and phone

* Ongoing standards and exam maintenance

* Discounted cost - only $2.50 per exam

* There is no minimum or maximum number of exams that can be purchased

During the pilot project year, there were 7,223 exams given throughout the State. Precision Exams continue to work with the state office to developing exams for the 21st Century Leadership/Employability Skills for Washington's Use. 12 new course exams are now available to students. In addition, 50 of the existing exams were updated to align to the adoption of Common Core and Washington State's Learning Essentials.

Postsecondary – Programs go through review processes that include student learning outcomes. Multiple measures, such as advisory committee reviews, retention and graduation rates, employment attainment and wages, and student, graduate, and employer satisfaction are used. Skills are measured against industry standards, which are used in program development and reviews; when industry certifications are available, they are integrated into coursework. Faculty typically use trends in test scores on industry-based assessments to identify gaps in training/curriculum. Examples of industry certifications include, but are not limited to: Networking Technology – Microsoft and CISCO Welding Technology – American Welding Certifications Mechatronics – Certified Production Technician Aviation Maintenance – Federal Aviation Administration Dental Assistant & Dental Hygiene – Commission on Dental Accreditation

Colleges continued integrating Universal Design for Learning Assessment System (LAS) into their instruction to assist students with learning challenges in skill acquisition. LAS helped instructors identify student learning barriers and learning strengths and also gave students a report with specific suggestions based on their learning profile. The instructors could work individually with students who seemed to need more help or could refer them to the Educational Services Support team (Disabled student services and Learning Disabilities counselors) or the Student Success Center for more help.

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

Secondary – The office of career and technical education staff at the Office of Superintendent of Public Instruction (OSPI) worked with OSPI's information technology staff to examine and rewrite business rules to make sure that data is being captured as defined in each of the performance indicator definitions.

OSPI provides a portion of the Information Technology staff salary on an as needed basis to assist with the programming and development of CTE courses and required data elements gathered from local districts through the statewide comprehensive education data and research system to comply with state and federal data gathering.

Washington State is fortunate to have the Education Research and Data Center (ERDC), a division of the Governor's office, to work on our statewide longitudinal data system among agencies. ERDC's vision is to promote a seamless, coordinated preschool-to-career (P-20W) experience for all learners by providing objective analysis and information, with a mission to develop longitudinal information spanning the P-20W system in order to facilitate analyses, provide meaningful reports, collaborate on education research, and share data.

Consolidated Annual Report, Program Year 2013 - 2014 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?

Secondary - Data provided to the state by local agencies are aggregated by race/ethnicity and as well as by the required special population categories. The Comprehensive Education Data and Research System (CEDARS), a web-based system, is used to collect data on students in K-12 and CTE programs. The Office of Superintendent of Public Instruction (OSPI) is able to measure each special population group and assess performance on each of the core performance indicators specific to Perkins programs by local districts. This program-specific information enables the state CTE program staff to focus technical assistance efforts to work directly with local schools. In addition, local educational agencies maintain CTE programs, specific to the course offerings they currently operate. This enables them to better analyze the data and provide appropriate intervention for students, including those who are members of the special population groups performing below the state standards.

In addition, OSPI performs onsite monitoring of Federal programs, and CTE programs in local districts. The monitoring and review include school visitations and onsite technical assistance. Prior to each onsite visit, CTE conducts a desk audit to determine "problem areas" for the targeted region, including review of such documents as the local Core Performance Indicator data and CEDARS report. The desk audit also includes a review of local district CTE Program Self-Assessment Reports and improvement plans. Additional technical assistance is provided onsite, or in follow up communication, to assist the districts in any weak or noncompliant areas identified by the state.

Postsecondary - Staff members from the State Board for Community and Technical Colleges (SBCTC) conduct triennial program reviews on a rotating schedule. These program reviews of Perkins activities enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans. Annual plans contain information on how the needs of special populations are being met. Data for nontraditional performance is broken down by individual programs for each college and distributed for use during annual plan development. he SBCTC posts the nontraditional data on the agency website with all other Perkins indicator data disaggregate by college.

Each college also conducts program reviews on a three- to five-year rotating schedule. More frequent reviews are conducted if program data warrants additional scrutiny.

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

At the end of each academic year, colleges submit final reports to SBCTC, summarizing activities funded through Perkins. These are reviewed by agency staff in the Workforce Education division.

Workforce Training Board - Staff annually conducts compliance monitoring at the agency level to ensure appropriate CTE program assessments are in place and being implemented.

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

Secondary - Due to the high demand in the workforce and future prospect of retiring highly educated math and science employees of the baby boomer generation, the Washington State Legislature continues to be a strong supporter in having the State Education Agency create a position to explore opportunities in science, technology, engineering, and math (STEM) related careers. One of the key responsibilities of this position is to collaborate directly with local business and labor, community and technical colleges, four-year institutions of higher education, professional organizations, and the Workforce Training and Education Coordinating Board to implement research-based outreach programs that attract middle and high school students to careers in STEM. OSPI and Microsoft have partnered to provide Microsoft IT Academy (ITA) to all Washington high schools. Microsoft ITA will bridge the gap between the world of education and the world of work. It will boost STEM education statewide and the employability and global competitiveness of our students and future workforce. In the 2010-11 Legislative, Washington State provided $2 million towards the Microsoft ITA. The ITA is a technology education program focusing on training and certification for students and administrators. Microsoft provides software and staff support to every high school in the state. Students, teachers, and administrators can receive training through online courses and official Microsoft materials and become certified in a number of IT subjects, including Microsoft Office as well as advanced topics such as programming, network administration and database development.

The benefits of the Microsoft ITA are intended to support the state and the Office of Superintendent of Public Instruction (OSPI) mission, which states: Every Washington public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st century.

The Microsoft IT Academy program for Washington high schools benefits reach nearly all Washington high school students, as well as home-schooled high school students, all Washington high school teachers, Washington high school staff, and all ESDs and Tribal Schools.

Year Three Milestone and IT Academy Certifications Passed

Microsoft Office Certified Masters: requires passage of Word 2010 Expert, Excel 2010 Expert, PowerPoint 2010; as well as one other exam in Access 2010, Outlook 2010, SharePoint 2010, OneNote 2010, or Office 365.

During the 2013-14 school year, 141 students at 33 different schools earned Master Certification. This is a dramatic increase from the 106 students who did the same in 2013-14.

Certificates:

WORD 2010: June 21, 2013 - 4,085 certificates; June 30, 2014 – 4,817 certificates

EXCEL 2010: June 21, 2013 - 1,636 certificates; June 30, 2014 – 1,763 certificates

PowerPoint 2010: June 21, 2013 - 5,583 certificates; June 30, 2014 – 6,646 certificates

Outlook 2010: June 21, 2013 - 381 certificates; June 30, 2014 - 712 certificates

Access 2010: June 21, 2013 - 196 certificates; June 30, 2014 - 211 certificates

OneNote 2010: June 21, 2013 - 234 certificates; June 30, 2014 - 241 certificates

Total (including MTA cert.): June 21, 2013 - 12,258 certificates; June 30, 2014 – 17,089 certificates

In addition, OSPI hosted various statewide professional development opportunities for teacher training in utilizing technology to enhance teaching and learning of content specific knowledge and skills in the classroom. Also, the Washington Association of Skilled and Technical Sciences offers various regional in-services across the state in specific technology program areas to facilitate the use of new and emerging technology in the classroom.

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

Postsecondary- Funds were awarded through leadership mini-grants to develop, improve, or expand the use of technology in CTE programs. Colleges adopted use of technology to move some programs, such as EMT Training and Early Childhood Education, to hybrid formats where didactic content was placed online, and class time was spent on applied skills acquisition.

Faculty participated in courses and workshops, such as Instructure Canvas, Soft Chalk, Online Pedagogy, and Online Course Accessibility Standards, to improve the quality of online education delivery.

Student Technology Support Desk positions provided one-on-one and small group technology support to students requiring help with eLearning and library resources. Free computer classes – a "Back-to-School Tech Series" – were offered to students who were coming to college for the first time or returning to college later in life.

Implementation of mobile technology, tablets and open educational resources for instruction and classroom management continued. Colleges trained faculty on using open educational resources in their curricula.

Perkins funds were also used to support career and technical education programs' technology needs. Through collaboration with Advisory Committees and industry, colleges determine which equipment and technology is necessary to deliver instruction that mirrors the needs of industry. For example, colleges improved instruction through providing Abbott i-STAT Blood Analyzer, identical to that used at several local hospitals; mini-cloud system center servers to manage student virtual infrastructure of pc's and operating system images for Network Administration; 3-D printer for class training and recruitment into CAD, BIM, and CMT courses.

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?

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

Workshop activities increasingly focused on the development, integration, and implementation of the program standards, based on industry-defined skills standards. The CTE program supervisors work directly with CTE instructors and local districts to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE program office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary career and technical education. Additionally, individual program staff members are assigned to work directly with state and national Career and Technical Education Student Organizations (CTSOs). The benefits of working with the local and national CTSOs enhance specific pathway courses that increase leadership and employability skills through practicum and experiential experiences that will prepare students for the workforce.

The WA-ACTE summer conference is held every August to provide professional development for all CTE directors/teachers and draws an average of 500 participants. The conference provides strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations.

Comprehensive professional development was provided on an ongoing basis to administrators and teachers throughout the year at WAVA. Despite the economic difficulties districts have been challenged with, attendance continues to be consistently strong at all of the workshops and conferences provided for teachers and administrators. The CTE program office continues to work collaboratively with the guidance and counseling office to make sure counselors are aware of what a program of study is and how to use it with their district's high school and beyond plan.

Postsecondary - Perkins Leadership funds are used to support Industry-Based Professional Development. The purpose of the industry-based professional development is to return to industry field work experience or support attendance at recognized hands-on, industry sponsored, training programs that result in industry certification, or have a hands-on/practice component of sufficient length to result in an in-depth industry upgrade that will increase knowledge of current practices. 89 postsecondary CTE instructors engaged in acquiring new skills related directly to the business or industry in which they teach, including nuclear medicine, diesel technology, welding, medical coding, physical and occupational therapy, electronics, and engineering technology. Training in the fields of Health Sciences (26), Manufacturing, including Installation & Repair (18), and Automotive (10) were most prevalent.

Leadership funds were used to support professional development through an intensive "Boot Camp" training program for 63 new CTE instructors coming to instruction from industry replicated in four different geographic regions of the state.

Workforce Deans participated in a year-long training focused on skills necessary to lead in the complex world of workforce and professional/technical education.

Workforce Training Board - Staff participated in multiple professional development venues, including: The quarterly WAVA conferences, Summer Conference from WA-ACTE, and a Allied Health Program of Study presentation in Vancouver.

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?

Secondary - All approved CTE courses must accompany a framework and incorporate the adopted common core state standards in addition to all of the required leadership and technical skills required for the course. Curriculum frameworks submitted for approval without evidence of integration of all components of the EALRs, mastery of which is required for all students, and does not lead to the skills required by industry, are denied.

OSPI continue to demonstrate its commitments to those practices which ensure that members of special populations will have equitable access to and success in, CTE opportunities. Local districts are expected to utilize a variety of recruitment and retention strategies for special population students and are provide with technical assistance from OSPI staff during program and onsite reviews assist in the implementation of these strategies. Local applications require districts to describe how individuals who are members of the special populations will not be discriminated against and will have full accessibility to CTE programs. For the purpose of CTE programs accessibility requires looking at how programs, services and activities are delivered to special populations within the 5-Year application plan.

Districts are reminded that Special populations means individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to achievement, including those with limited English proficiency.

Postsecondary– The State Board released nontraditional funds to the colleges on a RFP basis to improve performance in recruitment, retention and success of students in nontraditional occupations. Some of the projects offered by the colleges are outlined below:

GEMS (Girls Engaged in Math Success) – 8th and 9th grade female students attended three evenings of algebra-related instruction and its application to non-traditional careers. Hands-on and exploratory exercises were combined with presentations on professional-technical programs. Parents attended first evening's events to learn about college planning, dual-credit opportunities, financial aid, and other topics.

Trades/Technology Mentoring Project – faculty from the fields of Aviation, IT, and Geographic Information Systems reached out to individual non-traditional students and provided career advice and mentoring.

"Expanding Your Horizons" - A program for middle school girls to go to a college campus to attend three hands-on workshops in STEM career fields and hear a speaker who will motivate and encourage them in pursuit of a challenging STEM career. One of the colleges using this type of event had over 400 middle school girls attend. Another school focused on how math was important in STEM and CTE programs. Girls were introduced to Math Manipulatives and shown in creative ways and projects how real world math was part of Engineering and the Manufacturing Tech programs.

Women in Welding – women were able to learn about the variety of non-traditional jobs in the welding industry, about career pathways and about job opportunities in welding in their local areas. Events included pre/post-testing, safety briefing, observation, and opportunities to try out various equipment and processes. Industry representatives, including female welders, assisted with the activities, as well as demonstrated different welding applications.

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

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. This year, the event included hands-on workshops in Nursing, Culinary Arts, and Anesthesia Technology, followed by an interactive exhibit on the human brain.

Workforce Education Expo – The event showcased educational opportunities for females in the area of engineering, machine technology, and automotive technology. Participants had the opportunity to experience hands-on activities and meet local industry professionals.

GLAM (Girls Learning about Manufacturing) – In this all-day workshop, over 150 high school girls are paired with female industry mentors to learn the stages of manufacturing in a hands-on exploratory manner.

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?

Secondary – Local education agency plans describe how they will review career and technical education programs to identify and adopt strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in the program for special populations. In many Washington schools, CTE programs have received technical guidance from OSPI staff in their collaborative work with local migrant and bilingual program, special education, and the Title I offices as they review CTE program data.

Postsecondary- Colleges applied for and were awarded funds for implementing projects designed to specifically support programs for special populations that lead to high skill, high wage careers. Technology integration and on-line course offerings provided extended access to high wage career education, while modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Some projects were directed toward serving economically disadvantaged and/or educationally disadvantaged students. Counseling and advising services for special populations were supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental Instruction as well as creating applied math and writing courses supported student success and completion.

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

Secondary - OSPI staff participates in all conferences and workshops sponsored by WAVA, WA-ACTE, OSPI sponsored conferences, K-20 Videoconferences, etc.. In addition to workshops and conferences, LEAs often request onsite technical assistance by program staff. Furthermore, the Career and Technical Education office at OSPI publishes a monthly CTE Update. The monthly update is distributed to all CTE directors/coordinators as well as having it available on the OSPI/CTE website.

Technical assistance is provided through on-site requests via email, phone, and conferences/workshops. OSPI continues to provide programs of study workshops and presentations in an effort to inform educators about the Perkins IV legislation.

Postsecondary- Staff members from the State Board for Community and Technical Colleges conduct triennial program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans.

Staff members provide technical assistance through development of guides, manuals and blogs on budgets, policies and processes. Information on student coding processes and budgets are provided by online manuals and video conferencing.

Staff members of the SBCTC, WTECB and OSPI collaboratively provide technical assistance on Programs of Study (POS), budgets, application processes, coding, and Perkins accountability measures at conference and State meetings.

Workforce Training Board - Staff participated in numerous presentations to CTe administrators. Staff also provides on-going technical assistance at the agency level to OPSI and SBCTC staff on program and fiscal matters as they relate to Perkins.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

197921

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

134

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

Secondary Funds: $97,921 Postsecondary Funds: $97,921

Participants: Secondary: 199 Postsecondary: 134

Secondary - During Program Year 2013-14 OSPI coordinated efforts with 2 Juvenile Rehabilitation Administration (JRA) School, Green Hill School and Naselle Youth Camp. The goal of the CTE JRA Project is to preserve the vital connections between youth, families, and communities by providing courses that will offer students an opportunity to enroll in a program that will lead to an industry based certification. The intent is to build on the strengths of young people, families, and communities in order to instill hope and to ensure secondary students are giving the same opportunities and can still contribute to the community as well as being employable after they leave the facility.

Green Hill School:

Auto - This grant allowed Green Hill to bring new auto teacher on board in the spring, before existing teacher retired. His presence increased direct staff service to students in that program, while allowing for an orderly and smooth transition in what is one of the most dangerous classrooms in the state. That time has been invaluable, the transition was seamless, allowing students to continue to develop skills in a high-interest area where they can gain employment.

In addition to purchasing supplies and equipment, Green Hill updated their shop software to align with current industry standards. They have made significant progress in moving their auto program towards a "certification" track, in spite of the difficulties inherent in getting students certified in their setting.

C-Tech - The cabling and fiber optic program is stable. The grant helped to support the purchase of supplies to continue this program.

Horticulture - Although enrollment in this program was low, student completed the program and pass their master gardener written test this year. The grant helped to support the program with the purchase of supplies and material.

Multimedia (Video) - The multimedia program serves a large portion of Green Hill's population. The grant has supported the expansion of the video element of this program. A fairly small number of students choose this option, but there is growing interest. In addition to purchasing equipment, Green Hill purchased some online tutorial material. They were also able to contract with a district employee who has expertise in this area, who is nearly finished with a "Welcome to Green Hill" video that included work by some of our students. In the coming year, Green Hill hopes to have their student(s) ready to take a Precision Exam test on video production.

Welding - In the 2013-14 school year, Green Hill contracted with a local machinist to work with teachers to get the machine operating. The teacher has spent countless hours researching how to program the machine. This coming year Green Hill will purchase some software that will allow Green Hill staff to translate designs into actual machine language and create a tooled part.

Naselle Youth Camp:

Perkins funds for the 2013-14 school year, helped Naselle Youth Camp bring back their popular horticulture and aquaculture classes. In addition, Perkins funds was used to add a robotics class for their summer program.

Perkins funds were used to purchase a laser engraver in the digital design program. The program offer students to make replicas of their artwork from our digital design class. Students used the designs to make awards/plaques for student and staff recognition.

Postsecondary–Two correctional institution projects were funded by the State Board for I-BEST programs. Washington's Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students' literacy and work. 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. Students learn basic skills in real-world scenarios offered by the job-training part of the curriculum.

Incarcerated women: The I-BEST model for a 57-credit Ornamental Horticulture certificate program integrates professional-technical and ABE/GED students enrolled at Washington Corrections Center for Women. Students entering the program without high school diploma or GED received instruction for GED completion and basic skills support in math, reading, and writing for the vocational horticulture classes. The vocational instructor and ABE/GED instructor work with students with a 100% overlap in the classroom. The program is designed for students to achieve several certificates in a progressive model. 62 students participated in the program in 2013-2014, with 40 completing.

Incarcerated men: The I-BEST course at Cedar Creek Corrections Center integrates two programs: Basic Skills and Building Maintenance. The goal is to help students gain the skills needed to pass the GED, begin an apprenticeship program, enter the community college, or get a job. Instruction is contextualized and includes helping students with reading, writing, and math skills and strategies. Students were able to apply these basic skills while completing the Building Maintenance program. In addition, student success skills were included in the course; these skills included note taking, test taking and study skills. Not only does this help in student success, but it helps students gain the necessary learning skills for future goals. Importantly, resources were also made available to help students with college programs, apprenticeship possibilities, and union jobs. At the beginning and end of the course, students completed two assessments, to determine learning gains and they also completed a hands-on building project, where they used all of their learned skills for the quarter and earned 20 college-level credits. 72 inmates participated in the program and 52 completed it successfully, earning a total of 104 certificates (2 program certificates per student for Program Module 1 & Module 2).

Part II: State Institutions Serving Individuals with Disabilities

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

-9

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

-9

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

NA

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

No

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

Yes

Secondary - The State Office of Superintendent of Public Instruction Pathway supervisor works with districts and schools to support family and consumer science programs. 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.

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?

No

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

Secondary - Connecting students to postsecondary education and employment in today's competitive job market is vital in preparing students for life after secondary education. One of the main focuses of Jobs for Washington's Graduate is placement into the workforce. Students enrolled in JWG are provided resources on how to navigate the job market. Students assess what is important to them. How are they looking to gain work experience to build their resume. Do they prefer stability of a full time or a part time position? JWG connects students to local businesses and pairing student's talent and capabilities with the right job so kids can gain the experience in employment prior to graduation.

JWG introduces students to the soft skills that employers are seeking in their employees. Recognizing that high school drop outs is an economic and social problem, JWG provides students with the necessary skills and knowledge to become employable. JWG provides students with intensive intervention that is necessary in keeping students in the classroom and or at the workplace, instead of being on the streets. For this reason, JWG has been a savior for many students who are both on the verge of dropping out of school and for those who have dropped out of school. At the national level, Jobs for America's Graduates (JAG) JAG is a proven program to cost effectively prevent school dropouts among young people facing challenges of staying in school through graduation, securing a job, and pursuing a postsecondary education that leads to career advancement opportunities. JAG meets the needs of high-risk, high expectations of employers and demanding academic and societal metrics. While national in scope, it is scalable to meet local needs. The JAG model consists of a comprehensive set of services designed to keep young people in school through graduation and improved the rate of success in achieving education and career goals. The ultimate goal is for participants to:

Receive a high school diploma

Secure a quality entry-level job in the workforce,

Pursue a postsecondary education

Seek career advancement

The JAG model provides classroom instruction using competency-based curriculum which equips students with a minimum of 37 employability competencies and intensive career exploration and developmental opportunities. It provides adult mentoring, advisement and support as students make significant career and life decisions, which is what makes the program a success.

Postsecondary- Perkins funds were used to strengthen recruitment, admissions, and retention efforts for ESL/ABE/GED and high school completion students, teen parents, and returning adult students. The I-BEST model continues to be used successfully in several college programs and our CTE Corrections education.

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

Postsecondary – Online recruitment tools, such as Interfase and e-Recruiting are available to connect applicants with job postings. Washington Career Pathway web tool is linked with other State websites in a coordinated way to inform students and advisors about current career and educational opportunities for students with from high school through the postsecondary system. The One-Stop support provided 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.

Workforce Training Board - The Where are You Going? career guide is provided to schools and colleges throughout the state, as well as to individuals, upon request. The guide includes job salary and openings data on careers within all 16 Career Clusters. It also provides guidance on job interviews, resume writing, and scholarship information.

Consolidated Annual Report, Program Year 2013 - 2014 Washington

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?

Secondary - All approved CTE courses must accompany a framework and incorporate the adopted common core state standards in addition to all of the required Essential Academic Learning Requirements (EALRs), 21st Century skills and technical skills required for the course. Curriculum frameworks submitted for approval without evidence of integration of all components of the EALRs, mastery of which is required for all students, and does not lead to the skills required by industry, are denied.

Postsecondary– I-BEST continues to be a key component in colleges' efforts to integrate academic and technical skills training and to ensure that students have the skills needed to succeed in the academic general education course required in their programs. 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 through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum. New programs developed this year included Marine Maintenance Technology, Anesthesia Technician, and Viticulture, among others. Overall, 16 new I-Best programs were introduced in 2013/2014.

In addition to traditional curriculum reviews to ensure academic rigor and relevance, Perkins funds were also used to review program curricula, such as those for Engineering and Electronics, for transferable content and revised for increased transferability options where appropriate. For example, non-transferrable Applied English course is substituted when possible with English 101 courses are contextualized for industry clusters. To improve success rates, colleges implemented Supplemental Instruction in gatekeeper math and science courses.

Reading Apprenticeship professional development model continues to be offered to faculty. Faculty learned 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.

Jumpstart, an English skill acquisition program that integrates college-level English with English as a Second Language support, is helping students move more efficiently through developmental courses to college level credits. For CTE students, this means the opportunity to enter their career pathway more quickly.

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.

Secondary – Each CTE course teaches to current industry or nationally defined standards, as evident in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the state CTE program supervisors at OSPI. Program specific advisory committees guide the relevance and continuous improvement of the program. Advisory committees must include a balanced representation from business/industry and labor reflecting the diversity of the community. The committee provides recommendations in the design, development, delivery, evaluation, and continuous improvement of CTE programs.

Districts are required to meet with local advisory committee on a regular basis and minutes are on file in the district. When local community and business originations are involved throughout the development/planning phase and when clear goals and expectations are set for students, there is an increase in student achievement. OSPI actively supports close connections between CTE programs and the state's local and regional industry representatives.

In the 2013-14 program year, OSPI began its partnership with the Employment Security Department in the Career Readiness for a Working Washington project. The Project connects school districts with local Workforce Development Councils to make career exploration, career pathways, mentoring, and on-site workplace experience a permanent part of the high school experience.

Employment Security and local Workforce Development Councils have strong employer relationships and place students in jobs. Under Career Readiness for a Working Washington, the OSPI and local school districts use this system to create employer relationships for schools and match students to business mentors and internships.

Employment Security and OSPI funded 5 local pilots in Wenatchee, Spokane, Vancouver, Yelm and Renton. Pilots were required to use a comprehensive career goal + mentor + internship model, and to build permanent systemic change in the school system. Pilots committed to specific increases in graduation rates, business mentors, student internships and teacher externships. School-WDC partnerships had broad flexibility to design locally, and many focused on STEM careers. The 5 pilots identified their baseline performance and committed to increase their current results by:

800 additional students identifying a specific career goal;

900 additional students matched with a mentor;

150 additional students performing on-site internships;

850 additional students engaged in other work-based learning activities;

35 additional teachers in on-site business externships.

Postsecondary - Every CTE program is required to assemble an advisory committee composed of business and industry and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry.

Colleges use DACUMs or focus group processes that engage industry representatives, to maintain currency in their offerings, identify core skills, competencies, and degree of professional practice needed to meet employers' needs. The latter are integrated into the program outcomes and curriculum is built to assure skill attainment.

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

Yes

Secondary – Many Washington's local districts used Perkins funds in career centers. Products such as WOIS and Career Cruising are purchased for student on-line access to explore career options, create goals for the future, make educational plans, and set goals with their counselors, these materials are updated yearly so students have access to the latest materials to help them make decision in their postsecondary and employment training options.

Postsecondary- Work continues on the development of Programs of Study (POS) web tool, WashingtonCareerPathways.org. The state model of a POS process is in place, but this tool makes it possible for colleges and high schools to move POS into a web tool that is accessible to students, parents, counselors and advisors. The http://wacareerpath.com/ tool provides a visual diagram to help people understand their options and how to move through our colleges' programs, as well as how to continue their education past the Associate degree or certificate level and gain the skills that they need to be successful in today's COMPASS testing and career and education pathway advising for high school students.

Start Next Quarter (https://www.startnextquarter.org) is a web portal that provides students with educational program. Based on their replies to simple survey questions, it can connect them to worker retraining and low-income programs for funding information, as well as allowing them to schedule online for an educational advising appointment and apply for college. 19 of the state's colleges currently use this tool.

Web and Mobile advising was developed and piloted to provide 24/7 advising.

Career and Employment Services departments assist students with job search and career exploration through one-on-one career counseling, including career assessments, group workshops, and through access to online resources such as WOIS (Washington Occupational Information System) and Career Cruising. Use of on-line Career Coach, which allows both prospective and current students to access local current labor market information and provides links to local colleges' degree and certificate offerings, as well as current job openings, is growing is and used by faculty and staff for outreach and career guidance. Career Specialists also design workshops to be presented to students in specific programs on employment trends and job search strategies.

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

Secondary – OSPI's program supervisors work directly with local schools and districts to provide technical assistance during conferences and workshops. With the elimination of Tech Prep coordinators to assist with the connection between secondary and postsecondary, local districts utilized Perkins funds to support the articulation agreements.

Postsecondary – Colleges have developed new Programs of Study (POS) in Business Technology Systems, Digital Media Arts, Transportation, Distribution and Logistics, and other fields. The POS's include articulations for dual credits with local school districts. All colleges receiving Perkins Plan funding have at least one POS. Clark College continues to build its Allied Health Program of Study, and is preparing to use its structure as a basis to develop a Business Program of Study and a Manufacturing POS.

Colleges are also expanding the number of articulations to baccalaureate institutions and developing more Bachelors of Applied Science (BAS) degrees.

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

Postsecondary–Expansion of articulation activities were conducted under the Perkins basic funds as part of the local five-year plan and yearly update to the plan. There are standing articulations for specific programs to universities. The Community and Technical College System now offers baccalaureate programs and supports expansion of upper division capacity at baccalaureate institutions. These applied baccalaureate degrees increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree. The workforce student population is comprised of a large portion of people of color, older working adults, and people (women) who are place-bound with family responsibilities.

Currently, community and technical colleges offer 32 applied bachelor degrees at 14 colleges:

Bellevue College: Bachelor of Applied Science in Radiation and Imaging Sciences, 2007; Bachelor of Applied Arts in Interior Design, 2009; Bachelor of Applied Science in Health Care Technology and Management, 2011; Bachelor of Science Nursing, 2012; Bachelor of Applied Science in Information Systems & Technology, 2012; Bachelor of Applied Science in Data Analytics, 2013

Centralia College: Bachelor of Applied Science in Applied Management, 2012 Bachelor of Applied Science in Diesel Technology, 2014

Clover Park Technical College: Bachelor of Applied Science in Manufacturing Operations, 2014

Columbia Basin College: Bachelor of Applied Science in Applied Management, 2009; Bachelor of Applied Science in Project Management, 2013; Bachelor of Applied Science in Cyber Security, 2013

Green River Community College: Bachelor of Applied Science in Information Technology: Network Administration and Security, 2013 Bachelor of Applied Science in Information Technology: Software Development, 2014

Highline Community College: Bachelor of Applied Science in Cyber Security and Forensics, 2013 Bachelor of Applied Science in Global Trade and Logistics, 2014; Bachelor of Applied Science in Respiratory Care, 2014

Lake Washington Institute of Technology: Bachelor of Technology in Applied Design, 2009; Bachelor of Applied Science in Transportation Logistics, 2013; Bachelor of Applied Science in Public Health, 2013

North Seattle Community College: Bachelor of Applied Science in International Business, 2013 Bachelor of Applied Science in Application Development, 2014

Olympic College: Bachelor of Science Nursing, 2007 Bachelor of Applied Science in Information Systems, 2014

Peninsula College: Bachelor of Applied Science in Applied Management, 2007

Seattle Central Community College: Bachelor of Applied Behavioral Science, 2009; Bachelor of Applied Science in Allied Health, 2013

Skagit Valley College: Bachelor of Applied Science in Environmental Conservation, 2014

South Seattle Community College: Bachelor of Applied Science in Hospitality Management, 2007; Bachelor of Science in Professional Technical Teacher Education, 2012; Bachelor of Applied Science in Sustainable Building Science Technology, 2013

Yakima Valley Community College: Bachelor of Applied Science in Applied Business Management, 2014

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

Yes

Secondary – OSPI uses Perkins funds to support the following career and technical student organizations to provide leadership to CTE students: Distributive Education Clubs of America, Future Business Leaders of America, Skills USA, Washington FFA Association, Technology Student Organization, Washington Vocational Sports Medicine, and Health Occupations Students of America.

Postsecondary - Leadership funds were used to support the following CTE student organizations:

Chef's Club, affiliated with the American Culinary Federation Rotaract, affiliated with Rotary International Phi Theta Kappa International Honor Society SkillsUSA PHI BETA LAMBDA, emphasizing business leadership chapter affiliated with state and national DECA organization Washington Delta Epsilon Chi Radiologic Science student organization, affiliated with Washington Society of Radiologic Technologies Respiratory Therapy student organization affiliated with the Respiratory Care Society of Washington Washington Post-secondary Agriculture Student Organization Nursing Students of Washington State (NSWS) Teachers of Tomorrow to provide Education Paraprofessional and Early Childhood Education leadership opportunities affiliated with the Student Washington Education Association of the Washington Education Association Automotive Service Technology student organization, affiliated with the State and National Skills USA Organization

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

Secondary – CTE program supervisors at OSPI work directly with local 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. Local 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's Perkins plans for each of the program areas, evaluating the effectiveness of the program, and recommending changes that need to be made. During technical assistance workshops and presentations, special emphasis is made to ensure all program areas comply with mandates of the Perkins grant and to ensure that appropriate individuals are informed of the requirements.

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

Many programs continued to utilize clinical instruction or cooperative education experiences as a part of either program requirements or electives. Some of the examples include Nursing, Fire Science, Chemical Dependency Studies, and Early Childhood Education.

Business and industry advisory members provide site tours, internships and shadowing opportunities. They also participate in panels and events to answer students' questions about the occupation.

Many classrooms are modeled on a typical workplace to the greatest extent possible, so that student gain experience both in the use of industry-standard equipment and materials, as well as meeting workplace expectations. This contextualization extends to related instruction components (human relations, computation, and communication) so that those components support workplace skills development.

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

Secondary- Pathway Supervisors at the State Office of Superintendent of Public Instruction provide technical assistance to districts and high schools to support partnerships between education and business. Local districts used Perkins funds to support CTE program advisory committees which seat both business and labor representatives to ensure relevant and rigorous curricula. Local efforts in creating a program of study and articulation agreements with community and technical colleges entail strong partnerships and relationships among faculty.

Postsecondary - Employers offered input on curriculum through DACUM workshops and advisory committee participation. Whenever possible, colleges align curriculum with industry-based assessments and standards. For example, Automotive Technology is a recognized provider for National Automotive Technicians Education Foundation (NATEF), Welding Technology focuses on the American Welding Society certification, and Nursing teaches toward the American Nursing Credentialing Center certification. The Medical Assistant curriculum was revised to meet the Commission on Accreditation of Allied health Education Programs (CAAHEP) accreditation standards in preparation for program accreditation. The new Cybersecurity and Computer Forensics curriculum was mapped to the National Center of Academic Excellence in Information Assurance/Cyber Defense for Two-Year Education (CAE2Y) skills standards for certification in 2015. The Welding curriculum teaches to American Welding Society (AWS) certification. Industry-based assessments are used in many programs for example the Nursing and Medical Assistant programs utilize Health Education Systems (HESI) testing to prepare students for licensure exams.

In some cases, industry and colleges shared the expenses of providing industry-based professional development to faculty. For example, college's industry partner paid the training fees for an Electronics instructor's re-certification, while Perkins funds covered additional expenses associated with the opportunity.

Washington's community and technical colleges collaborate closely with the state's aerospace industry and participate in the Aerospace Curriculum Alignment Team meeting and activities to ensure that colleges continue to provide training that is relevant to the needs of the industry.

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

Secondary- The State Office of Superintendent of Public Instruction supports districts and high schools in the improvement of new CTE courses and initiatives. Local districts use Perkins funds to support on-going program reviews. The process is used to develop curriculum that is being used in the district to make sure it aligns with local, state, and federal standards. Some of our remote districts contract with the Washington Virtual Academy (WAVA). Faculty and district CTE personnel work together to make sure that all CTE courses offered through the WAVA on-line virtual academy are all aligned to standards.

Postsecondary - The colleges used funds for the enhancement of professional technical programs through curriculum development and redesign; faculty development; integration of technology into instruction with Web-based course offerings and open course resources; development of competency-based curriculum; provision of internships and work-based learning opportunities; and modularization of courses to provide short-term training certificate options.

A number of faculty have completed Quality Matters (QM) training. QM is a leader is quality assurance for online education and has received national recognition for its peer-based approach to continuous improvement in online education and student learning.

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

Yes

Secondary- Local districts use Perkins funds to support work-related experience and business and education partnerships across all CTE programs. Students have opportunities for work-related job shadows and internships that connect with real-world employers. Mentor programs across districts provide after-school opportunities for CTE students to be connected with individuals in the career field of their interests. Often the required program-specific advisory committee offers students an opportunity to network with the local business and labor partnerships within their region.

Postsecondary– Perkins Innovations funding supported a project titled "Embedding the Entrepreneurial Mindset in the Curriculum". The goal of the project was to raise the level of awareness of faculty, students, and key administrators of the potential and existing programs to promote entrepreneurship training without any significant changes to existing programs or courses by embedding outcomes of entrepreneurship training in the standard curriculum.

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

Secondary – Funds were used to provide technical assistance and to provide professional development to CTE faculty and administrators. Through trainings and workshops, faculty and administrators are reminded about recruitment methods of CTE instructors, administrators, etc.. The secondary CTE internship program provides a venue to recruit and train new CTE administrators – funds are used to provide professional development presentations during the interns' year-long training.

Postsecondary- Leadership funds were used to support professional development through a Workforce Deans' training and Boot Camp training for new career and technical education instructors. The new instructor training has been highly successful and has expanded to multiple locations to better serve instructors across the state.

CTE Teacher Preparation Certificate got approval from the Washington State Professional Educators Standards Board (PESB). The program offers courses to keep industry professionals who are teaching in the field current, and provides instruction to industry professionals who wish to become teachers in he schools and districts across 4 counties.

South Seattle Community College 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 degree and have a minimum of 2 years related work experience for technical teaching positions in business, apprenticeship and at community or technical colleges. The BAS class schedule is conducive to the working student's lifestyle as classes are primarily offered online with some required face-to-face sessions. All mandatory in-person lectures are to be held on weekends.

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

Yes

Secondary – Pathway Supervisors provided technical assistance to the districts and high schools CTE programs to support occupational and employment information resources. Many of our local districts offering agricultural education programs require students to have a Supervised Agriculture Experience (SAE), which provide all agriculture students with work-related experience through normal funding. The SAE encourage interaction with related business and industry options that relate to instruction. In addition, many of our local districts' career centers post job opportunities and sponsor job application, job interviews, and resume writing workshops.

Postsecondary- The Career Pathway web tool is linked with other State websites in a coordinated way to inform students and advisors about current career and educational opportunities for students with from high school through the postsecondary system. The One-Stop support provided by Perkins funds is linked to centers that provide 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.

Workforce Training Board - Copies of the Where are You Going? career guide are dispersed statewide to middle schools, high schools, and colleges. These guides provide occupation and employment information, categorized by occupational clusters. This year over 128,000 copies were mailed.

Consolidated Annual Report, Program Year 2013 - 2014 Washington

Step 4: Technical Skills Assessment

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

As instructed by Sharon Head - no narrative is required. Instructed to use "-9" in data boxes below.

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	-9	-9	100
Postsecondary Students	-9	-9	100

Consolidated Annual Report, Program Year 2013 - 2014 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	State exceeded this target.	N/A	N/A	
2P1	State exceeded this target.	N/A	N/A	

Local Program Improvement Plans

Secondary -

1S1: Academic Attainment in Reading/LA

10 districts did not meet at least 90% of this performance indicator for this reporting year:

Brewster School District; Granger School District; Mossyrock School District; Naches Valley School District; North Beach School District; Pasco School District; Raymond School District; Sunnyside School District; Toppenish School District; Wapato School District

2 districts did not meet this performance indicator for 3 consecutive years. These two districts are required to have a plan of improvement that requires them to send some of their CTE instructors to an OSPI sponsored conference/workshop on common core alignment with CTE courses:

Granger School District; Wapato School District

1S2: Academic Attainment in Mathematics

23 districts did not meet at least 90% of this performance indicator for this reporting year:

Aberdeen School District; Bethel School District; Brewster School District; Chehalis School District; East Valley School District (Spokane); Eastmont School District; Eatonville School District; Grandview School District; Granger School District; Kiona-Benton City School District; Marysville School District; Mount Vernon School District; Pasco School District; Quillayute Valley School District; Raymond School District; Sedro-Woolley School District; Sunnyside School District; Toppenish School District; Tukwila School District; Wahluke School District; Wapato School District; West Valley School District (Spokane); Yakima School District

7 districts did not meet this performance indicator for 3 consecutive years. These two districts are required to have a plan of improvement that requires them to send some of their CTE instructors to an OSPI sponsored conference/workshop on common core alignment with CTE courses:

Aberdeen School District; Bethel School District; East Valley School District (Spokane); Eatonville School District; Marysville School District; Mount Vernon School District; Sedro-Woolley School District

2S1: Technical Skill Attainment

Fife school district was the only district that did not meet at least 90% of this performance indicator for this reporting year.

3S1: School Completion

48 districts did not meet at least 90% of this performance indicator for this reporting year:

Aberdeen School District; Auburn School District; Battle Ground School District; Bremerton School District; Centralia School District; Chehalis School District; Chimacum School District; Clover Park School District; Coupeville School District; ; East Valley School District (Spokane); Edmonds School District; Federal Way School District; Grand Coulee Dam School District; Granite Falls School District; Highline School District; Hockinson School District; Hoquiam School District; Kent School District; Kettle Falls School District; Kiona-Benton City School District; La Center School District; Longview School District; Marysville School District; Monroe School District; Mossyrock School District; Mount Vernon School District; North Beach School District; Omak School District; Pasco School District; Port Angeles School District; Prosser School District; Quillayute Valley School District; Sedro-Woolley School District; Selah School District; South Whidbey School District; Sultan School District; Tacoma School District; Tukwila School District; Tumwater School District; Vancouver School District; Wahluke School District; Walla Walla Public Schools; Wapato School District; Wellpinit School District; Wenatchee School District; West Valley School District (Spokane); Woodland School District; Yakima School District

2 districts did not meet this performance indicator for 3 consecutive years. These two districts are required to assure that collaboration amongst CTE staff and school counselors meet during the school year to discuss collaboration efforts to reinforce graduation, employment, and postsecondary education options for CTE students:

Aberdeen School District; Quillayute Valley School District

4S1: Graduation Rate

8 districts did not meet at least 90% of this performance indicator for this reporting year:

Monroe School District; Quillayute Valley School District; Sedro-Woolley School District; Tumwater School District; Wahluke School District; Wellpinit School District; Wenatchee School District; Yakima School District

5S1: Student Placement

30 districts did not meet at least 90% of this performance indicator:

Aberdeen School District; Asotin-Anatone School District; Bremerton School District; Bridgeport School District; Castle Rock School District; Clover Park School District; Colville School District; Crescent School District; Curlew School District; Elma School District; Mary Walker School District; Mount Adams School District; Newport School District; Northport School District; Ocosta School District; Oroville School District; Orting School District; Pasco School District; Quilcene School District; Quillayute Valley School District; Riverside School District; Rochester School District; Sultan School District; Wapato School District; Warden School District; Wellpinit School District; Willapa Valley School District; Wilson Creek School District; Wishkah Valley School District; Yakima School District

12 districts did not meet this performance indicator for 3 consecutive years. These districts are required to assure that collaboration amongst CTE staff and school counselors meet during the school year to discuss collaboration efforts to reinforce graduation, employment, and postsecondary education options for CTE students:

Aberdeen School District; Darrington School District; Granger School District; Mary Walker School District; Mount Adams School District; Northport School District; Oroville School District; Pasco School District; Quilcene School District; Quillayute Valley School District; Wapato School District; Wellpinit School District

6S1: Nontraditional Participants

4 districts did not meet at least 90% of this performance indicator:

Colton School District; Harrington School District; Sprague School District; Wahkiakum School District

6S2: Nontraditional Completers

N/A

Postsecondary -

Performance Indicator: 1P1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.

The target for this measure was 38,021.The actual level of performance was 42,337. The Community and Technical College system performance exceeded the target performance level. All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.

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

The target for this measure was 30,182. The actual level of performance was 34,459. The Community and Technical College system performance exceeded the target performance level. All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.

* The SBCTC Student Achievement Initiative (SAI) rewards colleges for retaining students to levels of achievement and completion of certificates and degrees.

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

The target for this measure was 61.33%. The actual level of performance was 64.06%. The Community and Technical College system exceeded the target performance level. Seventeen colleges/districts met at least 90 percent of their local performance goals established for this performance indicator. Eighteen colleges did not make 90% of their targets and will write performance improvement plans. Five of the eighteen colleges have missed their performance targets for three or more years and required to direct funding towards improving their performance. Four colleges have missed their target for the second year in a row. Nine colleges have missed their target after having met or exceeded their target tin 2012-13.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

Bates Technical College 71% (2), this is a decline of 15% from 2012-13

Bellevue College 85% (1), this is a decline of 24% from 2012-13

Bellingham Technical College 69% (3+), this is a decline of 2% from 2012-13

Cascadia College 89% (1), this is a decline of 42% from 2012-13

Clark College 88% (1), this is a decline of 22% from 2012-13

Clover Park Technical College 83% (3), this is an improvement of 10% from 2012-13.

Everett Community College 85% (2), this is an improvement of 1% from 2012-13

Grays Harbor College 75% (1), this is a decline of 30% from 202-13

Lake Washington Technical Institute 76% (2), this is a decline of 12% from 2012-13

Lower Columbia College 77% (1), this is a decline of 35% from 2012-13

Pierce College 87% (1), this is a decline of 11% from 2012-13

Renton Technical College 79% (1), this is a decline of 14% from 2012-13

Seattle Central College 75% (3), this is a decline of 3% from 2012-13

North Seattle College 83% (1), this is a decline of 26% from 2012-13

South Seattle College 88% (3+), this is an improvement of 15% from 2012-13

Seattle Vocational Institute 69% (2), this is a decline of 15% from 2012-13

Spokane Falls Community College 85% (3+), this is an improvement of 11% from 2012-13

Yakima Valley Community College 80% (1), this is a decline of 29% from 2012-13

Five colleges - Big Bend Community College (102%), Centralia College (96%), Columbia Basin College (99%), Shoreline Community College (112%), Spokane Community College (98%) - have met or exceeded at least 90% of their performance targets after missing them in 2012-13.

Performance Indicator: 4P1 - Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.

The target for this measure was 55.45%. The actual level of performance was 54.61%. The Community and Technical College system achieved 98.49% of performance level. Thirty colleges/districts met at least 90 percent of their local performance goals established for this performance indicator. Four colleges did not make 90% of their target, compared to six in the previous year. No colleges missed 90% of their target for more than one year. Bellow colleges have missed their targets for one year:

Cascadia College (70%); Lower Columbia (83%); Renton Technical College (81%); South Seattle College (89%)

Clover Park Technical College, South Puget Sound Community College, Spokane and Spokane Falls all improved their performance compared to the previous year and exceeded their performance targets after missing them for two years.

Performance Indicator: 5P1 - Activities will improve student participation in career and technical education programs that lead to employment in nontraditional fields.

The target for this measure was 19.00% and the ninety percent level is 17.10%. The actual level of performance was 18.07%. The SBCTC achieved 95.11% of the target performance level. Twenty-three colleges/districts met at least 90 percent of their local performance goals established for this performance indicator. Eleven colleges did not make 90% of their goal. Of the eleven colleges achieving less than 90% of their goal, five of them are technical colleges which historically have had a difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges. Four of the eleven colleges achieving less than 90% of their goal, are rural colleges with large Hispanic/Latino populations that have more cultural ties to traditional roles.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

Bates Technical College 8.9% (3+) a decline of 2.35% from 2012-13.

Bellingham Technical College 13.61% (2), a decline of 1.11% from 2012-13.

Big Bend Community College 9.9% (3+), a decline of 0.08% from 2012-13.

Centralia College 14.5% (1), a decline of 5.45% from 2012-13

Clover Park Technical College 13.60% (3+), an improvement of 2.11% from 2012-13.

Columbia Basin College 12.42% (3+), a decline of 3.96% from 2012-13.

Lake Washington Technical Institute 15.51% (3), a decline of 0.84% from 2013-14.

Renton Technical College 10.46% (3+), a decline of 0.35% from 2012-13.

Skagit Valley College 14.18% (3+), a decline of 1.6% from 2012-13.

10.Spokane Community College 15.63% (1), a decline of 2.52 from 2012-13

11.Walla Walla Community College (1), a decline of 10.52% from 2012-13

Green River Community College improved performance and met 99% of the target after missing it for three years.

Performance Indicator: 5P2 - Activities will improve student completion of career and technical education programs that lead to employment in nontraditional fields.

The target for this measure was 18.50% and the ninety percent level is 16.65%. The actual level of performance was 16.83%. The SBCTC achieved 90.97% of the target performance level. Nineteen colleges/districts met at least 90 percent of their local performance goals established for this performance indicator. Fifteen colleges did not make 90% of their goals.

Colleges marked by (1), (2) or (3+) have missed their target for one, two or three/more than three years respectively.

Bates Technical College 9.31% (3+), a decline of 1.13% from 2012-13.

Bellingham Technical College 14.06% (3+), a decline of 1.22% from 2012-13.

Big Bend Community College 8.86% (3+), an improvement of 0.14% from 2012-13.

Centralia College 14.36% (3), an improvement of 3.99% from 2012-13.

Clover Park Technical College 13.22% (3+), a decline of 1.45% from 2013-13

Columbia Basin College 11.81% (3+), a decline of 0.54% from 2012-13.

Everett Community College 13.93% (3+), an improvement of 1.56% from 2012-13.

Lake Washington Technical Institute 13.31% (2), a decline of 1.89% from 2012-13.

Lower Columbia College 16.06% (1), a decline of 3.18% from 2013-13

Renton Technical College 10.89% (3+), a decline of 1.86% from 2012-13.

South Seattle College 14.86% (2), a decline of 1.35% from 2012-13.

Seattle Vocational Institute 16.00% (1), a decline of 1.45% from 2012-13.

Shoreline Community College 13.95% (2), a decline of 1.26% from 2012-13.

Skagit Valley College (3), an improvement of 1.13% from 2012-13.

Spokane Community College (1), a decline of 1.48% from 2012-13.

Clark College, Grays Harbor College, Peninsula College, Pierce College and Yakima Valley Community College have improved performance and met at least 90% of target after missing the target in 2012-13.

Final FSR (CAR 2012-13)

1. State Nan Washington

2. Federal Funding Period:

Start Date: 7/1/2012

End Date: 9/30/2014

3. Reporting Period:

Start Date: 10/1/2013

End Date: 9/30/2014

Accounting Basis:

5. Grant Award Number:

State Basic Grant (Title I): V048A120047-11B

6. Grant Award Amount:

State Basic Grant (Title I): 20,629,135

7. Amended Interim FSR: FALSE

Date of Amended FSR:

Row		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	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	-	771,530.00	-	771,530.00	771,530.00	-	771,530.00	-	771,530.00	771,530.00	-
E	Funds for Postsecondary Recipients	981,947.00	-	-	-	981,947.00	-	981,947.00	-	981,947.00	981,947.00	-
F	Total (Row D + E)	981,947.00	771,530.00	-	771,530.00	1,753,477.00	-	1,753,477.00	-	1,753,477.00	1,753,477.00	-
G	Formula Distribution											
H	Funds for Secondary Recipients	306,445,004.00	940,008.00	-	940,008.00	307,385,012.00	300,441,245.00	6,943,767.00	-	6,943,767.00	6,943,767.00	-
I	Funds for Postsecondary Recipients	283,760,652.90	274,923,132.00	-	274,923,132.00	558,683,784.90	549,846,264.00	8,837,520.90	-	8,837,520.90	8,837,521.00	0.10
J	Total (Row H + I)	590,205,656.90	275,863,140.00	-	275,863,140.00	866,068,796.90	850,287,509.00	15,781,287.90	-	15,781,287.90	15,781,288.00	0.10
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	591,187,603.90	276,634,670.00	-	276,634,670.00	867,822,273.90	850,287,509.00	17,534,764.90	-	17,534,764.90	17,534,765.00	0.10
L	State Leadership											
M	Non-traditional Training and Employment	106,755.39	43,244.00	-	43,244.00	149,999.39	-	149,999.39	-	149,999.39	150,000.00	0.61
N	State Institutions	162,801.07	43,489.00	-	43,489.00	206,290.07	-	206,290.07	-	206,290.07	206,291.00	0.93
O	Other Leadership Activities	63,359,475.59	1,049,366.41	-	1,049,366.41	64,408,842.00	62,702,220.00	1,706,622.00	-	1,706,622.00	1,706,622.00	-
P	TOTAL STATE LEADERSHIP (Row M + N + O)	63,629,032.05	1,136,099.41	-	1,136,099.41	64,765,131.46	62,702,220.00	2,062,911.46	-	2,062,911.46	2,062,913.00	1.54
Q	State Administration											
R	Total State Administration	1,396,161.23	1,362,829.16	-	1,362,829.16	2,758,990.39	1,727,533.39	1,031,457.00	-	1,031,457.00	1,031,457.00	-
S	TOTAL TITLE I FUNDS (Row K + P + R)	656,212,797.18	279,133,598.57	-	279,133,598.57	935,346,395.75	914,717,262.39	20,629,133.36	-	20,629,133.36	20,629,135.00	1.64

Interim FSR (CAR 2013-14)

1. State Nan Washington

2. Federal Funding Period:

Start Date: 7/1/2013

End Date: 9/30/2015

3. Reporting Period:

Start Date: 7/1/2013

End Date: 9/30/2014

Accounting Cash

5. Grant Award Number:

State Basic Grant (Title I): V048A130047

6. Grant Award Amount:

State Basic Grant (Title I): 19,584,244

7. Amended Final FSR: FALSE

Date of Amended FSR:

Row		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 -
A	*Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	-	-	-	-	-	-	-	732,451.00	732,451.00	732,451.00	-
E	Funds for Postsecondary Recipients	-	932,210.00	-	932,210.00	932,210.00	-	932,210.00	-	932,210.00	932,210.00	-
F	Total (Row D + E)	-	932,210.00	-	932,210.00	932,210.00	-	932,210.00	732,451.00	1,664,661.00	1,664,661.00	-
G	Formula Distribution											
H	Funds for Secondary Recipients	-	315,645,345.00	-	315,645,345.00	315,645,345.00	309,438,011.00	6,207,334.00	384,723.00	6,592,057.00	6,592,057.00	-
I	Funds for Postsecondary Recipients	-	283,110,681.96	-	283,110,681.96	283,110,681.96	274,923,132.00	8,187,549.96	202,340.04	8,389,890.00	8,389,890.00	-
J	Total (Row H + I)	-	598,756,026.96	-	598,756,026.96	598,756,026.96	584,361,143.00	14,394,883.96	587,063.04	14,981,947.00	14,981,947.00	-
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	-	599,688,236.96	-	599,688,236.96	599,688,236.96	584,361,143.00	15,327,093.96	1,319,514.04	16,646,608.00	16,646,608.00	-
L	State Leadership											
M	Non-traditional Training and Employment	-	82,794.95	-	82,794.95	82,794.95	-	82,794.95	67,205.05	150,000.00	150,000.00	-
N	State Institutions	-	68,465.78	-	68,465.78	68,465.78	-	68,465.78	127,376.22	195,842.00	195,842.00	-
O	Other Leadership Activities	-	65,461,346.69	-	65,461,346.69	65,461,346.69	65,003,770.00	457,576.69	1,155,005.31	1,612,582.00	1,612,582.00	-
P	TOTAL STATE LEADERSHIP (Row M + N + O)	-	65,612,607.42	-	65,612,607.42	65,612,607.42	65,003,770.00	608,837.42	1,349,586.58	1,958,424.00	1,958,424.00	-
Q	State Administration											
R	Total State Administration	-	1,053,847.50	-	1,053,847.50	1,053,847.50	703,489.84	350,357.66	628,854.34	979,212.00	979,212.00	-
S	TOTAL TITLE I FUNDS (Row K + P + R)	-	666,354,691.88	-	666,354,691.88	666,354,691.88	650,068,402.84	16,286,289.04	3,297,954.96	19,584,244.00	19,584,244.00	-

6a. Enrollment Data for CTE Participants

Line	Population	A Number of Secondary Students	B Number of Postsecondary Students	C Number of Adult Students
1	Grand Total	305383	176248	0
2	GENDER			
3	Male	159047	79513	-9
4	Female	146336	96735	-9
5	RACE/ETHNICITY* (1997 REVISED STANDARDS)			
6	American Indian or Alaska Native	4751	2170	-9
7	Asian	21480	14802	-9
8	Black or African American	15072	11538	-9
9	Hispanic/Latino	58602	19989	-9
10	Native Hawaiian or Other Pacific Islander	2905	1249	-9
11	White	184651	94904	-9
12	Two or More Races	17899	8030	-9
13	Unknown (Postsecondary Only)		23566	
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
15	Individuals With Disabilities (ADA)		11042	-9
16	Disability Status (ESEA/IDEA) (Secondary Only)	33924		
17	Economically Disadvantaged	140586	48293	-9
18	Single Parents	0	18713	-9
19	Displaced Homemakers	0	730	-9
20	Limited English Proficient	12430	15518	-9
21	Migrant Status	5884		
23	Nontraditional Enrollees	171764	19328	-9

Secondary Definition for CTE Participants:

6b. Enrollment Data for CTE Concentrators

		SECONDARY			POSTSECONDARY			ADULT			
Line	Concentrator	Male	Female	Total	Male	Female	Total	Male	Female	Total	GRAND TOTAL
1	Agriculture, Food & Natural Resources	523	829	1352	1073	500	1573	-9	-9	0	2925
2	Architecture & Construction	2939	408	3347	4360	497	4857	-9	-9	0	8204
3	Arts, A/V Technology & Communication	16937	17196	34133	762	555	1317	-9	-9	0	35450
4	Business, Marketing & Administration	121	133	254	2691	7548	10239	-9	-9	0	10493
5	Education & Training	4634	9424	14058	228	3114	3342	-9	-9	0	17400
6	Finance	1415	1453	2868	29	393	422	-9	-9	0	3290
7	Government & Public Administration	3173	1302	4475	-9	-9	0	-9	-9	0	4475
8	Health Science	3774	6726	10500	3380	14697	18077	-9	-9	0	28577
9	Hospitality & Tourism	2810	3358	6168	1074	1249	2323	-9	-9	0	8491
10	Human Services	360	2291	2651	870	3215	4085	-9	-9	0	6736
11	Information Technology	12713	6638	19351	4102	1336	5438	-9	-9	0	24789
12	Law, Public Safety & Security	1357	899	2256	1585	1407	2992	-9	-9	0	5248
13	Manufacturing	6181	925	7106	7234	794	8028	-9	-9	0	15134
14	Marketing Sales & Services	2774	3057	5831	290	444	734	-9	-9	0	6565
15	Science, Technology, Engineering & Math	1277	448	1725	313	75	388	-9	-9	0	2113
16	Transportation, Distribution, & Logistics	5419	505	5924	3325	328	3653	-9	-9	0	9577
17	Total	66407	55592	12199	31316	36152	67468	0	0	0	18946

Secondary Definition for CTE Concentrators:

WASHINGTON

7a. Secondary Performance Data - 1S1: Attainment of Academic Skills - Reading/Language Arts

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	31852	37836	77.20%	84.18%	6.98	E
2	GENDER						
3	Male	16387	19969		82.06%		
4	Female	15465	17867		86.56%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	324	475		68.21%		
7	Asian	2604	2974		87.56%		
8	Black or African American	1125	1597		70.44%		
9	Hispanic/Latino	4479	6191		72.35%		
10	Native Hawaiian or Other Pacific Islander	198	313		63.26%		
11	White	21348	24196		88.23%		
12	Two or More Races	1774	2089		84.92%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	1264	1434		88.15%		
16	Economically Disadvantaged	11120	14907		74.60%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	110	722		15.24%		
20	Migrant Status	332	551		60.25%		
21	Nontraditional Enrollees	22423	27202		82.43%		

Additional Information:

WASHINGTON

7a. Secondary Performance Data - 1S2: Attainment of Academic Skills - Mathematics

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	27990	37125	70.20%	75.39%	5.19	E
2	GENDER						
3	Male	14655	19514		75.10%		
4	Female	13335	17611		75.72%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	266	451		58.98%		
7	Asian	2542	2938		86.52%		
8	Black or African American	859	1524		56.36%		
9	Hispanic/Latino	3560	5972		59.61%		
10	Native Hawaiian or Other Pacific Islander	173	302		57.28%		
11	White	19060	23902		79.74%		
12	Two or More Races	1530	2036		75.15%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	1165	1432		81.35%		
16	Economically Disadvantaged	9087	14429		62.98%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	180	676		26.63%		
20	Migrant Status	255	516		49.42%		
21	Nontraditional Enrollees	19510	26632		73.26%		

Additional Information:

WASHINGTON

7a. Secondary Performance Data - 2S1: Technical Skill Attainment

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	3558	3868	60.68%	91.99%	31.31	E
2	GENDER						
3	Male	1811	1975		91.70%		
4	Female	1747	1893		92.29%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	28	33		84.85%		
7	Asian	243	260		93.46%		
8	Black or African American	128	136		94.12%		
9	Hispanic/Latino	551	609		90.48%		
10	Native Hawaiian or Other Pacific Islander	21	24		87.50%		
11	White	2403	2610		92.07%		
12	Two or More Races	184	196		93.88%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	134	141		95.04%		
16	Economically Disadvantaged	1420	1564		90.79%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	59	74		79.73%		
20	Migrant Status	63	71		88.73%		
21	Nontraditional Enrollees	2745	2973		92.33%		

Additional Information:

7a. Secondary Performance Data - 3S1: School Completion

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	37027	43296	93.77%	85.52%	-8.25	Y
2	GENDER						
3	Male	19010	22918		82.95%		
4	Female	18017	20378		88.41%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	426	584		72.95%		
7	Asian	2999	3243		92.48%		
8	Black or African American	1607	1961		81.95%		
9	Hispanic/Latino	5816	7405		78.54%		
10	Native Hawaiian or Other Pacific Islander	302	391		77.24%		
11	White	23794	27242		87.34%		
12	Two or More Races	2083	2470		84.33%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	1416	1593		88.89%		
16	Economically Disadvantaged	14267	18065		78.98%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	695	1041		66.76%		
20	Migrant Status	538	691		77.86%		
21	Nontraditional Enrollees	26328	30953		85.06%		
22	DISAGGREGATE INDICATORS						
	General						

23	Education Development (GED)	188
24	Diploma	36763
25	Certificate	76

Additional Information:

The Consolidated Annual Report (CAR) web site is funded by the U.S. Department of Education/Office of Vocational and Adult Education under Contract No. ED-VAE-11-O-0023

OMB Numbers: 1830-0569 Expires 07/31/2014

WASHINGTON

7a. Secondary Performance Data - 4S1: Student Graduation Rates

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	35022	40353	82.90%	86.79%	3.89	E
2	GENDER						
3	Male	17738	21104		84.05%		
4	Female	17284	19249		89.79%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	399	550		72.55%		
7	Asian	2599	2830		91.84%		
8	Black or African American	1480	1828		80.96%		
9	Hispanic/Latino	5447	6762		80.55%		
10	Native Hawaiian or Other Pacific Islander	254	312		81.41%		
11	White	22917	25840		88.69%		
12	Two or More Races	1926	2231		86.33%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	2543	3373		75.39%		
16	Economically Disadvantaged	12476	15558		80.19%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	643	924		69.59%		
20	Migrant Status	79	198		39.90%		
21	Nontraditional Enrollees	20908	24655		84.80%		

Additional Information:

WASHINGTON

7a. Secondary Performance Data - 5S1: Placement

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	29577	41339	68.41%	71.55%	3.14	E
2	GENDER						
3	Male	14793	21667		68.27%		
4	Female	14784	19672		75.15%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	281	529		53.12%		
7	Asian	2326	2864		81.22%		
8	Black or African American	1323	1944		68.06%		
9	Hispanic/Latino	4357	6996		62.28%		
10	Native Hawaiian or Other Pacific Islander	188	342		54.97%		
11	White	19480	26364		73.89%		
12	Two or More Races	1622	2300		70.52%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	1812	3693		49.07%		
16	Economically Disadvantaged	10456	16843		62.08%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	517	1023		50.54%		
20	Migrant Status	377	649		58.09%		
21	Nontraditional Enrollees	16517	24270		68.06%		
22	DISAGGREGATE INDICATORS						
23	Advanced	2632					

	Training	
24	**Employment**	17268
25	**Military**	217
26	**Postsecondary Education**	19397

Additional Information:

7a. Secondary Performance Data - 6S1: Nontraditional Participation

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	171764	227534	53.56%	75.49%	21.93	E
2	GENDER						
3	Male	94760	123264		76.88%		
4	Female	77004	104270		73.85%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	2728	3613		75.51%		
7	Asian	10439	14639		71.31%		
8	Black or African American	8313	11117		74.78%		
9	Hispanic/Latino	34798	45647		76.23%		
10	Native Hawaiian or Other Pacific Islander	1595	2138		74.60%		
11	White	104159	137300		75.86%		
12	Two or More Races	9732	13080		74.40%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	6226	8234		75.61%		
16	Economically Disadvantaged	82572	108370		76.19%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	6805	9301		73.16%		
20	Migrant Status	3726	4681		79.60%		

Additional Information:

7a. Secondary Performance Data - 6S2: Nontraditional Completion

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	27653	32785	53.56%	84.35%	30.79	E
2	GENDER						
3	Male	16250	18202		89.28%		
4	Female	11403	14583		78.19%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	332	394		84.26%		
7	Asian	1530	1957		78.18%		
8	Black or African American	1026	1250		82.08%		
9	Hispanic/Latino	4575	5320		86.00%		
10	Native Hawaiian or Other Pacific Islander	215	276		77.90%		
11	White	18439	21742		84.81%		
12	Two or More Races	1536	1846		83.21%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	1082	1297		83.42%		
16	Economically Disadvantaged	11196	13173		84.99%		
17	Single Parents	-9	-9		100.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	442	513		86.16%		
20	Migrant Status	398	446		89.24%		

Additional Information:

WASHINGTON

7b. Postsecondary Performance Data - 1P1: Technical Skill Attainment

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	42337	42337	38,021.00%	100.00%	62.00	E
2	GENDER						
3	Male	19658	19658		100.00%		
4	Female	22679	22679		100.00%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	539	539		100.00%		
7	Asian	2912	2912		100.00%		
8	Black or African American	2033	2033		100.00%		
9	Hispanic/Latino	3501	3501		100.00%		
10	Native Hawaiian or Other Pacific Islander	229	229		100.00%		
11	White	27508	27508		100.00%		
12	Two or More Races	1776	1776		100.00%		
13	Unknown	3839	3839		100.00%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	2672	2672		100.00%		
16	Economically Disadvantaged	15831	15831		100.00%		
17	Single Parents	2977	2977		100.00%		
18	Displaced Homemakers	151	151		100.00%		
19	Limited English Proficient	521	521		100.00%		
20	Nontraditional Enrollees	4519	4519		100.00%		

Additional Information:

WASHINGTON

7b. Postsecondary Performance Data - 2P1: Credential, Certificate, or Degree

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	34459	34459	30,182.00%	100.00%	70.00	E
2	GENDER						
3	Male	15710	15710		100.00%		
4	Female	18749	18749		100.00%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	402	402		100.00%		
7	Asian	2476	2476		100.00%		
8	Black or African American	1497	1497		100.00%		
9	Hispanic/Latino	2846	2846		100.00%		
10	Native Hawaiian or Other Pacific Islander	188	188		100.00%		
11	White	22293	22293		100.00%		
12	Two or More Races	1505	1505		100.00%		
13	Unknown	3252	3252		100.00%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	1916	1916		100.00%		
16	Economically Disadvantaged	12250	12250		100.00%		
17	Single Parents	1827	1827		100.00%		
18	Displaced Homemakers	111	111		100.00%		
19	Limited English Proficient	374	374		100.00%		
20	Nontraditional Enrollees	3322	3322		100.00%		
21	DISAGGREGATE INDICATORS						
22	Credential	1572					
23	Certificate	9107					

WASHINGTON

7b. Postsecondary Performance Data - 3P1: Student Retention or Transfer

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	39272	61303	61.33%	64.06%	2.73	E
2	GENDER						
3	Male	18943	30735		61.63%		
4	Female	20329	30568		66.50%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	430	803		53.55%		
7	Asian	2736	3786		72.27%		
8	Black or African American	2184	4067		53.70%		
9	Hispanic/Latino	3652	5862		62.30%		
10	Native Hawaiian or Other Pacific Islander	258	436		59.17%		
11	White	24465	36535		66.96%		
12	Two or More Races	1939	3008		64.46%		
13	Unknown	3608	6806		53.01%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	2302	3799		60.59%		
16	Economically Disadvantaged	15539	23074		67.34%		
17	Single Parents	3060	5859		52.23%		
18	Displaced Homemakers	132	211		62.56%		
19	Limited English Proficient	1291	2801		46.09%		
20	Nontraditional Enrollees	4380	8399		52.15%		

Additional Information:

WASHINGTON

7b. Postsecondary Performance Data - 4P1: Student Placement

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	22759	41675	55.45%	54.61%	-0.84	Y
2	GENDER						
3	Male	10256	20087		51.06%		
4	Female	12503	21588		57.92%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	285	613		46.49%		
7	Asian	1506	2554		58.97%		
8	Black or African American	1218	2359		51.63%		
9	Hispanic/Latino	1929	3410		56.57%		
10	Native Hawaiian or Other Pacific Islander	132	265		49.81%		
11	White	14943	27147		55.04%		
12	Two or More Races	975	1669		58.42%		
13	Unknown	1771	3658		48.41%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	1206	2949		40.90%		
16	Economically Disadvantaged	9064	16009		56.62%		
17	Single Parents	2145	4144		51.76%		
18	Displaced Homemakers	91	196		46.43%		
19	Limited English Proficient	428	860		49.77%		
20	Nontraditional Enrollees	2994	5423		55.21%		
21	DISAGGREGATE INDICATORS						
22	Apprenticeship	55					
23	Employment	22554					

WASHINGTON

7b. Postsecondary Performance Data - 5P1: Nontraditional Participation

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	14348	79414	19.00%	18.07%	-0.93	Y
2	GENDER						
3	Male	6472	39475		16.40%		
4	Female	7876	39939		19.72%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	278	1208		23.01%		
7	Asian	927	4656		19.91%		
8	Black or African American	1194	5429		21.99%		
9	Hispanic/Latino	1319	7232		18.24%		
10	Native Hawaiian or Other Pacific Islander	97	561		17.29%		
11	White	8454	48584		17.40%		
12	Two or More Races	705	3301		21.36%		
13	Unknown	1374	8443		16.27%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	1245	5727		21.74%		
16	Economically Disadvantaged	6519	33544		19.43%		
17	Single Parents	1809	9716		18.62%		
18	Displaced Homemakers	63	402		15.67%		
19	Limited English Proficient	697	3340		20.87%		

Additional Information:

WASHINGTON

7b. Postsecondary Performance Data - 5P2: Nontraditional Completion

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	6563	39006	18.50%	16.83%	-1.67	Y
2	GENDER						
3	Male	3031	18833		16.09%		
4	Female	3532	20173		17.51%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	104	540		19.26%		
7	Asian	495	2581		19.18%		
8	Black or African American	448	2341		19.14%		
9	Hispanic/Latino	532	3282		16.21%		
10	Native Hawaiian or Other Pacific Islander	38	244		15.57%		
11	White	4082	24907		16.39%		
12	Two or More Races	281	1457		19.29%		
13	Unknown	583	3654		15.96%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	562	2830		19.86%		
16	Economically Disadvantaged	3204	17767		18.03%		
17	Single Parents	690	4247		16.25%		
18	Displaced Homemakers	31	209		14.83%		
19	Limited English Proficient	149	984		15.14%		

Additional Information: