

Consolidated Annual Report, Program Year 2017 - 2018 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

At the secondary level, the Office of Superintendent of Public Instruction (OSPI), Office of Career and Technical Education (CTE), used Perkins IV funds to deliver valid and reliable assessments of industry-recognized technical skills through their license with Precision Exams. Local school districts, such as Yelm Community Schools and Clover Park School District used Perkins funds to purchase local licenses to offer technical skill assessments from the Precision Exams menu. Precision Exams offers pre-, post-, and single exams in a variety of CTE program areas. In addition, Precision Exams developed an assessment for 21st Century Skills, an exam that was developed and adopted in Washington. During school year 2017-2018, 111,497 students were tested with 408 different test types.

Local school districts also used Perkins funds to provide additional assessment opportunities. As an example, Clover Park School District used Perkins funds to purchase an Adobe Cloud District License.

POSTSECONDARY

At the postsecondary level, the Community and Technical Colleges (CTCs) used Perkins IV funds to evaluate professional/technical (CTE) program effectiveness and assess students' learning, competency, and technical skills. With the exception of several CTCs placed on a five-year cycle, Washington's CTCs conduct individual professional/technical (CTE) program reviews every three years. Program reviews include technical skills' assessments as well as the following elements: enrollment, retention, and completion data; job placement rates; salary/wage analyses; industry certification pass rates; student evaluations; and disaggregated demographic data to identify and analyze performance gaps. Professional/technical (CTE) program reviews typically include an evaluation of program-specific and institution-wide student learning outcomes and are reviewed and approved by Workforce Deans, Vice Presidents of Instruction, and/or equivalent personnel. All professional/technical (CTE) programs are also approved by appropriate agency-level program staff at the State Board for Community and Technical Colleges.

Required of each professional-technical (CTE) program, and comprised of college, employer, and labor representatives, Advisory Committees also contribute to professional/technical (CTE) program evaluations and technical skill assessment by aligning the needs of business/industry and program curricula. A minimum of two Advisory Committee meetings per professional-technical program are held during each calendar year to perform, in part, assessment-related duties, including the following: (1) reviewing the content of the professional-technical program and respective courses; (2) advising the college of changing market conditions, technologies, and employment needs; (3) advising on the appropriate balance of theory, technical skill development, production work, and/or realistic enterprise tasks to be accomplished by the students, in order to ensure the most effective and efficient use of instruction time; (4) advising the college in the development of qualifications for the hiring of instructors and serving on interview panels, when appropriate; (5) advising in the development of evaluation instruments and procedures that may assist in determining the effectiveness of an instructional program, conducting outcomes assessments, and recommending appropriate changes; and, (6) advising program administrators about continuing or modifying programs.

With the expertise of faculty, and input from employers and labor representatives on Advisory Committees, the CTCs rely on industry standards whenever possible and incorporate standardized tests and certification exams into their curricula.

Examples of regulatory and/or credentialing agency standards include the following:

Nursing Care Quality Assurance Commission of Washington State

Washington Association of Building Officials (WABO)

Medical Assistant Review Board (MAERB)

National Court Reporting Agency (NCRA)

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Accreditation Board for Engineering and Technology (ABET)

Federal Aviation Administration (FAA)

American Welding Society (AWS)

Inter-Industry Conference on Auto Collision Repair (I-CAR)

Accreditation Council for Business Schools and Programs (ACBSP)

Professional Truck Driving Institute (PDTI)

Commission on Dental Accreditation (CODA)

International Fire Service Accreditation Congress (IFSAC)

Accreditation Council for Occupational Therapy Education (ACOTE)

National Accrediting Agency for Clinical Laboratory Science (NAACLS)

American Society of Health-System Pharmacists (ASHP)

Examples of Industry-Based Assessments are:

National Institute for Metalworking Skills (NIMS) Certification

Certified Associate in Health Information and Management Systems (CAHIMS)

National Automotive Technician Foundation's (NATEF) Automotive Service Excellence (ASE) Certification

Packaging Machinery Manufacturers Institute's (PMMI) Mechatronics Certification

Health Education Systems Incorporated (HESI) Licensure Preparation

CompTIA Certifications (A+, CySA+, CASP, Linux, etc.)

Intuit QuickBooks Certification

Association for Manufacturing Excellence's (AME) Lean Certification

Management and Strategy Institute's (MSI) Total Quality Management (TQM) Certification

Ford Automotive Student Service Educational Training (ASSET), Accelerated Credential Training (FACT), Maintenance and Light Repair (MLR)

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

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

The Workforce Training and Education Coordinating Board used Perkins funds to supplement, (but not supplant,) its role to develop, refine and disseminate the results of, systems to collect and analyze data of secondary and postsecondary academic and employment outcomes. Specific examples include: (1) Collection of secondary and post-secondary CTE-student data as part of a larger Washington Workforce Development Services evaluation of multi-agency data, imported into SAS for evaluation of return on investment comparisons; (2) Development of consistent reporting tools and structure for compiling historical performance data from secondary and post-secondary subrecipients to identify the data gaps preventing further data validation, trend analyses, and data flow charts; (3) Acquiring access to subrecipient agency data to permit performance measure outcome evaluation; (4) Determining how subrecipient data is accessed, viewed, imported, and exported by subrecipient systems and subsequently accessed, imported, and viewed by WTB for Perkins data validation and evaluation.

SECONDARY

The secondary education system used Perkins IV funding to enhance data systems to collect and analyze data on secondary academic and employment outcomes, specifically, for: (1) administrative staffing support for an Information Technology (IT) Specialist, and CTE programming and data collection needs and (2) technical assistance related to data quality at the local level. Perkins funding supported a portion of the salary of one of the agency's IT specialists to assist with developing data systems that cover a wide range of areas including CTE course approval, CTE program approval, and the compilation and analysis of data reported by districts through the statewide Comprehensive Education Data and Research System (CEDARS) as well as the CTE application platform to meet state and federal reporting requirements (igrants.) This year, a staff person from the OSPI student information department was assigned to provide direct support to CTE data analytics requests. In addition, agency staff deployed to the field providing professional development and technical assistance related to data quality to ensure consistent and accurate data is reported.

Washington utilizes the Education Research and Data Center (ERDC), housed within the Governor's budget office, to help collect information used in our performance metrics and other federally mandated reports. The ERDC has access to information from multiple sources including the state's Employment Security Department, The National Student Clearing House, Unemployment Insurance offices of neighboring states (Idaho, Oregon) and FEDES (Federal Employment Data Exchange Service). However, FEDES is no longer functioning and Idaho has declined to provide employment information for students who have left secondary education. This has impacted the data that drives the 5S1 Perkins Performance indicator.

POSTSECONDARY

The State Board for Community and Technical Colleges, (SBCTC), the state's postsecondary education system, also used Perkins IV funding to enhance its data systems to collect and analyze data on postsecondary academic and employment outcomes. SBCTC employs data analysts responsible for collecting, managing, and evaluating Perkins data and reporting it to the community and technical colleges (CTCs), the Workforce Training and Education Coordinating Board, and Department of Education. Along with the Program Administrator and Policy Associate for Workforce Education, data and fiscal specialists also provide technical assistance to the CTCs related to definitions, coding, input, and reporting procedures to ensure that data is reported consistently and accurately throughout the state.

In past years, Perkins funds were leveraged to train staff and support the development of Tableau data tables and dashboards, embedded in SBCTC websites to provide easy access and transparency with respect to CTCs' performance and target achievements.

As another example, a Perkins Special Projects grant provided a dedicated funding stream to update and enhance the state's Career Pathways Project (WACAPA). Hosted by the Pierce College District since 2010, the Career Pathways web tool (available at www.wacareerpaths.com) serves as a clearinghouse for information on college courses and programs, student achievement, wages, competencies/skills, articulations, and available degrees, certifications, and credentials. Interactive, multi-layered road maps allow current and prospective students to explore their options and potential outcomes in order to make informed decisions about their academic and career trajectories. These road-maps are also hosted on individual college websites and technical assistance is provided to all colleges utilizing the tool in order to aid them in gathering pertinent data and developing pathway schematics. An average of 689 users visit WACAPA each month, 80% of whom are new.

In the 2017/2018 academic year, SBCTC partnered with the National Alliance for Partnerships in Equity (NAPE) to provide training and technical assistance to twelve community colleges to improve outcomes for students. A statewide data dashboard was developed to serve as a tool for the colleges in conducting performance gap analyses on their campuses. Data included participation and completion of students in non-traditional CTE programs disaggregated by institution, program, gender, race/ethnicity, and special population. The colleges gained skills in utilizing data and employing rigorous methods and tools to guide local efforts to improve access, equity, and diversity in non-traditional occupations as well as STEM fields.

ctcLink is a relatively new centralized online system hosting a multitude of college activities, including financial management, registration, student coding, and data reporting. Although ctcLink is not directly supported with Perkins funds, it is tied to Perkins-supported initiatives and personnel. ctcLink, originally piloted in 2015 at Spokane Community College, Spokane Falls Community College, and Tacoma Community College, ctcLink underwent an Independent Validation and Verification (IV&V) assessment in 2016 which will permit Clark College and the State Board to begin transitioning to the platform in 2018.

Consolidated Annual Report, Program Year 2017 - 2018 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

At the secondary level, career and technical education (CTE) programs funded under Perkins IV are assessed through: (1) a Consolidated Program Review (CPR) process conducted by agency staff within the Office of the Superintendent of Public Instruction and (2) the local program evaluation process generally conducted by District CTE Directors.

Consolidated Program Review

During Consolidated Program Review, (CPR), OSPI program, fiscal, civil rights, and other staff monitor school districts; one aspect of their review is CTE programs. 295 districts are placed on a review cycle informed by a risk analysis that highlights the potential of the district to be out of compliance based on several variables. The process begins with district selection, then site and building selection. OSPI's CPR team considers various risk factors, and then, identifies buildings to visit. This past year, new risk indicators specifically for CTE, including Carl Perkins funding, were included in the agency's risk assessment matrix to ensure compliance with state and federal program assurances which, in turn, provides agency staff an opportunity to give directed technical assistance where needed.

Prior to each onsite visit, CTE program staff conduct a desk audit to determine potential problem areas for the targeted district, including a review of their local performance data on the Perkins Core Performance Indicators and their CTE enrollment as reported through CEDARS. The desk audit also includes a review of the district's CTE Program Evaluations and Program Improvement Plans. Additional technical assistance is provided onsite, or in follow up communication, to assist the districts in any areas identified as weak or out of compliance.

The Comprehensive Education Data and Research System (CEDARS), a web-based system, is used to collect general data on students in K-12 and CTE programs. Data provided to OSPI by districts is disaggregated by race/ethnicity and as well as by the required subpopulations. OSPI measures subpopulation group across the different CTE program areas in order to assess performance on each of the Perkins Core Performance Indicators. This program-specific information enables CTE program staff to provide targeted technical assistance when working with districts, whether it be the entire district or individual schools. Agency CTE staff also assist districts, when necessary, in developing Performance Improvement Plans that address performance gaps between different subgroups. Districts who have consecutively failed one or more indicators may be required to use their federal Perkins funds in a predetermined manner to improve their program performance scores. However, if OSPI feels that a district needs more technical assistance due to new staff or other risk factors, OSPI reserves the right to monitor districts at any time, regardless of their CPR schedule.

Districts who did not meet the minimum allocation requirement (less than \$15,000) and were granted a waiver may not be as familiar with permissible/non-permissible use of funds and/or the requirements for federal grant management. Generally, these districts have lower state allocations and enrollment as well, and may not have designated staff to oversee compliance to the same degree as larger districts. As such, this element of potential risk was added to the CPR review. Similarly, higher allocated districts were also considered to have an increased risk of misusing funds and/or not following proper protocol, procedure, and guidelines for federal grant expenditures and management.

Local Program Evaluation Process

Local district administration assess their CTE Programs by conducting Annual Program Evaluations in partnership with program-specific and general advisory committees. Each LEA has a process that is used to continuously improve the performance of their district's CTE programs. LEAs conduct their evaluations using the current program standards and indicators, state law and federal guidelines, contracted evaluation services, course frameworks and approval (program approval/re-approval process) and/or other local indicators. Annual Perkins plans, and program evaluations are presented and approved by each school district's Board of Directors.

POSTSECONDARY

At the postsecondary level, professional/technical ("prof tech" or career and technical education) programs funded under Perkins IV are assessed in several ways. In addition to completing applications for Perkins grant funding, each of the 33 community and technical colleges (CTCs) eligible for Perkins funding are required to submit an annual Report of Accomplishment (ROA) related to its Perkins Plan. The colleges also submit final reports for any Perkins program activities funded through Leadership Block, Non-Traditional Employment and Training, and/or Special Projects grants, all of which are reviewed by the SBCTC Perkins Program Administrator for Workforce Education. ROAs, typically 25-40 pages in length, address the development of Programs of Study, career and academic counseling strategies, partnerships with agencies and employers, recruitment and outreach, content integration and rigor, certification and assessment of skill attainment, work-based learning initiatives, professional development, equity and inclusion, and service to special populations and students in non-traditional fields.

SBCTC also required colleges to report their performance for each of the six Perkins program indicators and provide a narrative description of what contributed to their achievement and/or deficiencies. In addition, SBCTC posts this data on the agency's website, disaggregated by college and presented in Tableau format.

Informed by the Reports of Accomplishment, the Perkins Program Administrator and/or Policy Associate for Workforce Education perform on-site monitoring of each college every three years on a rotating basis. Monitoring visits serve to verify the accuracy of college reports, ensure compliance with Perkins requirements, confirm that funding is utilized in concert with annual plans, and provide technical assistance to Workforce Education staff and faculty using Perkins funds. Through college monitoring, SBCTC also evaluates the composition and health of program Advisory Committees, compliance with faculty certification requirements, effectiveness of programs and initiatives, efficiency of recordkeeping practices, and overall progress towards meeting Perkins IV performance indicators. Summaries including commendations, recommendations, and follow-up items, are sent after each visit. When significant deficiencies are noted or a college repeatedly fails to reach a performance target, improvement plans are required and a minimum of 1.5% of its Perkins award must be dedicated to improving upon any missed targets.

In general, program reviews take into account enrollment, retention, and completion data; Advisory Committee input and recommendations; student evaluations; workforce demand; employment placement; and performance gaps, especially those associated with special populations and students in non-traditional fields. Importantly, many "prof/tech" (CTE) programs are also subject to external review and/or accreditation. Examples of accrediting bodies affiliated with Washington's CTCs include the Accreditation Council for Business Schools and Programs, American Bar Association, Federal Aviation Administration, Commission on Accreditation of Allied Health Education Programs, Accreditation Board for Engineering and Technology, Nursing Care Quality Assurance Commission of Washington State, Accreditation Council for Occupational Therapy Education, National Accrediting Agency for Clinical Laboratory Science, and the Commission on Dental Accreditation.

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

SECONDARY

At the secondary level, career and technical education (CTE) programs funded under Perkins IV developed, approved and expanded the use of technology in CTE in a number of ways including the following: (1) Project Lead the Way programs, (2) Curriculum for Agriculture Sciences Education, and (3) Rural Education Grants.

Project Lead the Way

There was an increase in the adoption of Project Lead the Way (PLTW) programs across our middle and high school CTE programs. PLTW curriculum provides engaging, hands-on classroom activities for students to develop knowledge and skills; PLTW also provides teachers with the training, resources, and support they may need to engage their students. Secondary CTE teachers were provided Perkins IV funding to attend the training needed to adopt and implement PLTW curriculum as well as the purchase of equipment and technology needed for student learning.

In the 2017-2018 school year, active PLTW programs in Washington included 133 middle school programs and 159 high school programs. There were 64 PLTW programs in Biomedical Science, 17 in Computer Science, and 78 in Engineering. As an example, Ellensburg School District utilized Perkins funds to support the implementation of Project Lead the Way by purchasing equipment to implement this initiative.

Curriculum for Agriculture Sciences Education

Curriculum for Agriculture Sciences Education (CASE) supports classroom instruction using hands-on technology aligned with industry standards. Perkins IV funds were used to support both the cost of the required professional development to certify teachers as CASE certified instructors, as well as to provide grants for the purchase of technology and equipment necessary to implement this student-centric curriculum. The necessary equipment and technology needed varies dependent upon the program implemented, however students utilize a variety of technology include items such as mini-electrophoresis, temperature and pH sensors, ethanol sensors, and circuit boards. CASE curriculum included: (1) Introduction to Agriculture, Food, and Natural Resources, (2) Principles of Agricultural Sciences – Animal, (3) Principals of Agricultural Sciences – Plant, Animal and Plant Biotechnology, (4) Food Science and Safety, (5) Agricultural Research and Development, (6) Agricultural Power and Technology, (7) Mechanical Systems in Agriculture, (8) Natural Resources and Ecology, and (9) Environmental Science Issues.

The state also provided an opportunity for Washington educators to attend the required professional development to teach the CASE Curriculum. Using Perkins Funds, Washington hosted an Agricultural Power and Technology institute in Goldendale, Washington.

Rural Education Grants

Perkins IV funds were allocated to support designated rural districts with funding for the purchase of high cost equipment and technology for high-cost, high-demand careers. Colton School District is an example of a school district that was allocated a Rural Education grant used to purchase equipment for implementing the CASE program.

POSTSECONDARY

During the reporting year, at the postsecondary level, professional/technical (CTE) programs funded under Perkins IV developed, approved and expanded the use of technology in a number of ways. As a function of their program review processes, and in collaboration with their Advisory Committees, community and technical colleges assessed and re-evaluated their equipment needs and leveraged Perkins funding to improve content delivery and instructional quality by utilizing new technologies. In 2017-2018, Perkins supported the following:

Health Sciences: full body mannequin nursing simulators, Q-Rad Digital DRX-Series Wireless Digital Radiography System, O&P Milling Machine (prosthetics); Welding and Manufacturing: Starrett PMI precision measurement tools; Veterinary Technology: Digicare LifeWindow monitors and Mainstream modules, Fuji CR scanner system, Triac Urine and Microhematocrit Combination Centrifuge; Energy Systems: Electric Motor Control Learning System; Information Technology: Dell PowerEdge R630 Hyper-V Server; and in Corrections: 165 laptops loaned to students for use in their living quarters at the Washington and Mission Creek Corrections Centers for Women.

In addition to purchasing industry-standard equipment for prof/tech programs, CTCs invested in technology used for recruitment, retention, and advising purposes. For instance, Hobson's Connect Communication Relations Management (CRM) modules are utilized at numerous schools, as are Career Services Manager (CSM), CareerLink, CareerCoach, JobConnect, Interfase, and other web-based programs.

NOTE: Expenditures for technology used for recruitment, retention, and advising purposes were appropriately cost-allocated between Perkins IV funds and General Fund State dollars.

A state-wide initiative funded by a Perkins Special Project grant discussed previously, the Washington Career Pathways project, has also served to provide current and prospective students with continually evolving and expanding interactive online road-maps, complete with course offerings, occupations, wages, competencies, articulation agreements, and available degrees, certificates, and credentials.

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

At the secondary level, Perkins IV funds supported professional development programs for CTE teachers, administrators, and career guidance and academic counselors. Funding was prioritized to support leadership of CTE programs at statewide CTE conferences and by supporting the Southern Regional Education Board (SREB) CTE Bootcamp and CTE Director Internship Program. Major conferences included “Strategies for Success: Connecting Education, Communities, and Careers,” at the 2017-18 WA-ACTE Fall Summit. Attendees included CTE teachers from all content areas, non-CTE educators, CTE and non-CTE administrators, and counselors. OSPI CTE program staff provided technical support, funding to support the conference, and grants for teachers to attend the professional development opportunities. Another, “Creating Limitless Opportunities,” was held at the 2017-18 WACTA Fall Conference. Attendees included CTE directors and district level administrators. OSPI CTE program staff provided direct technical support, and funding to attend the conference.

“#CTEISTHEPATH,” the 2017-18 WACTA Spring Conference, was attended by CTE directors and district level administrators. OSPI staff provided direct technical support, and funding to attend the conference. “CTE... STEM & ARTS,” the 2017-18 WA-ACTE spring conference was attended by CTE teachers, STEM teachers, counselors, non-CTE educators, and administrators. OSPI staff provided direct technical support. “Fostering Success,” the 2017-18 WA-ACTE Summer Conference was attended by CTE teachers of all content areas, CTE Administrators, non-CTE Administrators, and Career Guidance Counselors. OSPI staff provided direct technical support, funding to attend the conference, and funding to support the professional development opportunity.

OSPI CTE program staff also provided technical assistance and professional development outreach in cooperation with the professional organizations aligned with CTE program areas including the Washington Association of Agricultural Educators (WAAE), Washington State Business Education Association (WSBEA), Washington Career Counseling and Employment Readiness (WA-CCER), Family and Consumer Sciences Educator (FACSE), Washington Association of Marketing Educators (WAME), Washington Industrial Technology Education Association (WITEA), Washington Association of Skilled and Technical Sciences (WASTS) and Health Science Career and Technical Education (HSCTE). Districts applied for competitive grants to attend these and other individual professional development conferences around the state as well as across the country.

The CTE department at OSPI also coordinated other professional development opportunities with the Washington Association of Career and Technical Education Administrators (WACTA) and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership training for the purpose of developing visionary and proactive leaders in secondary CTE. Comprehensive professional development was also provided on an ongoing basis to administrators and teachers throughout the year at quarterly regional WACTA meetings and the semi-annual statewide conferences. The conferences and meetings provide strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations. This past year, Perkins IV funding supported workshop activities focusing on the development, integration, and implementation of CTE/Perkins program standards, Common Core Learning Standards, Washington State’s Academic Learning Standards, and industry-defined skills standards.

In addition to the workshops at statewide conferences, OSPI’s CTE Program Supervisors work directly with CTE instructors and administrators to ensure the quality of local programs, with the agency’s Guidance and Counseling Office, and with guidance/career counselors at the district level to ensure their awareness of the elements that comprise programs of study and how to align them with High School and Beyond plans.

OSPI’s CTE Program Supervisors also worked with local and national Career and Technical Education Student Organizations (CTSOs) to enhance the elements of leadership and employability skills incorporated in CTE curriculum, and to monitor local CTOSs, both fiscally and programmatically, to ensure that the opportunities provided to students supported the development of leadership and employability skills at the highest level.

POSTSECONDARY

At the postsecondary level, Perkins IV funds supported professional development programs for professional/technical (CTE) faculty, administrators, and career guidance and academic counselors.

CTE Faculty

In 2017-2018, SBCTC's Perkins Leadership Block Grant funding supported 98 industry-based professional development (IBPD) opportunities for prof/tech (CTE) faculty, 32% of which involved hands-on training, 23% qualifying as return-to-industry activities, and 20% resulting in certification or licensure. Examples include:

Industry-Based Professional Development (IBPD) Training Opportunities for CTC Faculty:

- (1) Information Technology professional development training - LINUX, Microsoft Build Conference, and Imparture User Experience for Web Design and Testing
- (2) Allied Health professional development training - Elsevier Conference on Concept-Based Learning, SUN Conference for SIMM Training, Dissection Experience for Dental Hygiene and Emergency Medical Services, and the American Heart Association Basic Life Support Skills course
- (3) Digital Media professional development training - Chronos Augmented and Virtual Reality Training
- (4) Diesel Technology professional development training - Noria Machinery Level 1 Lubrication Training
- (5) Construction professional development training - CTE Connections course
- (6) Welding professional development training - Lincoln Electric Teacher Observer and Advanced Materials Training

Return-to-Industry Professional Development Activities for CTC Faculty:

- (1) Cybersecurity and Information Technology - F5 Labs, Outreach.io
- (2) Engineering - Artisans Group
- (3) Accounting - Camp Ten Trees
- (4) Business - Challenge Applications
- (5) Physical and Occupational Therapy - Rehab Without Walls, Olympic Sports and Spine Rehabilitation
- (6) Nursing - Mira Vista, Skagit Valley Hospital
- (7) Social Services - Behavioral Health Resources
- (8) Culinary Arts - International Pinot Noir Celebration, World Food Championships
- (9) Advanced Manufacturing - Dakota Creek, Boeing, EDCO, Smith & Valley Edison
- (10) Allied Health - UW Medical Center, Swedish Hospital, Anovaworks, Comprehensive Family Health, Virginia Mason, Multi-Care, Olympic Medical Center

Certification/Licensure Professional Development Activities for CTC Faculty:

- (1) Energy Systems - Ropeworks National Training Center rigging/climbing safety and risk management
- (2) Welding - American Welding Society CWI seminar and exam, American Welding Society Welding Inspector certification
- (3) Advanced Manufacturing - FANIC Level II Programmer Credential for CNC Machining, OSHA Trainer certification
- (4) Automotive Technology - Ford ASSET Diagnostic and Repair System certification, Hybrid Automotive ACDC Master Hybrid certification
- (5) Construction - Agile Project Management PMI Boot Camp
- (6) Nursing - Laerdal SIRC certification

Postsecondary prof/tech faculty attended conferences, workshops, trade shows, and seminars sponsored by professional organizations with Perkins IV funding that included the Allied Dental Educators Association, American Culinary Federation, Washington Welding Instructors Association, Teachers of Accounting at Two-Year Colleges, American Association of Medical Assistants, National Association of Professional Band Instrument Repair Technicians, American Society for Engineering Education, and the American Welding Society.

A critical method of preparing prof/tech faculty from industry for careers in teaching, SBCTC also utilized its Perkins IV funds to sponsor new, prof/tech faculty boot camps, which introduced and modeled essential components of curriculum development, classroom management, adult learning, assessment, and facilitation skills with an emphasis on practical and real-life applications. Sponsored by Olympic College in 2017-2018, the two-day boot camps were held four times, each in a different part of the state (Highline College, Spokane Community College, Olympic College, and Seattle Maritime Academy). In total, 59 faculty participated, a 34% increase from 2016-2017. Evaluation scores indicated a 3.8/4 in sixteen of the 19 areas measured. While some boot camp components (e.g. train-the-trainer and modularized boot camps) were eliminated or limited in 2017-2018, boot camp mentees were established to fill the gaps. Boot camp program curriculum is currently undergoing a thorough review and revision with the support of Perkins funding. Throughout the curriculum review process, Washington State Skills Standards for Professional-Technical Instructors and Industry Trainers will be applied.

CTE Administrators and Academic Counselors

CTE administrators and academic counselors providing students with CTE career guidance are also provided with professional development opportunities supported with Perkins funds. 29 college staff members participated in some form of professional development funded with Perkins Leadership Block Grants:

(1) Summer Workforce Collaboration Conference

One such example of Perkins-funded staff training in the past year was the three-day Summer Workforce Collaboration Conference sponsored by SBCTC in August of 2017. Hosted at Clover Park Technical College and attracting 24 participants, the event focused on student services programs and strategies to help workforce students begin, persist, and complete a workforce education program and move toward sustainable-wage jobs and careers. The “Summer Collaborative,” as it is sometimes called, featured presentations on collaboration across programs, Advisory Committees, apprenticeships, I-BEST, and labor market trends and tools.

(2) Deans' Academy

Perkins funds were also used to support other comprehensive professional development programs and activities including a Dean’s Academy, an initiative exclusively designed by the State Board for Community and Technical Colleges for individuals aspiring to serve as Workforce Deans at community and technical colleges. The entire program is specific to professional/technical (CTE) program administration and leadership training.

(3) The National Alliance for Partnerships in Equity (NAPE)

84 participants participated in NAPE’s Program Improvement Process for Equity (PIPE) initiative, providing practical, yet rigorous, methods and tools to guide state and local efforts to improve access, equity, and diversity in nontraditional occupations and STEM fields. Through a 5-step process, Organize, Explore, Discover, Select, and Act, PIPE engages teams of administrators, teachers, and counselors in conducting a student data-based performance gap analysis, identifying root causes for the gaps, and developing an action plan based on research-based strategies proven to close the identified gaps.

Perkins funds were also used to support CTE staff and faculty attendance at the following professional development conferences:

(4) Worker Retraining

(5) Staff and Faculty of Color

(6) CTE Dual Credit and Programs of Study

(7) WorkFirst and

(8) BFET.

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

In the secondary system, at the district level, Perkins IV funds were used to expose students, including special populations, to various activities preparing them for non-traditional fields in current and emerging professions leading to high skill, high wage occupations in several ways. Strategies included developing and disseminating promotional/marketing materials that highlight underrepresented genders, hiring nontraditional teachers to teach nontraditional courses, and field trip and job shadow opportunities. In addition, a variety of events were held for this purpose: Our GEMS - (Our Girls Empowered Through Mentoring and Service); Women in Trades Fair; Expanding Your Horizons; Construction Career Day; Pizza, Pop, and Power Tools; The Road Less Graveled; and Manufacturing Day.

CTE Program Supervisors designated non-traditional grant funds to nine school districts with which they were able to design activities that reached more than 6,000 students. These activities aligned to high-demand career fields in our state including aerospace, manufacturing, automotive, and healthcare, information technology, programming, agriculture, and architecture and construction. These activities included Pierce County Career Day, 3-Day CTE Camp, Build Your Future, "Camp Invention – Future Forward," Optibot and Stick To It, Girls in Computer Science, Women in Wind, Gorge Wind Challenge, Touch-a-Truck, and TradeUP.

Additionally, Perkins Reserve funds were provided to school districts to support students representing special populations to attend the Washington Agriculture Leadership Experience (WALE) conference, held in Whatcom County. This event exposed students to multiple career opportunities in one of Washington's key economic drivers, agriculture.

POSTSECONDARY

CTCs used Perkins IV funds to expose students, including special populations, to various activities preparing them for non-traditional fields in current and emerging professions leading to high skill, high wage occupations. Perkins-funded Non-Traditional Gender Employment and Training Grants supported recruiting and retaining faculty of non-traditional gender; providing diversity, equity, and inclusion (DEI) training and resources to faculty and staff to support students in non-traditional fields; developing non-traditional outreach and recruitment strategies; including non-traditional images and content in marketing materials; providing wrap-around services and individualized guidance/counseling to students in non-traditional fields; and analyzing data to determine gaps in performance, retention, and completion in specific programs.

A total of \$75,000 was made available to CTCs in \$5,000 increments for developing projects that reflected a "deliberate strategy" for improving non-traditional enrollment and completion. In 2017-2018, fourteen Gender Employment and Training Grants were awarded. Examples include:

(1) Non-Traditional Peer Mentoring in IT (Everett Community College)

A partnership with Housing Hope and EduPloyment developed by the college's NAPE/PIPE delegation, an 18-student cohort received mentoring from other women in the IT field and participated in IT "road shows" to aid in recruitment. Over half passed the CompTIA exam, 64% completed 10 or more credits (compared with 36% of men), and 11 were working towards completing their 100 required internship hours.

(2) Expanding Your Horizons (Highline College, Edmonds Community College): A one-day STEM program for middle school girls, EYH featured a keynote speaker, panel discussion, campus tour, and faculty advising. The event attracted over 600 attendees at Edmonds and 400 from nine school districts at Highline, receiving media attention and positive responses from 97% of participants at the latter.

(3) Girls Exploring Tech (Renton Technical College): A week-long summer IT camp for girls of color, GET was a collaborative effort between RTC, the Renton School District, Tableau Software, and IGNITE. 30 girls participated in IT orientations, campus tours, panel discussions, guest speakers, and a capstone robot programming project and race. Over half of the students left the program committed to studying computer science and/or networking, including 7 of 11 who began the program undecided.

(4) Non-Traditional Recruitment Videos: In 2017-2018, Skagit Valley joined several other colleges in producing videos highlighting students in non-traditional programs and careers. Skagit's three 90-second videos featured men in Allied Health and women in Automotive and Environmental Conservation programs to be used in high school presentations, online advertising, and on television. In recent years, other colleges have produced similar content related to Engineering Technology, Electronics, Manufacturing, and Welding, often including first-person accounts of students' experiences in these programs as well as information on labor market demand and wages to both normalize and incentivize those fields while attempting to remove barriers and foster an inclusive atmosphere for all students.

(5) Try-a-Trade: In 2017-2018, non-traditional "try-a-trade" programs were held at Bellingham, Olympic, Renton, Whatcom, Bates, and Walla Walla CTCs, featuring women in welding, manufacturing, construction, and information technology, and engineering and men in early childhood education and health sciences.

(6) NAPE/PIPE: SBCTC worked with the National Alliance for Partnerships in Equity (NAPE) to provide Program Improvement Process for Equity (PIPE) training for staff at twelve CTCs that were experiencing challenges meeting their non-traditional performance indicators. Teams of administrators, faculty, advisors, and student services staff participated in three days of intensive training and conducted student data-based performance gap analyses, identified root causes for the gaps, and developed an action plan based on research-based strategies shown to close identified gaps. After implementing various strategies to improve outcomes for students training in non-traditional fields, results were evaluated for continuous program improvements.

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

In the secondary system, at the agency as well as at the district level, Perkins IV funds were used to provide support for programs for special populations that lead to high skill, high wage and high demand occupations in several ways. District and skills center plans describe how they will review CTE 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. These questions are directly addressed each year by the districts in their Perkins 5-Year application. In many Washington schools, CTE programs received technical assistance from OSPI program staff in their work with local migrant and bilingual programs, special education, and the Title I offices as they review CTE program data. Skill Centers are allocated barrier reduction funds to specifically address barriers for individuals representing special populations to access CTE preparatory programs that include either an industry certification or opportunity to access dual credit coursework.

LEAs also worked to eliminate barriers by reducing the amount of course fees for some individuals to ensure that all students have equal access to CTE Programs. The GRADS Program helps teen parents continue their education by providing child care and support, Career Guidance Centers are open to all populations and offer events that underserved populations may have a difficult time attending, otherwise. Career Centers also provide access to scholarship information and resources to all students. CTE helps students meet their graduation requirements by offering course equivalencies, which allow students to earn graduation credit for a course that may better align with their individual needs and pathways. CTE Dual Credit (formerly Tech Prep) allows students to earn high school credit while earning college credit at the same time. CTE Dual Credit helps those students who may not have any other route to earn college credits.

POSTSECONDARY

In the postsecondary system, Perkins IV funds were used to provide support for programs for special populations that lead to high skill, high wage and high demand occupations in several ways. The highest value of the Workforce Education Division at the State Board for Community and Technical Colleges is inclusion and equity. Its mission statement, committed to service and access to special populations, reads as follows: "we offer programs, products, services, and advocacy that increases our colleges' ability to provide high quality student supports, from equitable access all the way through to transitioning to employment." In 2017-2018, 25% of professional-technical students were classified as economically disadvantaged and 51% identified as people of color in comparison to just 27% of the state.

Non-Traditional Gender Education and Training, Special Project, and Leadership Block Grant funding

CTCs utilize Non-Traditional Gender Education and Training, Special Project, and Leadership Block Grant funding to support programs and events for special populations at the local level. Examples include:

Students of Color Conference (Multicultural Student Services Directors' Council)

Faculty & Staff of Color Conference (State Board for Community & Technical Colleges)

Cool Girls in Tech Summer Camp (Edmonds Community College)

CTCs also provided support for other programs designed for special populations that were either not funded with Perkins dollars, or leveraged Perkins funding, as illustrated in the following examples:

Real Talk Wednesdays (Everett Community College)

SPLICE - Supporting Parents with Limited Incomes for College Education (Everett Community College)

BRIDGES – Building Readiness, Inspiring Dreams, Gaining Education Success (Everett Community College)

Black and Brown Summit (Highline College)

YELL – Young Educated Ladies Leading (Highline College)

Urban League Summer University (Seattle Central College)

Autism Awareness Video Game Tournament (Bellevue College)

Disability Pride Month (Bellevue College)

Diversity and International Fair (Clover Park Technical College)

Student of Color Leadership Forum (Clover Park Technical College)

Native American Pow Wow (Clark College)

Tulalip and Lummi Tribal Open Houses (Bellingham Technical College)

Other examples of leveraged Perkins funding included disability support offices and adaptive technologies, early alert teams, policy and content translation, bi-lingual course content delivery, multicultural student services offices, veteran transition and re-entry specialists/navigators, affinity groups and student organizations, etc. Many colleges also partner with community and social service organizations such as the Urban League, YMCA, Tulalip and Lummi Tribes, Year-Up, the Hispanic and Native American Chambers of Commerce, the NAACP, SHIFT, NAPE, and the Achieving the Dream Network.

Washington's Opportunity Grant for Special Populations, while not attributable to Perkins funds, enabled 3,925 low-income students (those with incomes at or below 200% of the federal poverty level) to enroll in professional-technical programs; of that total, 51% were students of color. The postsecondary system approves only Opportunity Grant pathways that address skill gap shortages in a targeted industry, identify educational pathways linked to viable careers, demonstrate that completers will have job opportunities, and provide evidence of community partnerships. In addition to providing funding for tuition, fees, and books, Opportunity Grant recipients are also eligible for individualized tutoring, career advising, college success classes, emergency child care, transportation, and an industry mentor through the Workforce Training and Education Coordinating Board's Opportunity Partnership Program.

Washington's commitment to Guided Pathways, a statewide initiative tied to inclusion and equitable access to education, is focused on helping more students, especially low-income, first-generation students and students of color, earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market. Guided Pathways simplifies choices for students by grouping courses together to form clear pathways through college and into careers. The program provides student success classes, intensive advising, support services, and early intervention to keep students on-track. Data, apps, and electronic tools help students, faculty, and advisors monitor progress, while technology integration, on-line course offerings, and modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Counseling and advising services for special populations are supported. Adult Basic Education (ABE) and English as a Second Language (ESL) are integrated into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental instruction as well as applied math and writing courses support student success and completion. Funding is also expended for tutoring and interpretative services for student with disabilities.

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

AGENCY

As the statutorily-designated eligible recipient for Washington's Perkins funding for CTE, the Workforce Education and Training Board provides technical assistance ("TA") to the secondary and postsecondary education agencies, the state's two subrecipients for the majority of the state's Perkins' allocation, and, when requested, by local school districts and/or CTCs. Workforce Board staff whose role and responsibilities provide oversight and compliance of Washington's Perkins CTE award include the following: the State Director of CTE, the Deputy Director for Policy & Programs, the Chief Financial & Operating Officer, the Perkins Grant Administrator and Administrator for Methods of Administration. Examples of technical assistance provided outside or during monitoring included the following: evaluation of programs for sufficient size, scope and quality, use of waivers, lack of consortiums, articulation agreements, use of funds, documenting Maintenance of Effort, reviewing the quality of Programs Improvement Plans for missed performance indicators, civil rights violations with respect to CTE. and returning unspent funds.

SECONDARY

In the secondary system, agency TA from the Office of Superintendent of Public Instruction was offered to Perkins-eligible school districts by various staff members in the OSPI Office of CTE. Their positions included the Executive Director of CTE as well as the Program Supervisors for Grants, Health Sciences, Skilled and Technical Sciences, Family and Consumer Sciences, STEM, Agricultural Sciences, Business and Marketing, the Program Supervisor for Grants and Innovative Programs, and the Program Supervisor responsible for onsite monitoring of Methods of Administration for Civil Rights Compliance in CTE. Technical assistance was offered to school districts and skill centers in a number of different ways including verbal technical assistance (such as a program approval webinar) or, in the form of written technical assistance materials (such as course equivalency manuals). During the reporting year, the statewide course equivalency manual was reviewed and amended to come into alignment with current regulations around the development and implementation of local and state course equivalencies.

Apart from participating and presenting in statewide conferences and workshops, technical assistance was also offered in the form of emails, phone calls, K-20 video conferencing, Zoom, and Skype meetings. Technical assistance was provided directly to the school district, or in a regional or statewide convening setting, if applicable. In addition, the OSPI CTE department publishes a monthly CTE Update Newsletter, sends out social media updates, and maintains a public-facing CTE website. The monthly update is distributed to all CTE administrators and is available to the public through the OSPI/CTE website. Bulletins and memos are distributed as needed, when important and timely information arises. The CTE office also offered online meetings and recordings of webinars to provide consistent access to technical assistance.

Perkins-eligible districts are also provided "TA" during their Consolidated Program Review, a cyclical process by which OSPI monitors multiple federally-funded programs as a way in which to fulfill its compliance monitoring requirements under 2 CFR 200. TA might include eligible and ineligible uses of Perkins funds, allowable, allocable and reasonable costs, rigorous content aligned with challenging academic standards and relevant CTE programs, community and educational partnerships, equity, access and inclusion, Programs of Study, articulation agreements, Perkins Program Improvement Plans for missed performance indicators, or violations of civil rights compliance.

The following 31 school districts received Consolidated Program Reviews during School Year 2017-2018:

Adna School District
Castle Rock School District
Centralia School District
Elma School District
Kelso School District
Lake Quinault School District
Marysville School District
Mill A School District
Montesano School District
Morton School District
North Beach School District
Ocean Beach School District
Olympia School District
Onalaska School District
Raymond School District
Rochester School District
Roosevelt School District
Royal School District
Selah School District
South Bend School District
Southside School District
Spokane School District
Stevenson-Carson School District
Tenino School District
Toledo School District
Union Gap School District
Vancouver School District
Wahkiakum School District
West Valley School District (Yakima)
Yakima School District
Zillah School District
POSTSECONDARY

In the postsecondary system, agency technical assistance from the State Board for Community and Technical Colleges (with respect to professional/technical workforce education or CTE programs) was offered to Perkins-eligible CTCs by various staff members. Their positions included the Perkins Program Administrator, Policy Associate for Workforce Education, Contract Specialist, Program Assistant, Policy Associate for Fiscal Management, and the System Internal Auditor who also conducts onsite monitoring for Methods of Administration for Civil Rights Compliance in CTE.

Updates on Perkins-related matters are communicated through a listserv while specific concerns may be addressed during Workforce Education Council (WEC) meetings at which CTC workforce deans and directors convene on a quarterly basis. Perkins-eligible CTCs are scheduled for an on-site monitoring visit every three years. In addition, "TA" may be provided at meetings, professional development opportunities, or upon request. CTCs who have missed their Perkins performance indicators and, as a result, are required to write a Performance Improvement Plan, may warrant additional TA. Similarly, if a CTC is found to be in violation of a civil rights issue as determined by the system auditor who oversees Methods of Administration for Civil Rights Compliance in CTE, specific TA is provided.

Examples of technical assistance activities provided to the CTCs include the following:

- 11 colleges were monitored, each receiving exit summaries including commendations, recommendations, follow-up items, and improvement plans, when necessary;
- Program and fiscal feedback was provided as needed for all Perkins plans submitted in the Online Grant Management System (OGMS);
- New guidance was drafted, disseminated, and included in the revised Perkins Plan Grant Guidelines pertaining to eligibility for and documentation of direct assistance to students;
- Perkins Special Project applications and associated year-end reports were reviewed, summarized, presented to, and discussed with the WEC Executive Committee in advance of their approval;
- Revised funding amounts were disseminated and explained to eligible institutions via email;
- Presentations and written overviews of Perkins reauthorization and planning process were provided at WEC Executive and quarterly WEC meetings and via email; and,
- 12 colleges that repeatedly missed 5P1 and 5P2 performance targets participated in the NAPE Program Improvement Process for Equity initiative sponsored by SBCTC.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

305523.22

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

9180

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

SECONDARY In the secondary system, Perkins IV funded CTE services and activities were carried out in state correctional institutions for youth with two Juvenile Rehabilitation Administration (JRA) agencies, Green Hill School and Naselle Youth Camp, by providing CTE courses that offer students opportunities to work towards the attainment of industry-based certifications with the goal of leading them towards gainful and meaningful employment. The intent is to build on the strengths of these young people to empower them and to ensure they are given the same opportunities as their peers. As an example, at Green Hill School in the Chehalis School District, a CTE Horticulture program provided an opportunity for "open campus" students to participate in a horticulture class during spring and summer terms. In addition to greenhouse and gardening, students do extensive classroom work in preparation for WSU Master Gardener certification (knowledge portion only). Perkins IV funding also supported the program with the purchase of materials, including consumables and small supplies and to expand course offerings to fall/winter for the special population participants. Another example of Perkins IV funding used in the corrections setting was in the area of welding and CNC Machining. Green Hill continued to support teachers in improving their technical skills using CNC machinery which, in turn, permitted them to focus on developing student capacity to use the machinery and produce usable products. Green Hill students also mill their own pipe for pipe welding practices as they work towards completing their welding certification exam. The school's C-Tech cabling and fiber optic program allows students to earn their C-Tech certification in copper cabling, fiber optic cabling, and home entertainment installation. The school's Automotive Mechanics and Collision Repair program continues to provide students opportunities to develop skills in automotive mechanics and collision repair that can lead to ASE and/or I-CAR certification.

Also using Perkins IV funding at the Naselle Youth Camp in the Naselle-Grays Valley River School District, students studied coding and application development through graphic design activities and learning the various Microsoft products. Naselle's Saw Shop program, aligned with the Center For Educational Excellence In Alternative Settings, offered students the opportunity to earn vocational credit while learning job skills in saw repair and maintenance. There, the students learned to use the laser engraver and the lathe. Students repaired and maintained Stihl chainsaws, engaged in hands-on projects such as building and programming robots, making wooden or acrylic pens and turning them down on the lathe, designing logos/emblems, and using the laser engraver to print that design on wood or other hard surfaces such as cutting boards. Naselle's Horticulture and Aquaculture program offers students an opportunity to earn science credit while learning job skills. Students learned to propagate and care for both fish and plants at the school's greenhouse and fish hatchery. The program is described as a "hands on biology class where they study living things and learn job skills at the same time."

POSTSECONDARY

In the postsecondary system, Perkins IV funded CTE services and activities were carried out in state correctional institutions for adults. Tacoma Community College spent \$84,000 to upgrade the internal computer network at the Washington Corrections Center for Women and at Mission Creek Corrections Center for Women. Walla Walla Community College spent \$120,000 to purchase simulator modules for use in the Construction Trades in Apprenticeship Preparation program to provide students training so they they were able to earn fork lift and backhoe operator certifications.

Part II: State Institutions Serving Individuals with Disabilities

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

0

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

0

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

Washington does not currently provide CTE in state institutions serving individuals with disabilities; no funds are spent.

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

No

Perkins funds were not provided to support public charter schools, as there were no approved CTE programs offered at any charter school in Washington. If a charter school establishes CTE programming, OSPI would provide technical assistance in support. OSPI's staff continue to be available to the Washington State Charter School Commission to provide any requested guidance or support.

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

Yes

SECONDARY

At the secondary level, OSPI's Perkins IV-funded CTE Program Supervisor worked with districts and schools supporting their family and consumer science programs. Within the CTE department, there is 1.0 FTE dedicated to supporting the FACS program. In addition, local districts use Perkins funds to support family and consumer sciences instructors to attend state and national FACS conferences and other conferences and workshops to aid their instruction in the classroom. During 17-18 Perkins Reserve funding was used to support the following projects for FACS: (1) ASL Instructor professional development and training; (2) review of culinary courses for alignment with mathematics standards; (3) updating the appropriate course equivalency courses with financial education standards; (4) Careers in Education training and support; and (5) professional development outreach for the early childcare and education cluster.

POSTSECONDARY

N/A

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

Yes

SECONDARY

During the 17-18 school year, Perkins grant funds were used to provide incentive grants in the secondary education system. Innovative grants are proposed by CTE Program Supervisors at the Office of Superintendent of Public Instruction (OSPI), and then selected by OSPI's Executive Director of CTE. For example, Perkins leadership dollars were available to Washington's eight approved Career and Technical Student Organizations (CTSOs) to provide a state-level program of work. Additionally, CTOSs were provided grant funds if they included an activity specifically aimed at recruitment of students representing special populations. Other incentive grants using Reserve funds supported the state's "Upskill"/"Back-fill" initiative for training in-school youth in the maritime and construction industry trades.

Another incentive grant supported the state's launch of Core Plus Maritime curriculum. Maritime is a high-demand industry sector in many parts of Washington. School districts were selected to send an educator and/or CTE administrator to attend the Core Plus Maritime Launch at the Washington State Boat Show. This event provided an overview of the curriculum, as well as interactive experiences with career experts in various sectors of the maritime industry. This event was provided in partnership with the state's Manufacturing Industry Council.

POSTSECONDARY

During the 17-18 year, Perkins funds were utilized to provide incentive grants for postsecondary CTE programs. Innovation and Special Projects Grants are required to align with statewide leadership initiatives as outlined in the WIOA state plan and have a broad and measurable impact throughout the workforce education system. While Innovation Grant applications were reviewed by a panel of peers, Special Project Grants were reviewed and voted upon by the Workforce Education Executive Committee. In 2017-2018, eight colleges were awarded Special Projects Grants for 10 projects, which included statewide support for SkillsUSA (Career and Technical Education), DECA (Business, Marketing, Finance, and Management), Phi Beta Lambda (Business), and WAPAS (Agriculture) as well as the following: Parenting Education Coordinator Handbook and Risk Management Manual (Whatcom Community College); Washington Career Pathways Project - WACAPA (Pierce College District); VIE-25 Guided Pathways Access for Transitioning Military Personnel (Pierce College); Professional-Technical Instructor Boot Camps (Olympic College); and the Workforce Deans' Academy (Green River Community College).

Eight colleges received Innovation Grants, the highlights of which include:

Cross-Trades Women's Mentoring Program (Bellingham Technical College)

Bellingham Technical College (BTC) designed and founded a cross-trades women's mentoring program called SHIFT: Students Helping Build an Inclusive Future for the Trades. The SHIFT program focused on supporting women enrolled in manufacturing and other professional technical programs at the college and was coordinated by female faculty members in those disciplines. Participants and faculty members discussed what support for female students in trades programs should look like, researching examples such as the Apprenticeship and Non-Traditional Employment for Women (ANEW) program and other similar models across the nation. SHIFT provided regular "lunch and learn" sessions and monthly, student-selected maker-based project activities in BTC's shared Technology Development Center (TDC) space.

Starting a Non-Traditional Apprenticeship Program (Edmonds Community College)

This project focused on building the infrastructure for the new Certified Safety Specialist (CSS) apprenticeship program. This was a unique process for developing an internship, since the College's Occupational Safety and Health curriculum was already established, unlike other traditional apprenticeship programs where the curriculum is developed in collaboration with the employer. This was a highly non-traditional apprenticeship program model, requiring everyone involved to be flexible and rethink how apprenticeship training is delivered and how the apprenticeship is administratively funded and managed.

HPS (Highline Public Schools) to HC (Highline College)

Highline College partnered with Highline School District during their summer school program from June 28 to July 26, providing over 300 students an opportunity to learn on the Highline College campus one day per week throughout their five-week summer school program. Their time on the college campus was structured to support students in identifying their individual interests and potential career pursuits; navigation of a college education; access to funding college; and exploration of six career and technical education pathways available at Highline College. Students in this program were first-generation and low-income, many credit-deficient and working to earn their high school credits for on-time graduation. The Highline School District sought the college's partnership to improve their completion rates and to offer students a thoughtful approach to career and academic discernment.

English Learners Bridge to Success in Health and Human Services Programs (Renton Technical College)

Renton Technical College developed support materials for students studying Anatomy and Physiology, applicable for General Education and AP within healthcare programs. The materials were professionally translated in three languages, Spanish, Russian and Vietnamese, thus giving students the opportunity to study English contextualized within their field of study. The terminology and definitions, along with translations, were input into Quizlet, which gave students the opportunity to practice working with terminology with formative assessments, games, and flashcards. Quizlet includes audio, which is supportive of Universal Design in Learning principles as well as best practices in accessibility.

One-Stop Employer Website (Seattle Colleges)

Through this project, Seattle Colleges developed a new website, and associated processes, to engage employer partners. Due to the size and multi-college structure of the district, the colleges heard from employers that understanding ways to engage with them and knowing where to begin was often difficult. The colleges worked with industry partners to design the structure, write the content, and develop processes around a new one-stop site. The website inventories many of the opportunities for engagement, from joining a Technical Assistance Committee to hosting a class tour or funding a cohort of students. By leveraging Perkins Innovation funds, they were also able to establish a new process for employer inquiries that came in through the website. Inquiries recorded in CRM were simultaneously sent to a new Employer Partnerships Manager who worked with the employer on the direct path for engagement, rather than employers “bouncing around” until they found someone who could answer their questions.

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

At the secondary level, Perkins IV funds were used to provide CTE programs for high school dropouts to complete their secondary school education in several ways. Perkins IV funds also supported dropout school youth associated with Graduation, Reality and Dual-role Skills, (GRADS,) a program for pregnant teens and/or young parents that focus on work and family foundation skills of significance to these students. The GRADS program curriculum is developed at the local level using standards from the Work and Family Foundation areas of study in the National Standards for Family and Consumer Sciences Education (FACSE). The program requires a FACSE certified teacher who has completed GRADS training. The program includes on-site child care and practicums, as well as coordination of learning activities outside the classroom. 21 school districts in Washington State continue to offer GRADS programs. Most of the state's school districts who offer the GRADS/Teen Parent Programs use Perkins to offset the cost of their childcare center to provide students who have previously dropped out, due to lack of child care, or students on the verge of dropping out, an avenue to continue with their secondary education.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to provide adults and school dropouts with CTE programs as a way in which to upgrade their technical skills. I-BEST is a nationally recognized model for engaging and supporting adult and out-of-school learners, I-BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job-readiness skills simultaneously. As a result, students learn by doing and progress more quickly from basic skills to college-level content and, ultimately, certificates, degrees, and job placement. Examples of I-BEST prof/tech (CTE) programs that were supported with Perkins funding included Heating, Ventilation, Air Conditioning and Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Composite Structures, Medical Reception, Professional Truck Driving Training, Office Management, Facilities Maintenance Engineer, and Nurse Assistant.

NOTE: The programs identified below, while enabling adults and school dropouts, were not specific to CTE; however, by participating in these programs, students could become much better prepared to participate in prof/tech (CTE) programs. Perkins IV funds were not used to support these programs.

Pathway to College engaged adults and dropouts by offering a high school re-engagement program serving 16- to 21-year-olds who have dropped out of school or are significantly behind in credits. The dual credit program allowed students to earn a high school diploma while progressing toward a college degree or certificate by offering daytime and nighttime classes to provide much-needed flexibility for working students and parents. Pathway to College operates as a program within the community college where students are welcomed and engaged as adult college students. IMPACT! and U3 youth re-engagement programs offer flexible class scheduling to reach students who are likely to drop out or have already done so. In both programs, students who complete their Associate's degree are automatically issued a high school diploma. On-Ramp to Industry, another program that was created to specifically engage at-risk and adult learners, offered afternoon and weekend grammar classes and low-level ABE math classes to homeless youth at community-based agencies and work sites as a strategy to eliminate barriers for prospective students, CTE, or otherwise.

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

SECONDARY

At the secondary level, while Perkins IV funds were not used to directly provide assistance to individuals, Perkins IV funds were used to support services and activities to individuals so that they could continue their education or training or find appropriate jobs. Students served in secondary CTE programs are involved in a variety of career exploration activities as a component of the requirement of work based learning included in all CTE programs. Work-based learning activities extend the CTE classroom into the workplace, connecting acquired knowledge and skills to a student's future employment. Work-based learning comprises a wide range of activities that are conducted as an extended learning experience as a part of any program including guest speakers, structured field trips, school-based enterprises, job shadowing, and on-the-job cooperative worksite learning. Perkins funds support programs and management of work based learning programs and coordinators, which operate as the conduit between school districts and employers.

POSTSECONDARY

At the secondary level, while Perkins IV funds were not used to directly provide assistance to individuals, Perkins IV funds were used to support, in part, services and activities to individuals so that they could continue their education or training or find appropriate jobs. The Perkins-funded Washington Career Pathways (WACAPA) web tool allows colleges and high school students to map Programs of Study and align them with industry and employment data in an accessible format. WACAPA enables students to better understand how to navigate colleges' programs and continue their education in order to be successful in today's labor market.

End Next Quarter is an initiative aimed at improving college completion rates. College staff, funded in part by Perkins, track students approaching completion in professional-technical programs. Staff members convene groups of students at their 5th or 6th quarter, by program, to facilitate degree audits, provide completion advising support, and assist with the application for the appropriate earned credential.

NOTE: The initiatives identified below, while designed to facilitate career pathways, CTE or otherwise, did not use Perkins funds to support these programs.

Start Next Quarter is a web platform that provides current and prospective students with career pathway guidance. It is designed to assess individuals' interests and goals in order to connect them to relevant programs offered in the region. Based on students' replies to simple survey questions, the software program can connect them to information about worker retraining and programs for low-income students, as well as allowing them to schedule advising appointments and apply for college. Thirty of Washington's CTCs use this tool.

Completion Coaches assist students in accessing resources to finish their programs of study. Transfer, career training, and high school students who are within one to three quarters of finishing a certificate or degree are eligible for completion coaching support. Other tools benefiting student success are the Washington Occupational Information System), Career-Coach, Career-Cruising, Career-Hub, and College-Central.

Consolidated Annual Report, Program Year 2017 - 2018 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

Perkins IV funds were used at the secondary level to improve the academic and career and technical skills of students by integrating academics with CTE programs in two ways: (1) developing course frameworks and approvals and, (2) developing statewide course equivalencies.

Framework Development and Course Approval

There are many CTE courses offered within each of the sixteen career clusters. For a course to be designated as a state-approved CTE course, a course approval application must be submitted and approved, which includes a course framework. More than a syllabus or other course outline, a framework is a guide and a tool that aligns both national academic and industry standards, performance assessments, and alignment to leadership and employability skills all in one document. Frameworks provide an overview of the knowledge, skills, and competencies a student must learn, be assessed, and demonstrate competency for in the CTE course.

Frameworks help ensure student outcomes are relevant to the current needs of their program of study's industry standards, but also shows clear alignment and integration of academic standards across all applicable areas. OSPI reviews frameworks that clearly demonstrate the integration of academic standards as part of the course approval process, and program approval process. Frameworks support the continuous improvement of CTE programs as they are also reviewed annually by program advisory committees.

Statewide Course Equivalency Development

Student achievement is best served when students receive content aligned to clear, consistent and rigorous standards; have curriculum that is relevant to them; and form supportive relationships with caring adults. Quality Career and Technical Education (CTE) programs provide the rigor, relevance and relationships students need to achieve; however, the ability of quality CTE programs to deliver academic and technical content is often overlooked. The legislature recognized the need to create clear and articulated crosswalks between traditional academic courses and CTE courses, and approved OSPI to create model statewide course equivalency frameworks. These frameworks were designed in partnership with academic and CTE educators, and provide academic integration that results in the CTE course being eligible for academic credit towards graduation requirements. Local course equivalencies can be developed in any academic area, and during the reporting year, the legislature expanded OSPI's authority to create state equivalencies in mathematics and science to more broadly include all academic areas. Perkins funds were used to support additional development of state course equivalencies, and the convening of educators to ensure competency around academic integration.

POSTSECONDARY

Perkins IV funds were used at the postsecondary level to improve the academic and career and technical skills of students by integrating academics with CTE programs in several ways. I-BEST programs utilize team-teaching, flipped classrooms, and contextualized instruction to integrate professional-technical programs with college-level academic rigor. By simultaneously providing basic skills, job and college readiness programs, and hands-on professional-technical education and experience, I-BEST programs accelerate student learning and improve retention and completion rates throughout the state.

Another approach, Accelerated Learning Communities, "links" two classes together in order to teach related and/or complimentary content, simultaneously. This model contextualizes course content, facilitates collaboration among students, and ultimately allows students to advance through different levels at a quicker pace.

STATWAY is a cohort-based mathematics pathway providing appropriate and contextualized math skills to non-STEM students. Another initiative, also specific to mathematics, “Math First,” ensures that students make progress towards completing their math requirements in their first or second quarters of college. “Team Math,” another strategy, used Perkins funds to redesign and contextualize professional-technical math curricula and adopt National Repository of Online Courses materials to make content and resources more consistent and accessible to students across a wide range of programs.

As mathematics has proven to be a stumbling block for many students throughout the system, several colleges have piloted variations of South Seattle’s “Math First” initiative to ensure that students make progress towards completing their math requirements in their first or second quarters. Funding was also utilized – most notably by Bellingham’s “Team Math” – to redesign and contextualize professional-technical math curricula and adopt National Repository of Online Courses materials to make content and resources more consistent and accessible to students across a wide range of programs.

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.

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Since the early 1990's, the Washington State Legislature has recognized that secondary and postsecondary career and technical education system is a vital component of the state talent development system, along with state and federally funded workforce development programs. Cementing this formal link, the Washington Workforce Training and Education Coordinating Board has served as both the state WIOA board and the state administrator of Perkins Act funding. The Workforce Board is composed of governor-appointed leaders from business, organized labor, and the chief state agencies engaged in workforce development and career and technical education: the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, and the Employment Security Department. The Workforce Board spearheads Governor Inslee’s in-state initiatives in talent development, including the recent Career Connect Washington initiative to vastly expand access to paid work-based learning opportunities for young people across the state. The Board’s agency support staff also routinely coordinate and organize grant efforts across state partner agencies in workforce and CTE and outside organizations, including CTE intermediary groups such as Washington STEM and the state aerospace industry apprenticeship intermediary, the Aerospace Joint Apprenticeship Committee (AJAC). Additionally, the Workforce Board accommodates several ex officio members who represent key constituent groups in Board discussions and meetings. Ex officio members include the state director of adult basic education, state director of vocational rehabilitation, and an appointee from among the workforce development councils in the state.

SECONDARY

At the secondary level, using Perkins IV funds, partnerships were supported among local educational agencies, institutions of higher education, adult education providers, and 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.

Local Educational Agencies

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

There are two kinds of recognized Advisory Committees:

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

A Program-Specific Advisory Committee provides direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a district or institution.

Local School Districts also collaborate with Institutions of Higher Education allowing dual credit through college course enrollment. These programs include:

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

CTE Dual Credit (Formerly Tech Prep) The CTE Dual Credit program helps students transition from high school into college professional technical programs. CTE Dual Credit is a cooperative effort between K–12 schools, community and technical colleges, and the business community to develop applied integrated, academic, and technical programs. For example, Bellingham School District utilized Perkins funds to support the cost of CTE dual credit articulation agreements. Clover Park School District used funds to support membership and transcription costs as a member of the Pierce County Career Connections Consortium, a regional group of school districts and CTCs in the state.

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

Apprenticeships

Running Start for the Trades (RSTT) expands opportunities for 11th and 12th grade CTE students to enter state and federal apprenticeship programs. Students take CTE courses that prepare them for full-time apprenticeships following graduation, or for a two-year college program that leads directly to an apprenticeship.

Worksite Learning

Work Based Learning applies education and skills to real employment opportunities. Work-based learning activities extend the classroom into the workplace, connecting acquired knowledge and skills to a student's future employment. Work-based learning comprises a wide range of activities that are conducted as an extended learning experience as a part of any school program, including guest speakers, structured field trips, school-based enterprises and job shadowing.

POSTSECONDARY

At the postsecondary level, using Perkins IV funds, partnerships were supported among local educational agencies, across institutions of higher education, adult education providers, and 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.

Local Educational Agencies

CTCs and the school districts work in partnership to develop high quality and relevant Programs of Study. Over 12,000 students earned college credits in CTE courses that articulated to professional-technical programs in Washington's CTCs. Over 70,000 (70,261) credits were awarded in more than 100 (114) unique programs that included Veterinary Technology, Aircraft Frame and Power Plant Technology, Medical Health Management and Clinical Assistant, Nanotechnology, Plastics Engineering Technology, and Agricultural Business Management.

Some examples of specific partnerships with local school districts included:

Columbia Basin College

All new high school teachers of approved articulated CTE courses for dual credit are provided an orientation by the college's director of CTE Dual Credit programming. The college director meets with school district CTE directors bi-weekly and with school district superintendents monthly to discuss career and technical education, Perkins related activities, and Programs of Study.

Wenatchee Valley College

Professional-technical faculty serve on school districts' CTE advisory committees and help teachers align their curriculum with the college programs.

State Board for Community and Technical Colleges

SBCTC held a statewide meeting with the college CTE dual credit directors to provide professional development on developing, implementing, assessing, and revising Programs of Study with their local school districts. Methodology for transcribing college credits was also presented.

Institutions of Higher Education

Four-year colleges and universities offer numerous baccalaureate and master's programs on 20 community and technical college campuses to better serve place-bound students and for the purpose of providing seamless transitions from associate to bachelor degree programs. CTCs work with their four-year university partners to align program offerings. Some examples of specific partnerships with four-year colleges and universities include:

Lake Washington Institute of Technology

LWI's Architectural Technology Program developed an articulation agreement with Washington State University. Students will be able to transfer with junior status and acceptance into the bachelor's program. Students' senior year will count as their first year in the master's program, allowing them to earn a master's in Architecture in one additional year.

Whatcom Community College

Whatcom's CIS/Cybersecurity program has aligned curriculum and established course equivalencies and competencies with Western Washington University, Bellingham Technical College, and local high schools in an effort to provide continuous pathway options for students.

Adult Education Providers

Basic Education for Adults (BEA) programs provide instruction in foundational skills including math, reading, writing, technology, and English language for adults who are not yet college ready so that they can move into and through a college program and into high demand jobs. While no Perkins funds are used for Basic Education, some funds are used to support professional-technical instruction in Integrated Basic Education and Skills Training (I-BEST) programs. Examples of other partnerships with adult education providers include:

Spokane Community College

Spokane's pre-apprenticeship program continues to increase the number of basic skills students transitioning to the trades. This is a contextualized ABE/pre-apprenticeship program called "Skills Trades Preparation". Training Coordinators from apprenticeship programs support this program with time and equipment.

Workforce Training Provider Network

Led by Seattle Colleges, the Workforce Training Provider Network (WTPN) is a collaborative effort to connect the colleges with other training providers that serve adults facing barriers to employment, including Pioneer Industries, Orion, FareStart, Skills Inc., and the Millionaire Club. The goal of the WTPN is to create opportunities to engage with the manufacturing, IT, and healthcare industries to better meet their workforce needs, provide education programs for adults experiencing barriers, and assist with employment placements.

Employers, Labor, Intermediaries, Parents, and Local Partnerships

The State Board for Community and Technical Colleges, along with the Workforce Training and Education Coordinating Board, have longstanding partnerships with the Association of Washington Business (AWB) and the Washington State Labor Council (WSLC). AWB and WSLC assist the State Board as well as the CTCs with selecting business/industry and labor representatives for various advisory groups, strategic planning committees, and workforce development task forces. Representatives from business and labor serve on DACUMs (Developing a Curriculum process) in their areas of expertise. Colleges use DACUMs or focus groups to engage industry partners to assist with the development of programs in emerging fields or to maintain currency in existing programs. Representatives identify core skills, competencies, and degree of professional practice needed to meet employers' needs.

Centers of Excellence

The State Board oversees and funds ten Centers of Excellence that represent key industries or services within the state of Washington. Washington's Centers of Excellence link business, industry, labor and the state's educational systems to create a highly skilled and readily available workforce critical to the success of the state's economy. Each center is funded through the State Board for Community and Technical Colleges (SBCTC) and is housed at a community or technical college. Centers of Excellence serve as statewide resources representing the needs and interests of a specific industry sector. Through an ongoing investment, Centers are charged with narrowing the gap between employer workforce needs and the colleges' supply of work-ready graduates. They are a critical component of the state's strategy of sustaining an innovative and vibrant economy. These Centers represent the following sectors: (1) Aerospace & Advanced Materials Manufacturing; (2) Agriculture; (3) Allied Health; (4) Careers in Education; (5) Construction; (6) Clean Energy; (7) Homeland Security & Emergency Management; (8) Information & Computing Technology; (9) Global Trade & Supply Chain Management; and (10) Marine Manufacturing & Technology.

Some examples of specific partnerships with other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships include the following:

Columbia Basin College

(CBC) works with the Benton/Franklin Workforce Development Council and Department of Social and Health Sciences as partners to promote further integration of programs through joint planning, dissemination of shared information, and coordination of activities to improve the performance of local partnering programs and identify and address the barriers to coordination. CBC staff are also co-located at WorkSource and WorkSource staff are co-located at CBC so students can access the necessary and needed resources and services for a one-stop delivery service.

South Seattle College

South Seattle partners with community organizations to provide students with classes and certifications specifically requested by employers. For example, South Seattle College's Airframe & Power Plant Master Class assists transitioning service members from Fort Lewis McChord and Whidbey Island Naval Air Station with preparing for the FAA Airframe & Power Plant Licensing tests and prepares them for civilian aerospace careers through resume, interview, and networking events.

Everett Community College

In partnership with real estate firms, Everett developed a Property Management certificate. The program was targeted to students with issues such as homelessness, unemployment, and other social needs. Students were able to participate in college classes, receive on-the-job training, and live on the premises rent-free. These two programs were supported by EduPloyment, Housing Hope, and Workforce Snohomish.

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

Yes

SECONDARY

In the secondary education system, school districts used Perkins IV funding to improve career guidance and academic counseling programs in a number of ways. For example, many districts used Perkins IV funds to fully or partially support a career counselor, as well as purchase products such as Career Cruising which provides students with an on-line tool to explore career options, create goals for the future, make educational plans, and set goals with their counselors. Perkins IV funds were also used to create CTE career-focused materials so students had information to help them make decisions about their postsecondary and employment training options. Perkins IV funds were also used to enable OSPI's CTE staff to work collaboratively with OSPI's Guidance and Counseling Office and the guidance/career counselors at the district level to ensure counselors were (are) aware of the critical elements that comprise a rigorous Program of Study and then, how to align these Programs of Study with their district's High School and Beyond Plan.

As examples, Auburn School District utilized Perkins funds to support staffing Career Center para-educators and Bainbridge School District utilized Perkins funds to support costs associated with Career Cruising curriculum.

POSTSECONDARY

In the postsecondary education system, CTCs used Perkins IV funding - as well as General Fund State dollars - to improve career guidance and academic counseling programs in a number of ways including on-site Advising or Career Centers whose guidance counselors provide job search assistance, mock interviews, resume review and writing workshops, job fairs, job shadowing opportunities, employer panels, one-on-one advising and career coaching. All CTCs offer online job search engines like Interfase, e-Recruiting, CareerHub, and CollegeCentral while others feature web-based career and academic planning programs such as Seattle's College-to-Career site, Washington Career Pathways (WACAPA) roadmaps, and Hobsons' Starfish. Only WACAPA is funded with Perkins dollars.

Some CTCs maintain Career Specialists who partner with faculty to provide workshops and employer outreach opportunities in the classroom; others have adopted "intrusive advising" and "early alert" strategies to identify underperforming and at-risk students and quickly intervene with individualized advising plans through Outreach and Retention Specialists, Completion Coaches, 13th Year Navigators, and Entry Specialists.

Bellingham is a good example of a college that has utilized Perkins as well as General Fund State funding to radically overhaul its approach to academic and career guidance, adopting a train-the-trainer and "caseload" approach to advising, adapting its Early Alert process, revising its advising guide, hiring Completion Coaches, and contracting with Noel Levitz to conduct a logistic regression analysis of retention and develop a dashboard to identify performance gaps.

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

In the secondary education system, Perkins IV funds were used to support the establishment of agreements between secondary and postsecondary CTE programs for the purpose of providing postsecondary education and training opportunities for students. In particular, OSPI's CTE department worked with local schools and districts during CTE conferences and workshops providing technical assistance on how to establish articulation agreements. In Washington, articulation agreements are made at the local level, directly between the LEA and the community and technical college. Dual credit opportunities such as CTE Dual Credit (formerly Tech Prep) provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class. In addition, they -

- lead to a professional-technical two-year degree, two-year certificate or apprenticeship
- lead to employment or further education; and,
- provide technical preparation in at least one of the following fields: Agriculture, Applied Science, Business, Engineering Technology; Health, Information Technology, Mechanical, Industrial or Practical Arts or Trades.

POSTSECONDARY

In the postsecondary education system, Perkins IV funds were used to support the establishment of agreements between secondary and postsecondary CTE programs for the purpose of providing postsecondary education and training opportunities for students.

Programs of Study and Articulation

114 Programs of Study and 345 articulated courses are offered at over 1,328 secondary schools and skills centers throughout the system – 68 of them new in 2017-2018. New Programs of Study include: Business Law, Marketing, and Criminal Justice (Bellevue CC); Welding and Fabricating Technology, Engineering Technology, Fisheries and Aquaculture Sciences, and Information Technology (Bellingham CC); Agricultural Business and Unmanned Aerial Systems (Big Bend CC); Aluminum Welding (Peninsula CC); and Mechatronics (Shoreline CC). While many colleges feature at least nine articulated courses, North Seattle has 32. All CTCs receiving Perkins funding have at least one Program of Study. In total, among the 26 colleges utilizing Washington's Statewide Enrollment and Reporting System (SERS), 12,306 students earned 70,261 articulated credits in professional-technical programs last year.

Dual Credit

Dual credit opportunities are provided to high school students through Running Start, CTE Dual Credit (formerly Tech Prep), Advanced Placement, and College in the High School; however, the majority of professional-technical credits are earned through CTE Dual Credit and College in the High School. Guided by the National Alliance of Concurrent Enrollment Partnership's (NACEP) accreditation standards and Title II of Perkins IV, these programs are subject to the rigorous academic standards established by the college, must be taught by qualified instructors who meet the college's faculty appointment criteria, maintain established pathways to two-year degrees or certificates, and are reviewed and approved by SBCTC. A number of dual credit consortia exist in the state, including PNW College Credit (formerly Tech Prep College Connections), Pierce County Careers Connections, Tech Prep Seattle, South Sound Tech Prep Partnership, and the Whatcom County, Basin, Sno-Isle, and Northeast Washington CTE Dual Credit Consortia.

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

SECONDARY

At the secondary level, Perkins IV funds were not used to support initiatives to facilitate the transition of sub baccalaureate CTE students into baccalaureate programs.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to support initiatives to facilitate the transition of sub baccalaureate CTE students into baccalaureate programs. Guided Pathways is the umbrella under which many CTCs facilitate their baccalaureate transitional support to students. Designed to streamline and simplify advising and guidance practices, Guided Pathways has been formally adopted by almost one-third of the state's CTCs while others are laying the groundwork with the support of Perkins and other funding sources. Guided Pathways promotes and facilitates the transition to baccalaureate programs by providing students will clear academic roadmaps, intensive advising, early intervention, and other services designed to help them select a pathway and stay on it.

Perkins funding - along with General Fund State dollars - supports both support staff and services affiliated with Guided Pathways. For example, South Puget Sound Community College funds a full-time Transitions Specialist; South Seattle, a full-time Professional-Technical Advisor; Clover Park, a full-time Assessment Center Specialist; and Lower Columbia, a full-time Career Pathways Coordinator. Among CTCs that have not formally adopted Guided Pathways, Perkins funding supports, in full, Big Bend's Career Outreach Coordinator, Bellevue's Prof-Tech Academic Advisor, Clark's Educational Planners, North Seattle's Perkins Student Assistance Coordinator, and Wenatchee Valley's Allied Health Planner and Workforce Education Pathways Director.

Of note, is the emerging practice of embedding Career Specialists in professional-technical classrooms, as piloted at Bellevue and South Seattle CCs. Many CTCs also dedicate a portion of their Perkins funding to supporting CTE-specific tutoring services and lab assistants, some of which are dedicated to BA-attainable CTE fields such as Allied Health, Information Technology, Business, Finance, and STEM.

Also influencing the colleges' practices with respect to instruction, support, guidance, and recruitment is the growing number of articulations to baccalaureate institutions and the development of new Bachelors of Applied Science (BAS) degrees at the state's community and technical colleges. Established in 2005 and formalized by legislation, BAS programs – all of which are approved by SBCTC and must provide evidence of their correlation with existing professional-technical programs – exist at most of the state's CTCs. Currently, 29 (85%) of the community and technical colleges offer a total of 98 BAS programs, which have produced 3,333 graduates to date.

While Perkins funding does not directly support baccalaureate-level programs, it does support transitional services, such as counseling and advising of CTE students in two-year programs, to provide them with information on pathways to available baccalaureate programs and to help students understand how short-term certificates articulate to 2-year degrees and BAS programs.

Examples of new BAS programs offered through Washington's community and technical colleges in 2017-2018 include: (1) Bachelor of Applied Science in Respiratory Care; (2) Bachelor of Applied Science in Digital Filmmaking; (3) Bachelor of Science in Nursing; (4) Bachelor of Applied Science in Residential and Commercial Property Management; (5) Bachelor of Applied Science in Transportation, Logistics and Supply Management; and, (6) Bachelor of Applied Science in Information Technology.

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

Yes

SECONDARY

At the secondary level, Perkins IV funds were used to support career and technical student organizations (CTSOs) that provided leadership opportunities for CTE students including: (1) Distributive Education Clubs of America (DECA); (2) Washington Future Farmers of America (FFA); (3) Washington State Family, Career and Community Leaders of America (FFCLA); (4) Washington Future Business Leaders of America (FBLA); (5) Washington Health Occupations Students of America (HOSA); (6) Washington SkillsUSA; (7) Washington Technology Student Association (TSA); and (8) Washington Career and Technical Sports Medicine Association (WCTSMA). These CTOS provided (provide) relevant, engaging programs that improve student achievement, reduce dropout rates and help students discover the wide range of career options available. The organizations also engage the community and local businesses to help CTE students understand global competition, develop 21st century skills focused on creativity, problem solving, teamwork, goal setting, and chart effective and efficient pathways through high school and postsecondary education for their personal success.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to support career and technical student organizations (CTSOs) that provided leadership opportunities for CTE students including Special Projects Grants for SkillsUSA, DECA, Phi Beta Lambda, and WPAS. In addition, CTCs leveraged Perkins funds to support local chapters of the following organizations: (1) Technology Alliance Group; (2) National Veterinary Technician Association; (3) American Dental Hygienists Association; (4) American Welding Society; (5) Washington Society of Radiologic Technologists; (6) International Association of Administrative Professionals; (7) Student Chefs Club/American Culinary Federation; (8) Mini-Baja Buggy Club/Society of Automotive Engineers; (8) Respiratory Care Club; (9) PC Tech Club; (10) Hotwire Automotive Club; and (11) Image Makers.

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

At the secondary level, Perkins IV funds were used to support CTE programs that offered experience in, and understanding of, all aspects of an industry for which students are preparing to enter. OSPI CTE Program Supervisors worked directly with districts to ensure that all approved CTE courses are taught to industry standards and that employment or volunteer options are available to students enrolled in these courses. Districts are also 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 districts' 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, CTE instructors and administrators are informed of the requirements of the Perkins grant and that programs must comply with these requirements.

Local school district also utilized Perkins funds to support CTE programs aligning with career preparation activities. One example is the Core Plus Aerospace training programs, a manufacturing curriculum built in partnership with Boeing, and related student field trip experiences. CTE educators are trained at a Boeing site to learn how to implement the curriculum through guidance provided by actual employees in the aerospace industry.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to support prof/tech (CTE) programs that offered experience in, and understanding of, aspects of an industry for which students are preparing to enter. CTCs leveraged the expertise of their Advisory Committee members to align course content, facilities, equipment, and practices with business and industry standards and demands. Advisory Committee members ensure the relevance and currency of course curriculum and hands-on learning activities while also informing budget requests for new equipment and technology. Classrooms, labs, and workshops are modeled on workplaces and utilize Perkins-funded industry-standard materials and technology. Many CTCs feature state-of-the-art facilities and partner with local businesses to share resources and provide students with access to employers and experiential learning opportunities. Examples include the following:

Everett CC

Everett has a cutting-edge 54,000 square-foot Advanced Manufacturing Training and Education Center. Their program features a collaborative team teaching, faculty mentoring, partnerships with Boeing, industry tours, and collaborative capstone projects.

Green River

Green River's Auburn Center is home to a FAA-approved Aviation College Training Initiative program, incorporating Redbird Motion Simulators, an air traffic control lab, and wind tunnels. CTE program completers may move directly into air traffic controller training at the FAA Academy in Oklahoma and benefit from partnerships with Boeing, Alaska Airlines, Honeywell Aerospace, Renton Field, and SeaTac Airport.

South Seattle

South Seattle's Georgetown campus is a state-of-the-art hub for manufacturing, transportation, construction, and sustainability programs, featuring a host of apprenticeship programs in conjunction with the Joint Apprenticeship Training Committee.

All CTCs colleges provide some combination of employer panels, classroom visits and presentations, industry tours, job shadowing opportunities, and try-a-trade events to expose students to aspects of business, industry, and service professions. Internships and clinical placements are an essential to the colleges' commitment to providing students with workplace experiences. Almost all of the postsecondary system's Allied Health programs (e.g. Nursing, Medical Assisting, Phlebotomy, Physical and Occupational Therapy, Dental Hygiene, etc.) require clinical placements; however, many CTCs require internships or practicums in other degree-granting and certificate programs: Lake Washington requires internships in Social Services, Business Technology, and Diesel; Everett in IT, Business Technology, and Welding; Olympic in Homeland Security Emergency Management, Digital Filmmaking, and Fashion Marketing; and Shoreline in Criminal Justice, Film, Mechatronics, and Early Childhood Education.

To identify and market internship and work-based learning experiences, CTCs like Everett, Olympic, Shoreline, and Bellingham offer internship fairs while others employ Perkins-funded personnel dedicated to coordinating prof-tech (CTE) internships. Whatcom Community College received Perkins funds to expand its work-based learning prof-tech (CTE) programs in order to make them more relevant, accessible, and integrated. Whatcom also established an Internship/Cooperative Education Taskforce to highlight the school's commitment to the initiative and support its Guided Pathways work in the upcoming year.

Of Note: While not all prof/tech (CTE), and not all Perkins-funded, there are 193 active apprenticeship programs at 21 of the postsecondary system's 34 colleges. Serving 13,255 students in 2017-2018, apprenticeship programs have grown 86% since 2013, when the headcount was just 7,145.

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

At the secondary level, Perkins IV funds were used to support partnerships between education and business for work-based learning opportunities.

POSTSECONDARY

At the postsecondary level, CTCs also leveraged Perkins IV funds to support partnerships between education and business for apprenticeships and work-based learning opportunities. Examples include the following:

Program Advisory Committees and DACUMS

All professional-technical programs are required to have Advisory Committees comprised of employers, employees, college staff, and labor representatives, when applicable. These Advisory Committees contribute to program review processes and DACUMS (a focus group-based curriculum development model) and serve as resources to staff and faculty with respect to providing work-based learning opportunities, recruitment and try-a-trade events, employer panels, and workplace tours.

Internships and Work-Based Learning

CTCs partner with business and industry leaders, agencies, companies, and labor organizations to provide work-based learning opportunities for students. Many colleges have specific personnel dedicated to identifying and promoting these and offer registered apprenticeships and formal arrangements with employers to provide credit-bearing internship, practicum, job shadowing, mentoring, and clinical experiences.

Recruitment, Try-a-Trade, and CTE Pathways Events

CTCs host events aimed at recruiting for or championing professional-technical programs, providing ample opportunity to engage and partner with local businesses and industries. Examples include: open houses, try-a-trade, job fairs, employer panels, industry speaker series, and non-traditional recruitment events (e.g. Expanding Your Horizons, Girls Exploring Tech, and Guys and Guts.)

Personnel and External Boards

CTCs utilize Perkins funding to support various positions that coordinate with business and industry partners or serving on local boards, committees, or councils charged with supporting workforce development. Examples of these are regional Workforce Development Councils, the Workforce Training Provider Network, Centers of Excellence boards, the Aerospace Pipeline Committee, Customer Advisory Committee, Health Workforce Council, local Chambers of Commerce, Association of Washington Businesses, and various WIOA and WorkSource-related groups.

Job Boards and Websites

CTCs feature job boards and some form of online career coaching, which require collaboration between employers, colleges, and job-seekers. Managed by an Employer Partnerships Manager, the Seattle Colleges' Perkins-funded web project engages employers by providing them with opportunities for engagement, from joining a Technical Advisory Committee to hosting a class tour or funding a cohort of students.

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

At the secondary level, Perkins IV funds were used to support the improvement or development of new CTE courses and initiatives. OSPI's CTE department provides technical assistance to school districts and high schools in the improvement of existing, and the implementation of new, CTE courses. Local districts use Perkins funds to support on-going CTE program reviews to ensure curriculum is aligned with local, state, and federal standards. In the 2017/18 school year, three new state equivalency frameworks were developed: (1) automotive technology I and II., and (2) Biotechnology. Several new pre-apprenticeship programs were developed to provide greater exposure opportunities for registered apprenticeship occupations.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to support the improvement or development of new prof/tech (CTE) courses and initiatives. Several CTCs used Perkins funds for the enhancement of professional-technical (CTE) 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, to provide internships and work-based learning opportunities, and modularizing courses for the purpose of providing short-term training certificate options. Examples include the following:

Whatcom Community College

Whatcom Community College Medical Assisting program advisory committee and other healthcare professionals guided the restructuring of its Medical Assisting certificate and degree. Another healthcare industry focus group informed the development of a new Chemical Dependency professional degree with general and behavioral health specializations and also, updated a Professional Certificate in Chemical Dependency.

Wenatchee Valley College

At Wenatchee Valley College, one industry advisory committee was instrumental in the development of a Light Diesel certificate in the Automotive Tech program. The Auto Tech advisory committee reviews the auto lab equipment, annually.

Skagit Valley College

At Skagit Valley College, a dedicated math faculty has been working with numerous professional-technical programs to contextualize math. This includes sample word problems and scenarios to fully contextualize courses dedicated to an industry cluster, most recently, Auto/Diesel. The college has already contextualized math classes for health and heavy trades.

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

Yes

SECONDARY

At the secondary level, Perkins IV funds were used to provide activities to support entrepreneurship education and training, particularly in the Business, Management and Administration career cluster. Additionally, Perkins funds were used to support an agricultural education Youth Leadership Institute. All agricultural education students must have a Supervised Agricultural Experience (SAE) program, and may opt into establishing an entrepreneurship project.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to provide activities to support entrepreneurship education and training. Entrepreneurship is a component of several professional-technical (CTE) programs, preparing students to run their own businesses upon completion. Entrepreneurship is also taught in correctional education as one way in which post-incarcerated individuals might be able to overcome significant barriers to traditional employment and benefit from the skills that enable them to start their own businesses. Specific examples of Perkins-funded entrepreneurship education and training include the following examples:

Early Childhood Education

The Early Childhood Education programs offered at 30 of the CTCs include several modules on business ownership topics such as finance/budgeting, employment laws, licensure, and marketing for students who endeavor to operate a family home child care business. A

Associate of Applied Science Degree in Business with a concentration option in Entrepreneurship and Small Business Management

Tacoma Community College offers an Associate of Applied Science Degree in Business with a concentration option in Entrepreneurship and Small Business Management. Courses include Small Business Entrepreneurship, Small Business Operations, and Entrepreneurial & Innovative Mindset.

Avista Center for Entrepreneurship

Walla Walla Community College supports the Avista Center for Entrepreneurship at their extension site in Clarkston, Washington. The Center offers a comprehensive program that can be completed in six months. The hands-on curriculum is designed specifically for emerging entrepreneurs by providing knowledge, skills, tools, mentoring, and a resource network to support business startups.

Of Note: While not supported with Perkins funds, Edmonds Community College was awarded a Herbert B. Jones grant to support implementation of the Ice House Curriculum which helps students adopt an entrepreneurial mindset in a multitude of disciplines. 28 faculty and staff were trained in Ice House principles, several of which are pursuing additional training to become Ice House master trainers. In support of this effort, Edmonds employs a Perkins-funded Entrepreneurship Coordinator responsible for providing management and outreach for entrepreneurship programs serving professional-technical students.

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

At the secondary level, Perkins IV funds were used to improve the recruitment and retention of CTE teachers, faculty, administrators, and career guidance and academic counselors, and the transition to teaching from business and industry, including small business, in several ways. Through workshops, CTE instructors and administrators were provided the opportunity to share best practices about successful recruitment and retention strategies. OSPI CTE program staff led a committee in collaboration with the Washington Professional Educators Standards Board to review policy around certification for career and technical education educators; as a result of the committee work, the rules around conditional certification have changed, making the process to earn conditional certification easier, with the certification holding a longer validity period. The conditional certificate gives school districts the flexibility to hire someone who has expertise in an area, usually when they cannot find a certificated teacher in a specific endorsement area. The certificate is subject to specific limitations and the teacher must take professional development coursework to enhance their teaching competencies.

Perkins funds were also used to sponsor the CTE Director Internship Program. This administrative internship program is managed in partnership with the Washington Association of Career and Technical Administrators (WACTA) professional development group. The cohort of interns attend yearlong professional development and demonstrate their learning in alignment with identified CTE Administrator competencies.

POSTSECONDARY

At the postsecondary level, Perkins IV funds were used to improve the recruitment and retention of prof/tech (CTE) faculty, administrators, and career guidance and academic counselors, and the transition to teaching from business and industry, including small business, in several ways. Examples are:

New Faculty Boot Camp

As a critical method preparing prof/tech (CTE) faculty from industry for careers in teaching, SBCTC utilizes Perkins funds to sponsor New Faculty Boot Camps, which introduce and model essential components of curriculum development, classroom management, adult learning, assessment, and facilitation skills with an emphasis on practical and real-life applications.

Workforce Dean's Academy

Administered by Green River Community College, the ninth cohort of the Workforce Development Dean's Academy participated in four, two-day training sessions across the state covering the following learning outcomes: 1.) Personal Leadership/Self-Knowledge; 2.) State Board of Community and Technical Colleges Governance; 3.) Knowledge of Political Climate & Legislative Issues; 4.) Linking Programs to Economic Development; 5.) Writing and Managing Grants; 6.) Funding Streams and Financing; 7.) Coding; 8.) External Partnerships; 9.) Advocacy for Workforce Education; 10.) Knowing Self as a Leader.

Professional-Technical Faculty Certification

Per the Washington Administrative Code, WAC 131.16.094, all professional-technical (CTE) faculty teaching a two-thirds course load for three or more quarters are required to be certified through a documented professional development plan which must be renewed every five years. SBCTC monitors the colleges for compliance every three years to ensure that faculty are being offered and taking advantage of regular professional development opportunities.

Industry-Based Professional Development

In 2017-2018, Perkins Leadership Block Grant funding supported 98 industry-based professional development (IBPD) opportunities for faculty, 32% of which involved hands-on training; 23% qualifying as return-to-industry activities; and 20% resulting in certification or licensure.

Faculty and Staff of Color Conference

Sponsored in part by SBCTC and supported with Perkins funds, this conference is an annual three-day professional development opportunity for postsecondary system employees, and intended to spur dialog on social justice issues impacting both higher education and the workforce; create professional networks and affinity groups; develop greater awareness and visibility of policies and plans established to enhance institutional climate and quality; and increase capacity of employers in higher education to lead the effort to compact racism and promote ethnic and racial diversity. Of Note: While not funded with Perkins dollars, a Bachelor of Applied Science degree in Professional-Technical Teacher Education facilitates recruitment and retention

Of Note: While not funded with Perkins dollars, a Bachelor of Applied Science degree in Professional-Technical Teacher Education facilitates the recruitment and retention of prof/tech (CTE) faculty.

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's degree and have a minimum of two years related work experience for professional-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 held on weekends.

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

Yes

System-wide

At the secondary and postsecondary level, along with efforts by the Workforce Training and Education Coordinating Board, Perkins IV funds, along with General Fund State and Workforce Investment Opportunity Act funds, were used to support occupational and employment information resources in several ways.

Career Bridge has been funded, in part, with Perkins funds to support the Workforce Board's nationally recognized career and education website, Career Bridge. The site, which launched in 2009, provides Washington students and their families with information on over 6,500 Washington postsecondary education programs in one place. The site features a career quiz for students to see how their talents and interests align with a career. Career Bridge also provides state labor market information for thousands of occupations, including average pay and projected growth. When data is available, Career Bridge also provides performance results for education programs, including the earnings of recent graduates, their employment rates, and the field in which they went to work. This "consumer report card" feature is one reason the site won a national innovation award from the Council of State Governments.

Washington Career Pathways was (is) a fully funded through a Perkins Special Project grant, representing a statewide effort to disseminate occupational and employment information. WACAPA serves as a clearinghouse for information on college courses and programs, student achievement, wages, competencies/skills, articulations, and available degrees, certifications, and credentials. Interactive, multi-layered road maps allow current and prospective students to explore their options and potential outcomes in order to make informed decisions about their academic and career trajectories. These roadmaps are also hosted on individual college websites and technical assistance is provided to all colleges utilizing the tool in order to aid them in gathering pertinent data and developing pathway schematics. An average of 689 users visit the site each month, 80% of whom are new.

Perkins funds, in whole, in part, supported other occupational and employment information resources including the following examples: One-Stop WorkSource Centers, the Washington Occupational Information System, the Job Connections newsletter, the Job Connect database, Start Next Quarter, Smart Matching System, and AppConnect NW (the latter established to encourage faculty collaboration in developing industry partnerships and common curriculum and providing students a platform to become informed of and trained in educational programs in line with industry demands while providing them with enhanced opportunities to create connections to industry prior to graduation.)