

**Center of Excellence for Information and  
Computing Technology  
Self-Assessment**

2011–2012



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## I: Executive Summary

The Center of Excellence for Information and Computing Technology's (CoE for ICT) three primary commitments in serving the community and technical college system (CTC) in its entirety are:

1. To provide high-quality, effective, free and/or reasonably priced innovative opportunities such as events, services, research, and resources for ICT educators.
2. To partner, recruit, and solicit advice and input, as well as sponsorships and in-kind donations, from industry to better align CTC students' educational experience to current and future workforce needs, and utilizing the expertise from the industry advisory board to inform strategic Center objectives.
3. To present transparent information related to state-funded work about Center products and programs so stakeholders are confident of:
  - 1) cost-efficiencies;
  - 2) a return on the annual investment;
  - 3) the evaluative data demonstrating success; and
  - 4) tangible system value.

The Center developed and implemented the following annual and new events, resources, research, services, and a community forum for the 2011–2012 year:

### Events

- *STEM Summit*
- *Careers in IT: The Real Story*
- *IT Futures Summit at Microsoft*
- Learn IT Technology Today for Tomorrow
  - Building Your Web 2.0 Website with WordPress
  - Absolutely Mobile: Developing Applications
- 2012 Working Connections Faculty Development Institute Fellowships

### Resources

- Advisory Board and CoE Advisr.org
- CoE for ICT Website
- Event Videos featured on Center Website
- *Five Minutes in the Life of an ICT Professional* (three video interviews)
- High Impact Centers of Excellence Report
- ICT Program Directory
- Miscellaneous projects and services such as free textbook giveaways and career pathway advice to students
- ICT Programs of Study Website (beta version)

### Research

- Common Course Research (preliminary)

- ICT Programs of Study Templates (update and revisions)
- Tweeting and Featured Articles for the Web
- Workforce and Labor Demand Data Research for ICT Reviews

**Services**

- ICT Consulting (upon request)
- ICT Reviews (fall/spring quarter)

The Center of Excellence’s 2011–2012 annual report highlights Center events, resources, research, and services; reviews its processes; and details the state’s return on investment. This report:

- (1) showcases achievements;
- (2) describes Center impact on the community and technical college (CTC) system as a whole, as well as the K-12 system;
- (3) documents connections made between industry and educators; and,
- (4) examines cost savings by focusing on eight selected Center initiatives.

The system savings from the state investment of \$155,000 investment based on a selection of eight events, resources, research, services, or activities approximates \$187,912. The annual core funding for the Center is \$120,000, with performance funding of \$35,000. The aggregate return on the combined value of the eight highlighted Center projects and initiatives exceeds the annual core and performance funding by \$105,085 (47%). In-kind donations and grants totaled \$67,089. (\* denotes grants to be spent up to \$25,000)

System Savings	In-Kind/Donations/Grants	ROI
\$187,912	\$67,089*	\$105,085

## II: About the Center of Excellence for Information and Computing Technology

The Center is a statewide resource for the CTC system and K-12 educators. It builds crucial relationships with information and computing technology industry professions in order to leverage:

- Best practices for ICT education, professional development opportunities, and events to create opportunities for faculty and students to collaborate with industry.
- Up-to-date research, including ICT trends that impact hiring, educational needs, and business growth across industry sectors in Washington State.
- Products, services, consulting, resources, community forums, and research to ensure that faculty receive pertinent access to information regarding new and emerging technologies as well as changes in workforce demand.
- K-14 faculty professional development opportunities and student-centric events that focus on informing students about careers in information and computing technology.
- Industry research to keep educators informed about emerging technologies that translate into updated programs, curriculum, and best practices.
- Pathways through better educational system coordination to assist in building seamless educational and work-related systems.
- Delivery of effective, efficient, industry-relevant professional development training to build a competitive workforce for Washington State.

### Center Personnel

Maureen Majury is Director for the Center of Excellence for Information and Computing Technology. She manages Center initiatives, services, and activities including: the annual *Washington State Working Connections IT Institute*, *Careers in IT: The Real Story*, the *IT Futures Summit at Microsoft*, the Center's website, and the quarterly CoE for ICT newsletter. She also performs CTC degree and certificate reviews and subsequent reports based upon the findings, and provides consulting services.

New Center activities and initiatives for 2011–2012 included: Learn IT Technology Today for Tomorrow (professional development training); *Building Your Web 2.0 Website with WordPress* and *Absolutely Mobile: Developing Applications*; ICT Programs of Study Templates (updated and industry revalidated); ICT Programs of Study Website (beta version); using Twitter; a video series (three produced); *5 Minutes in the Life of an IT Professional* for students and CTC faculty; and Common Course Research (preliminary).

Ms. Majury also provides fiscal oversight and budget development for the Center's funding. Some of her past responsibilities include fiscal management for the NWCET, updating the Cyber Security and Information Assurance skill standards with CSSIA, and acting as PI on the IT Skill Standards update project.

Ms. Majury received her M.Ed. in Leadership and Policy Analysis Studies, a B.A. in English and history, and a two-year secondary teaching degree, all at the University of Washington. Ms. Majury developed leadership curriculum and provided program advice as part-time faculty for the college's Leadership Institute managed by Student Programs and offered through the Human Development program. She has worked at Bellevue College since 1992.

### III: 2011–2012 Core Expectations: Center Deliverables

The Centers of Excellence were codified into statute during the 2009 legislative session in SBH 1323. It is the role of the Centers to employ strategies to: create educational efficiencies; build a diverse, competitive workforce for strategic industries; maintain an institutional reputation for innovation and responsiveness; develop innovative curriculum and means of delivering education and training; act as brokers of information and resources related to community and technical college education and training for targeted industries; and serve as partners with workforce development councils, associate development organizations, and other workforce and economic development organizations.

**Note:** Many of the graphic images heading events, projects, services, core performance deliverables images are hyperlinked (just click on the image) to take you to the individual web page(s) that cover in greater detail activities, video, etc. the summarized descriptions within the self-assessment report. *Additionally*, evaluative and ROI data, if captured, is hyperlinked to those event, project, services, etc. described below. Click on the hyperlink to go to the web site page documenting that data.

#### Center of Excellence Core Expectations

**Core Expectation #1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

**Core Expectation #2:** Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry specific forums, activities, and economic development initiatives.

**Core Expectation #3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry specific skill standards, and best practices.

**Core Expectation #4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.

**Core Expectation #5:** Ensure the long-term sustainability of the Center of Excellence.

#### *2011–2012 Core and Performance Expectations Delivered by the Center*

### 1. EVENTS



#### 1. STEM Summit

The second annual two-day Summit, which took place on Thursday, February 9, and Friday, February 10, 2012, introduced IT CTC faculty and IT high school educators to K-20 best practices in education, which

focused on innovative teaching and learning in STEM. Dr. Bradley Layton, keynote speaker from the University of Montana, started off the Summit with an hour-long presentation on STEM and Entropy research.

One hundred forty-two attendees listened to industry and educator perspectives across four industry sectors—Aerospace, Education, Energy, and Information and Computing Technology. In presentations and panel discussions experts examined how economic strength for Washington State is directly related to preparing students for career pathways in STEM. Best practices in STEM teaching and learning were highlighted and developed over the two-day event. Curricular modules were developed and posted to the Center’s website for educators to [download](#) and use in their classrooms.

Attendees learned:

- The four industry sector perspectives from professionals who shared STEM-related emerging technology and workforce trends.
- Strategies for incorporating STEM in the classroom from educational colleagues.

The event was sponsored by four Centers (Aerospace, Education, Energy, and Information and Computing Technology). The event was well attended, and overall very well-received. At least 91% of the respondents that answered the question about whether or not they would attend a 2013 STEM Summit indicated they would. The Summit had a 60% increase in attendance, with a 20% decrease in expenses.

Click here for the [evaluative data](#). **System savings: \$27,788 (includes in-kind donations)** – up 90% over 2011.

**The following Core Expectation was met through this event:**

- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

**Measurable Outcome(s)**

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Attendance of at least 75 educators for the two-day summit.	1) 142 educators attended (a 60% increase in attendance over the 2011 STEM Summit).	1) Exceeded.
2) Evaluative data indicates at least an 85% satisfaction level from attendees.	2) 91% of STEM Summit attendees indicated that they would attend the 2013 STEM Summit.	2) Exceeded.
3) Summary materials and videos were created and disseminated to the CTC system.	3) The curricular materials, the videos of the panel and presenters, and the PowerPoint presentations were posted to the Center’s website. Uploads were announced to Summit attendees and the CTC system.	3) Met.



## 2. Careers in IT: The Real Story

Students, teachers, faculty, counselors, and career specialists are annually invited to bring their students to *Careers in IT: The Real Story*, to learn how important information and computing technology (ICT) is to their future. *Careers in IT* is a free, half-day event. The sixth annual event took place on April 18, 2012. It is an excellent opportunity for students to consider and plan for an ICT degree at a two-year community or technical college.

At the event, students, K-20 educators, paraprofessionals, and administrators have a chance to listen to an industry professional's keynote speech relevant to the changing workforce needs. For example, this year, given the challenging economy, the keynote speaker and panelists shared:

- 1) how students can stand out in an increasingly competitive job market, including focusing on strengthening soft or employability skills;
- 2) how students can maximize their educational experience, including internships or extracurricular activities;
- 3) how graduates can take proactive steps to better prepare themselves for the job market; and,
- 4) how to focus on a smooth, economical, rigorous IT program of study that takes advantage of current secondary resources, support services at the CTC level when taking STEM coursework, and pursuing a degree and experience that meet employer expectations in Washington State.

Each year the event features an industry keynote speaker and panelists from a variety of IT organizations who speak about their careers, experience in colleges, preparation for a career in IT, and their daily challenges and opportunities. They also answer attendees' questions.

Click here for the [evaluative data](#). **System savings: \$17,113 (includes in-kind donations)**

**The following Core Expectation was met through this event: #3:**

- Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry specific skill standards, and best practices.

### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Have a maximum of 350 students and educators attend.	1) The Center had 277 people attend the event.	1) Exceeded.
2) Indicate a level of satisfaction of 85% or higher.	2) The value of the event was rated 90% by attendees.	2) Exceeded.



### 3. The Life of an IT Professional: A Five Minute Story

The Center developed a video competition to promote awareness and interest about careers in information and computing technology. A recognition award was made to Robert Johnson, Jr. of Shoreline Community College for his video interview of Carl Williams, an I.P. Support Specialist at Comcast in spring of 2011. The Center also hired a student team of filmmakers who created four [IT professionals videos](#). This year the Center wanted to produce up to five videos with Mr. Robert Johnson. Four were produced. **Systems saving: \$6,000**

The following Core Expectation was met through this event:

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry specific skill standards, and best practices.

#### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Create five new IT professional videos.	1a) The Center created four new IT professional videos. 1b) The Center created two additional videos as “behind-the-scenes” feature videos with industry professionals who served as panelists for <i>Careers in IT: The Real Story</i> , and <i>The IT Futures Summit at Microsoft</i> were interviewed.	1a) Met. 1b) Exceeded.



### 4. The Washington State IT Futures Education Summit at Microsoft

The *IT Futures Summit* is an annual one-day free event at the Microsoft Corporate Conference Center in Redmond, Washington. Technical and workforce development instructors across the state discovered new and innovative ways to improve IT education. This event which took place on Friday, May 18, 2012, features Microsoft, industry, and CTC speakers in various disciplines of IT who share the impacts, challenges, growth, and demands of technology.

The Summit offers attendees the opportunity to:

- Learn about current upcoming technical skills sought by businesses.
- Focus on integration of new technologies and strategies for classroom learning.
- Choose a break-out session with industry and faculty co-presenters for a specific area of interest.
- Network with other instructors to build a community among our institutions.

This year’s keynote speaker was Ms. Lee Anne Caylor, Director of Programs, Marketing, Microsoft Learning, who addressed *Workforce Readiness: For and Through the Cloud*. Past speakers have included Mr. Larry Nelson, Director, Information Technology Developments, Microsoft; Mr. Jon Perera, General Manager for the Education Products Group; and Mr. Jim LeValley, Group Product Manager for the Academic Segment, Microsoft Learning at Microsoft.

The Center also hired a video production company to film and produce a fun, behind-the-scenes look at the participants, the panelists, and Center personnel during and after the event. The [video](#) was launched to the Center website and its Vimeo channel.

Click here for the [evaluative data](#). **System Savings: \$28,516**

**The following Core Expectation was met through this event:**

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

**Measurable Outcome(s)**

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Have a maximum of 80 educators attend the <i>IT Futures Summit</i> .	1) 141 educators attended the Summit. This was an increase of X (134 last year v. 141 this year)	1) Exceeded.
2) Have attendees indicate a level of satisfaction of 85% or higher.	2) The level of satisfaction was rated at 94%.	2) Exceeded.



**5. Learn IT Technology Today for Tomorrow**

**A Series of IT and CS Professional Training Opportunities for Washington State Educators**

The Center is committed to continuing high-quality, time-compressed, affordable, hands-on information and computing technology professional training opportunities for Washington State educators. With

Working Connections being suspended due to the \$15,000 performance funding cut for the 2011–2012 year, the Center decided to offer *up to three* professional development training courses during 2011–2012. Two professional development training courses were offered (the financial model had to be a break-even one). Another opportunity was presented to Washington State educators with four fellowships being awarded for attendance to the Working Connections in Iowa (See **June 2012 Working Connections IT Faculty Development Fellowships** on page 13).



**5.a.** The first was *Building Your Web 2.0 Website with WordPress*, and took place on Friday–Saturday, November 4–5, 2011, 9:00 a.m.–3:30 p.m. (Friday) and 8:30 a.m.–1:00 p.m. (Saturday), Bellevue College. There were 23 participants in the course. The overall rating “met my expectations” from the course participants was 92%.

Click here for the [evaluative data](#). **System savings: \$4,805 (includes in-kind donations).**

**The following Core Expectation was met through this professional development training:**

- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.



**5.b.** The second professional development opportunity was *Absolutely Mobile: Developing Applications*, and took place on Friday–Saturday April 20–21, 2012, 9:00 a.m.–3:30 p.m. (Friday) and 8:30 a.m.–1:00 p.m. (Saturday) at Bellevue College. There were 24 participants in the course. The overall rating “met my expectations” from the course participants was 89%.

Click here for the [evaluative data](#). **System savings: \$31,800 (includes in-kind donations).**

**The following Core Expectation was met through this professional development training:**

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

#### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Have a maximum of 15 educators attend each of the two trainings.	1) A total of 45 educators attended the trainings (over 15 at each training)	1) Exceeded.
2) Have attendees indicate a level of satisfaction of 85% or higher.	2) The level of satisfaction was rated at 92% and 89%, respectively, for the two trainings.	2) Exceeded.

3) Ensure the trainings expenditures and revenue balanced.	3) The revenue and expenditures balanced.	3) Met.
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### 6. June 2012 Working Connections IT Faculty Development Fellowships

The Center of Excellence for Information and Computing Technology provided four Center-sponsored fellowships to four Washington State educators. This was another way to provide quality and innovative professional development training to state educators in the absence of the WA Working Connections IT Faculty Development Institute. The fellowships afforded educators with the opportunity to attend the **Iowa Western Community College, Council Bluffs, Iowa, from June 11, 2012 to June 15, 2012**. Any full- or part-time CTC faculty or 7-12 grade educator currently teaching information, computing, or business technology courses/classrooms was eligible. Twelve educators submitted applications and were given a unique number. Rich James, F5 Networks, and chair of the Center’s industry advisory board selected four numbers at random.

The recipients and professional development focus areas they registered for are as follows:

- Adam Coleman, Clark College (Problem-Based Learning; Windows 8, Mobile Learning and Office 15)
- Judith Graham, Bates Technical College (Problem-Based Learning; Windows 8, Mobile Learning and Office 15)
- Lee Falta, Bellingham Technical College (Android Programming; Developing for JQuery Mobile)
- George Neal, South Puget Sound (Problem-Based Learning; Windows 8, Mobile Learning and Office 15)

All will be sharing what they learned at the Institute, and this will be subsequently posted to the Center’s website. These materials include:

- Curricular materials from the training (including syllabus, training hand-outs, the title of the textbook and any projects or materials created by the scholarship recipient upon completion of the training).
- A three-page report on what was learned as a result of the training; any new best practices developed as a result of the training; implementation plans for the fall 2012—spring 2013 classroom; and, any changes in the new or updated technology that were covered in the training.

The following expenses are covered by the Working Connections Fellowship:

- Registration
- Airfare
- Hotel
- Rental Car
- Food Allowance

The following Core Expectation was met through this professional development training:

- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

**Measurable Outcome(s)**

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Have a maximum of 4 educators attend Working Connections in Iowa.	1) A total of 4 Washington State educators will be attending Working Connections in Iowa to be verified after June 18, 2012.	1) Met.
2) Have attendees indicate a level of satisfaction of 85% or higher.	2) The level of satisfaction will be measured and reported after June 18, 2012.	2) Exceeded.
3) Ensure curricular materials, resources; reporting on best practices is disseminated to WA State educators and available for download on the Center’s website.	3) Posted after June 30, 2012.	3) Met.

**2. RESOURCES**



**1. Center of Excellence for Information and Computing Technology Website**

The Center’s website objectives for 2011–2012 were to:

- Perform general web maintenance, update and redesign for increased usability, and upgrade to the next version of WordPress.
- Increase content (especially video), keep data current, and maintain transparency by posting evaluative and ROI data.
- Continue to add to the web library resource of information technology news, information, and predictions.
- Take advantage of all the innovative and creative tools and applications that make a website more accessible, inviting, and user-friendly.

The main goal of the Center is to provide access to valuable information to our state’s CTC Information Technology (IT), Computer Science (CS), and Business Technology (BT) educators so they can:

- Stay abreast of current changes in the ICT space.
- Keep current with issues regarding technology.
- Understand how workforce evolving needs to affect development of college programs and curriculum, and ultimately impact the career pathway of the K-20 student.

- Learn how the CTC system can help educators implement change through professional development training, keep current on emerging technology trends, and connect with each other to share best practices and learn from each other.
- Continue educator collaborations with other CTCs to assist them in graduating students who either successfully enter the workforce or articulate to a four-year institution.

**Website Data:**

- 21,018 visits (an increase of 85% over the prior year for the recording period of June 1, 2011 – May 31, 2012’s visits).
- 17,935 new visitors (an increase of 45% over 2010–2011’s 12,351 new visitors). Note: the website was officially launched September 1, 2009.
- Average time on site/Unique Visitors: 1.31 minutes / 17,935 in the last twelve months (Note: To give context, the number six (eBay) and number seven (Amazon) global positions in the chart, *Top 10 Global Web Parent Companies, Home & Work*, below, are at 1.27 and .27 minutes, respectively, with 144,060,746 and 142,760,212).

Top 10 Global Web Parent Companies, Home & Work MARCH 2012

Rank	Parent	Unique Audience	Active Reach %	Time Per Person (HH:MM:SS)
1	Google	408,105,951	91.0%	3:42:29
2	Microsoft	349,805,350	78.0%	2:19:28
3	Facebook	317,339,580	70.7%	6:29:57
4	Yahoo!	240,865,246	53.7%	2:38:34
5	Wikimedia Foundation	171,387,444	38.2%	0:14:07
6	eBay	144,060,746	32.1%	1:27:07
7	Amazon	142,760,998	31.8%	0:27:09
8	InterActiveCorp	134,424,212	30.0%	0:10:07
9	Apple Computer	133,010,180	29.6%	1:55:39
10	AOL, Inc.	96,890,258	21.6%	2:23:47
Source: Nielsen				

**Systems savings: \$11,540**

### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Report unique website hits with a target of at least 100, with inquiries resulting in at least 5% of the original minimum 100 hits between June 1, 2011 and May 31, 2012.	1) Unique website hits came in at 17,935, and there were over unique 180 inquiries.	1) Exceeded.
2) Increase queries on CoE services, events, and activities by a minimum of 25%.	2) There was an increase of 200% in queries about CoE services, events, activities.	2) Exceeded.
3) Assess success of new technological upgrades and/or web tools.	(3) In assessing the success of new upgrades and tools, the upgrade to WordPress 3.1.1, the dashboard was vastly improved; SPAM was reduced because of a new plugin, <b>Akismet</b> ; Google Analytics had increased functionality; the web article archival system was cleaned up; and, the cloud sidebar of “most searched” terms was sidelined as a distraction.	3) Met.
4) Maintain visitor traffic with target numbers of a minimum of 750 per month.	4) The Center averaged 1,752 1,500 visitors per months, or a 17% increase in traffic.	4) Exceeded.



## 2. ICT Program Directory (December 2012)

The ICT Directory requests for updates went out to the 32 CTCs who have IT or CS programs. The directory was published and disseminated to all 34 CTC workforce administrators, as well as students and faculty as appropriate in December 2012. It is also available as a PDF on the CoE for ICT website as of December 2012. The Center decided that rather than using “stock” graphics in the document, each college would submit a photo to be used on their dedicated program page. To that end, each college was asked to submit a photograph of a building, technology building, or a computer lab with students at their college. Almost 100% of the 32 colleges responded, and for those who did not, a photograph was pulled from their website and used.

The directory devotes one page to each of the 34 CTC's ICT programs and details the title(s) of the program, a program overview, the technical knowledge and skills students will have gained by the time they graduate, degree and certificate options, and who to contact for further information. All 150 copies were disseminated to educators, students, workforce administrators and personnel, and career counselors. This is an excellent resource for career counselors, academic advisors, students, parents and industry to review, compare, and consider career pathways leading towards a career as an information and computing technology professional. All CTCs will have an opportunity to submit updates to their program details on an annual basis. The next call for updates will be October 2012.

The ICT directory, including the PDF conversion, hard-copy proofing, and a totally new design, as well as expanding the details of the actual names of the colleges by county that offered specific degree/certificate titles, came in at \$3,660. For any educational organization (school district, middle or high school career counselors, or students considering a career in IT) the amount of time/effort to actually coordinate this compilation of information would be substantial and not necessarily a concerted effort. This is an online as well as print resource for anyone considering a career in IT and wondering which college they need to go to and what technical knowledge and skills they will learn in a degree or certificate program at a state CTC. Also, they learn about current and projected job titles in IT. A for-profit graphic design and printing company would charge up to 25% more and it would involve additional time/effort as the for-profit would be unfamiliar with the project. Additionally, the directory information detailing location related to CTC degree and certificate offerings will be leveraged into a searchable database that will be useful not only to the IT Program of Study website, but the Center's website.

**Note:** This is also a core responsibility of the Center of Excellence. It will not be repeated in the **5. Core Center Responsibilities** section.

**The following Core Expectations were met through this event:**

- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

**Measurable Outcome(s)**

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Record requests of the directory with a minimum target of 30 requests.	1) More than 30 requests were recorded and over 150 copies of the directory were distributed to community colleges, K-12 career counselors, and students and teachers at <i>Careers in IT: The Real Story</i> , for example	1) Met/Exceeded.



### 3. High Impact Report, *Collaborating to Pave the Pathways for Washington's Future*

The Center took a supporting role in the development of the **High Impact Report** to:

- 1) demonstrate the state's return on investment;
- 2) highlight positive achievements;
- 3) describe individual Center impact on the community and technical college (CTC) system as a whole;
- 4) demonstrate connections made between industry and educators; and,
- 5) report cost savings by showcasing selected Center events, products, projects, research, and services.

The Center provided a timeline and details to the Aerospace Center of Excellence that was responsible for collecting content, providing editorial services for the second 2011–2012 version, and working with Bellevue College graphics on images, design, and layout. It used Center funds to pay for graphics and printing. The report includes an executive summary, Center descriptions, individual events, initiatives, projects, as well as a vision for 2011–2012.

**The following Core Expectation was met through the development of this report:**

- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington's economic, workforce development, and educational systems.

## 3. RESEARCH



### 1. IT Common Course Research (preliminary)

The Center was asked by the state to begin work on researching, forging agreement, and ultimately implementing IT common course numbering across the CTC system. After initial research, the Center looked at all the degrees and certificates in a variety of career pathways. In discussions with the state, they requested that computer support specialist (technician, help desk) degrees and certificates should be examined for common course pre-implementation work. The rationale was that many of the courses

are certification preparation courses which means that faculty don't have as much flexibility when creating their syllabus/course outline. This is because they are mapping course content to learning objectives that vendor certification exams have developed and uploaded to their websites. Additionally, hardware courses (help desk, customer support) and networking courses are fairly standard in terms of similar course objectives/outcomes.

The Center reviewed 14 degrees/certificates and developed a system of mapping a common course to the number of colleges offering that particular course. Twenty-eight courses have been initially identified as having common competencies. The IT Programs of Study project took priority over this project. The work however has proven to be helpful in creating a process to be used in the IT Programs of Study project (See **Research: 2. ICT Program of Study Templates and Website**)

**The following Core Expectation was met through the development of this research and process development: #3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Create a matrix of courses within the Computer Support Specialist/Technician certificate and/or degree for WA CTCs that offer a particular degree/certificate. Identify specific courses that might be used to start a common course numbering process.	1) A matrix of courses was created.	1) Met.
2) Develop a strategy for beginning a state common course numbering project focused on a Computer Support Specialist/Technician degree and/or certificate.	2) A strategy was formulated. In reviewing degrees and certificate currently offered by CTCS, an assessment will be made of state degree/certificate offerings in particular programs of study aligned to workforce demand. This additional work will fold into the IT POS project.	2) Met.



### 2. ICT Program of Study Templates and Website

The Center was invited to participate in a year-long Programs of Study (POS) project with the end goal identified as creating a POS template model. The Center updated the four IT templates based upon industry in-person interviews and a survey.

The Center discussed with OSPI and Workforce Board personnel:

- The four updated IT POS templates, (with computer support specialist (technician, help desk) POS no longer viable due to lack of employment opportunities currently and five years out; if the employment landscape changes, then this POS template may be reinstated.
- The best way to disseminate the templates and the ICT Directory's information.

The Center suggested it would be able to develop an IT POS website, with the customizable templates and the ICT Directory information and test it by June 30, 2012. A design plan, goals and objectives, and a work plan have been developed with Bellevue College website professionals.



To-date the following progress can be shared:

- The website name **Your Future in IT** was created as well as the purchase of all associated or variations of the website URLs (YourFuturein.IT).
- The design of the website's main page design and the site's navigation are on target for the June 30<sup>th</sup> deadline.
- The searchable database's structure consisting of almost 2,000 records of community, technical, four-year colleges and university degrees/certificates is 60% complete. A user will be able to search using one of the programs of study titles: (Programming and Software Development - Application Development and Software Engineering, Systems and Network Administration, Security and Systems, Web Design/Development and Digital Communications), or by the degree/certificate title, ZIP code, county, or city.
- A student account registration process is in progress.
- A customizable programs of study form for students to both understand what courses to take and when, and also what they need to start preparing for and courses to take as they advance in an IT educational pathway has made substantial progress.

The Center received a Perkins grant for up to \$10,000 for labor and miscellaneous items related to the development of the website such as URL purchasing, graphics, and image pay-as-you-go programs. The Center also received another Perkins grant for up to \$15,000 from the WA Workforce Training board to be used by September 15, 2012.

The funds will be used for the following:

- Travel, per diem for educators, SMEs, industry, vested parties for the staging and planning meetings, as well as sub-committee activities and meetings within state guidelines of course.
- Either in-house or contract work for a beta student interest quiz for the three pathways.
- Research and common course alignment for the various stages of connecting K-12 to CTCs to 4-year institutions (no significance is assigned, and no order expected in the sequencing of the three different branches of education) in varying stages of the project.

- Web design, web and content development for the futurein.it website (labor, services, and miscellaneous expenditures).
- Any expenditure that fit within prescribed expending as a result of future main and sub-committee work, leading to new activities or new developments generating action-items.

**The following Core Expectations were met through the development of this resource:**

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.
- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.
- **#5:** Ensure the long-term sustainability of the Center of Excellence.

**Measurable Outcome(s)**

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Ensure that the four IT POS templates were updated and validated by industry professionals.	1) The four IT POS templates were updated and validated by industry professionals by January 2012.	1) Met.
2) Discuss articulation agreements. Bring in all interested/vested parties (CTC, Tech Prep, CWU, EWU, OSPI, K-12, and OSPI math personnel) to focus on strengthening math skills, including statistics.	2) Additionally, on May 22, 2012 meeting with OSPI, SBCTC, the state’s Workforce Board, and Tech Prep directors, and other educators, determined the pathway of focus for statewide articulation to be Computer Programming.	2) Met.
3) Create a way to market the revised templates.	3) The Center proposed to SBCTC, the Workforce Board, and OSPI that the best way to disseminate, inform, generate awareness about an IT educational and career pathway was to create a website with a way to customize the templates, a searchable database of degrees/certificates by pathway, degree type, ZIP code, city, and county. Develop a beta-version of an IT POS website by July 1, 2012.	3) Exceeded.

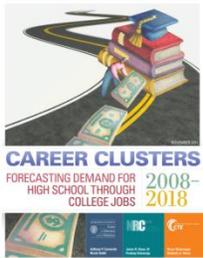


### 3. Tweeting and Featured Articles for the Web

The Center [tweets](#) and uploads [featured articles](#) to the Center’s main website related to technology news, trends, educational innovations, best practices, and workforce development. It uses these methods to inform and research for Center use, what is changing or developing that impacts program development and design, and it gives the Center new ways to serve its customers. The featured articles are also [archived](#) for website users to review and read. Additionally, tweeting drives traffic to the Center website which in turn informs a wide number of educators, industry, and students about the Center’s offerings.

**The following Core Expectations were met through the development of this resource:**

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices; and,
- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.



### 4. Workforce and Labor Demand Data Research for ICT Reviews

The Center, as part of the ICT Review service, researches workforce demand, state and national projected labor demand data, job classifications, emerging occupations, and emerging/new technologies. This then leads to considering how this might impact the IT and CS programs offered by the CTC systems as a whole. Further research is done to:

- develop themes for events;
- guide the selection of professional development opportunities offered to CTC and K-12 educators;
- advise CTC administrators, faculty, and students on viable career pathways in IT and CS;
- review and recommend national and international IT and CS programs (degrees and certificates) and curriculum for consideration and/or adoption by CTCs;
- write mini-briefs and white papers to better articulate and summarize workforce and labor demand data research.

*The Emerging Workforce Trends in Information and Computing Technology 2011 to 2018...: STEM Career Pathways for the Washington State Community and Technical College System* report was published in

2011. It was disseminated to over 2,000 state CTC administrators, faculty, K-12 educators, and superintendents as a free download.

**The following Core Expectation was met through this activity:**

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

## 4. Services



### 1. Information and Computing Technology College Program Review

The CoE for ICT had over 21 IT professionals review nine current Washington State CTC program degrees and certificates. Each review team looked at the composition, title, course titles, and course descriptions for each of the six degrees or certificates submitted. The eight community colleges below were not charged for this service:

- Columbia Basin College
- Edmonds Community College
- Highline Community College
- Peninsula College (2 reviews)
- Seattle Central Community College
- South Puget Sound Community College
- Spokane Falls Community College
- Yakima Valley College

Each college received a report documenting methodology, detailed suggestions for degree or certificate titles, course titles, descriptions, and a high-level industry demand scan. Follow-up activities are continued beyond June 2012. Click here for the evaluative and ROI data ([fall 2011](#) and [spring 2012](#)).

**System savings: \$60,350**

I wanted to let you know the results of the CAT program review. The V.P. of Instruction and the Associate Dean of Professional/Technical education reviewed the findings with me. The report was also provided to the CAT Advisory Committee. As a result, the names on the one-year certificate and two-year degree have been modified so they are consistent. The college catalog will also be changed. We have revised the one-year certificate and two-year degree to include QuickBooks. We removed First Aid. The one-year certificate is now 50 credits, with no quarter being more than 18 credits. Thank you for giving us the opportunity to have the certificate reviewed by outside people.

–Vici McLaughlin, Chair, Computer Applications Technology, Peninsula College

**The following Core Expectation was met through this service:**

- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

**Measurable Outcome(s)**

<b>Stated Measurable Outcome</b>	<b>Actual Outcome</b>	<b>Result(s)</b>
1) Hold up to 12 ICT reviews for any CTC that applies and measure changes made to degrees/certificates through evaluative data.	1a) Of the nine ICT degree/certificate reviews submitted for review all nine were reviewed, reports written and disseminated. 1b) Five colleges (Seattle Central, Lower Columbia, South Puget Sound, Peninsula, and Highline) all reported back about the changes they were either considering, planned to, or already implemented to the degree or certificate.	1a) Exceeded. 1b) Exceeded.

## 5. Core Center Responsibilities



### 1. Industry Advisory Board

A core Center responsibility and expectation is for the Center to meet regularly with industry leaders to ensure system responsiveness. Holding regular industry advisory board meetings is one of the ways to accomplish this.

The Center held three industry advisory board meetings, with a fourth meeting scheduled for June 26, 2012. The agenda and notes for the following meetings can be found by clicking [here](#):

- July 27, 2011
- October 26, 2011
- March 13, 2012
- June 26, 2012 (scheduled)

**The following Core Expectation was met through this activity:**

- **#2:** Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry specific forums, activities, and economic development initiatives.

**Measurable Outcome:** The measurable outcome was met with four advisory board meetings taking place during the 2011–2012 year.

#### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Hold a minimum of three industry advisory board meetings annually.	1) Held four industry advisory board meetings during 2011-2012.	1) Exceeded.



### 2. Center Director Meetings

The Center of Excellence director attended all four scheduled Center of Excellence Directors' meetings and plans to attend the summer retreat/meeting where she will turn over the chairperson role to the co-chair and director for the Center of Excellence for Transportation and Logistics. The Center director, Maureen Majury, generated and published agendas, facilitated the selection of the location, hosted, and subsidized one of the meetings, and chaired 3.25 of the meetings. The spring quarter meeting was held at Renton Technical College (image above). The chairperson role will be turned over and elections for a new co-chair for the 2012–2013 year will happen this summer at Highline Community College. The CoE Director's agenda and minutes can be found by clicking [here](#).

**The following Core Expectation was met through this activity:**

- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.



**Updates & News for April 2012**

The Center hopes you had an excellent and fun spring break. Welcome back! The CoE colleagues. Except for the Mobile Applications course, there is no cost affiliated with

- There are two seats left for the [Advanced Mobile Developing Applications](#) register here.
- **Careers In IT: The Real Story**, Wednesday, April 18, 2012 hosted at Bellevue
- **Info: Notes** We have approximately 20 seats open for **Careers In IT**, see all
- **Degrees/certificate releases**: Application submission deadline extended to Fri
- **The IT Future Summit at Microsoft** (Friday, May 18, 2012)
- **CTEM** **Knowledge Summit** (Professional concentrations and CTEM curriculum details)

**3. Newsletters and News and Update Blasts**

The Center consistently publishes newsletters, updates, and informative blasts about Center activities, events, services, resources, and research. Newsletters, updates, and informative blasts can be found by clicking on the image next to the header, “Newsletters and News and Update Blasts.”

**The following Core Expectation was met through this activity:**

- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.

**Measurable Outcome(s)**

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Publish a minimum of five news blasts, updates, and newsletters during 2011–2012.	1) The Center published and disseminated over 40 news blasts, updates, and newsletters during the 2011–2012 year.	1) Exceeded.



## 4. Reporting

The Center created and submitted an annual report, three quarterly reports, and a self-assessment. These materials were created and submitted on time. The Center will submit as scheduled a fourth quarter report by July 15, 2012. The last two years' annual reports can be reviewed by clicking on the image next to the header, "Reporting."

### The following Core Expectation was met through this activity:

- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington's economic, workforce development, and educational systems.



## 5. Website

The Center of Excellence devotes its time, resources, and planning to regularly updating and enhancing its website. The site has strong quantitative and qualitative data that support the idea that the site serves as one of the Center's best marketing tools. The website dashboard is reviewed, as well as the creation of website updates, posts, edits, and newly added content on a daily basis. A more detailed accounting of visitor traffic, upgrades, and additions can be found in the section **III: 2011–2012 Core Expectations: Center Deliverables, 2. Resources**.

### The following Core Expectations were met through this resource:

- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices; and,
- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington's economic, workforce development, and educational systems.



## 6. Workforce Education Council (WEC)

The Center Director attended all four WEC meetings and served as a member of the Professional Development sub-committee. Her contributions to the sub-committee included: making suggestions for updating the by-laws; giving a presentation about the Center of Excellence and Social Media and Website Development; and distributing a survey on how Workforce Deans and Vice Presidents track faculty professional development for tracking software recommendations.

### The following Core Expectation was met through this activity:

- **#2:** Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry-specific forums, activities, and economic development initiatives.



## 7. Center Visibility and Accountability

As a core Center expectation, the Center participates upon invitation to any economic group to assist in both disseminating and obtaining economic information for development of Center projects and initiatives. These activities are of benefit to the CTC system because: (1) It is important to share with regional economic groups about Center activities and initiatives; and (2) It informs the CTC system about the work the Center does (for example, the ICT reviews).

### The following Core Expectations were met through this activity:

- **#2:** Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry-specific forums, activities, and economic development initiatives; and,
- **#5:** Ensure the long-term sustainability of the Center of Excellence.

### Measurable Outcome(s)

Stated Measurable Outcome	Actual Outcome	Result(s)
1) Publish a minimum of five news blasts, updates, and newsletters during 2011–2012.	1a) The Center disseminated throughout 2011–2012 the trends report, workforce research to Chambers of Commerce, workforce groups, National Science Foundation grant applicants and recipients, national research groups, as well as students and the CTC system. 1b) The website also receives a high volume of traffic from Washington State as well as national visitors. (See <b>Center of Excellence for Information and Computing Technology Website, section III: 2011–2012 Core Expectations: Center Deliverables, 2. Resources</b> for the numeric data.)	1a/1b) Exceeded.
2) Publish and report out on a minimum of five Center events, activities, services (such as the evaluative and ROI data) to the Center’s website, as well as documenting it on hard copy.	2) The Center published and reported out on over seven Center events, resources, and services.	2) Met.

## IV: Industry Sector Strategies and Partnerships

- The Center works with multiple ICT industry professionals on the majority of its events, the creation of resources, research, and service offerings. Industry professionals come from the following companies: Boeing, Telligent, Costco, Microsoft, AT&T, T-Mobile, the City of Tacoma, Cisco, F5 Networks, Yellow Global, Best Buy, and Click Networks. They work with the Center to review and design curriculum, participate as keynote speakers and industry panelists, make multiple presentations on new trends and emerging technologies, act as sponsors either with in-kind or limited monetary donations on specific projects or programs, and provide guidance and information when making decisions on select Center initiatives and project assessment and progress.
- The industry partnerships developed by the Center have increased in size and quality. The Center consistently updates and makes new industry contacts so that there is a wide and varied roster of industry professionals to rotate into different roles and responsibilities. The Center held three advisory board meetings (with eight members) during the year, and will hold its fourth on Tuesday, June 26, 2012. The Center values its industry partners as they contribute or participate in multiple events, services, and resource activities the Center delivers, including
  - The *STEM Summit*
  - *Careers in IT: The Real Story*
  - The *IT Futures Summit at Microsoft*
  - ICT Reviews
  - *The Life of an IT Professional: A Five Minute Story* videos
  - *Behind the Scenes* videos
  - The CoE advisory board
  - The Center website
- The eight Center initiatives selected above represent a total system savings of **\$187,912**. The cost analysis includes in most cases the value of in-kind donations. Evaluative data including ROI is posted to the Center’s website upon completion of programs and projects. The formula is as follows: Expenditures minus for-profit market value (at least three cost assessments are averaged to create the market value), plus in-kind or cash donations, equals system savings or return on investment. In-kind donations totaled **\$67,089**. (\* denotes grants awarded to be spent up to \$25,000)

System Savings	In-Kind/Donations/Grants	ROI
\$186,912	\$67,089*	\$105,085

- The ICT Review service continually prompts thoughtful review and in the majority of cases, substantial change to degrees and certificates as well as curriculum review and redesign by the state’s colleges. Again and again, the Center hears from both workforce administrators and faculty that they (1) took the review seriously, and (2) made significant changes to their programs, including redesigning the entire degree, renaming the degree, updating course

descriptions and content. The Center has heard from Columbia Basin College, Peninsula College, Highline and Seattle Central Community Colleges that the review made a difference in how they looked at their own degrees and certificates.

- Industry-generated presentation materials (PowerPoint, video, and documents) are made available to the system through the Center website, through e-newsletters, and upon request. Examples include the PowerPoint presentations from the *STEM Summit*, *IT Futures Summit*, *Careers in IT: The Real World*, and *The Life of an IT Professional: A Five Minute Story*. These videos feature industry professionals who:
  - share industry trends and employment information;
  - provide advice and information on IT career pathways for students;
  - discuss trends in educational degrees/certificates and new and innovative K-20 programs;
  - explain how to use new applications and programs;
  - provide updates on current and projected sought-after technical knowledge and skills that are made accessible in a number of different formats.

Presentations are then published on the Center website and also sent out in digestible formats through e-newsletters, news, and updated blasts. Industry professionals also communicate the topics that are featured at the Center's annual events, including:

- *The STEM Summit*
- *The IT Futures Summit*
- *Careers in IT: The Real World*
- *The Life of an IT Professional: A Five Minute Story*
- *The Learning IT Technology Today for Tomorrow* series

## V: System Collaboration and Cooperation: Serving the CTC System

A core principle for the Center is to collaborate with, partner with, and provide easy access for its services, events, programs, products, and resources to the CTC system and K-12. It has partnered with, collaborated with, or served every college in the CTC system that has an Information, Computing, or Business Technology program, as well as increasing outreach and subsequently participating in events and services from the K-12 system. The projects, services, and programs detailed in section *IV: Industry Sector Strategies and Partnerships* demonstrate outreach, access, and shared ownership of what the Center provides to the K-14 system. The Center has also collaborated on, or provided services, or products that benefit all Centers, regardless of industry sector. Many of the projects or initiatives listed above will continue and this maintains the Center’s commitment to serving the CTC system, as well as consistent outreach and marketing to the K-12 system. The Centers will continue to serve in the many roles that it does as long as core and performance funding are maintained. The Center will continue to focus on doing what it does best—enhancing opportunities for educators to align their curriculum to industry workforce needs. Doing so will successfully prepare work-ready graduates to enter the workforce or prepare students for successful articulation to a four-year institution.

The Center has collaborated/cooperated with state CTCs by participating, accessing information, using services, advising, and collaborating with the Center through the following events, resources, research, services, and “our community”:

- *Careers in IT: The Real Story*
- CoE for ICT Website
- High Impact Report (for WEC)
- ICT Program Directory
- ICT Reviews
- *IT Futures Summit*
- IT Programs of Study Website (futurein.it)
- Learn IT Technology Today for Tomorrow (*Absolutely Mobile: Developing Applications and Building Your Web 2.0 Website with WordPress*)
- *Life of an IT Professional: A Five Minute Story*
- Miscellaneous Projects, Services, etc.
- *STEM Summit*
- *The Working Connections IT Faculty Development Institute Fellowship Awards*

In 2012 the Center collected data on the number instances of participation, accessing information, using services, advising, and collaboration with the Center for the 34 CTCs (see below). The graph on page 37 documents instances of serving the CTC System for 2010–2011.

Percentage of Instances of Serving the CTC System	No. of Instances	No. of CTCs
12% instances of serving the CTC system	4–5	4
47% instances of serving the CTC system	6–9	16
35% instances of serving the CTC system	10–13	12
6% instances of serving the CTC system	over 13	2

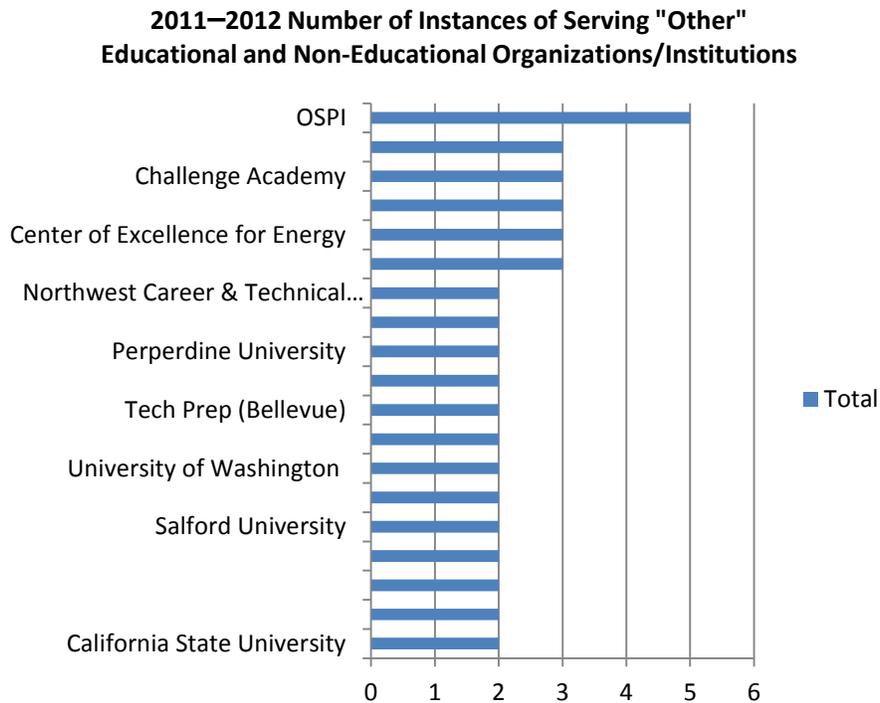
The numbers have increased for both the number of instances where the Center in some way served a community or technical college. The number of CTCs utilizing the Center’s wide variety of products and services six or more times is 88%, an increase of 6% over 2011. The number of CTCs using the Center five times or fewer has been reduced from 18% to 12%. Efforts to continue to reach out to these institutions will continue.

One of the colleges with four or fewer instances of accessing the services, events, and resources provided by the Center is Grays Harbor which no longer has an IT program. Walla Walla Community College is the only college to remain in the bottom percentile. Because Walla Walla Community College is also the college farthest away from the majority of events, the Center will explore subsidizing travel expenses for its faculty next year to increase access to its events, and see if that increases the number of instances of service.

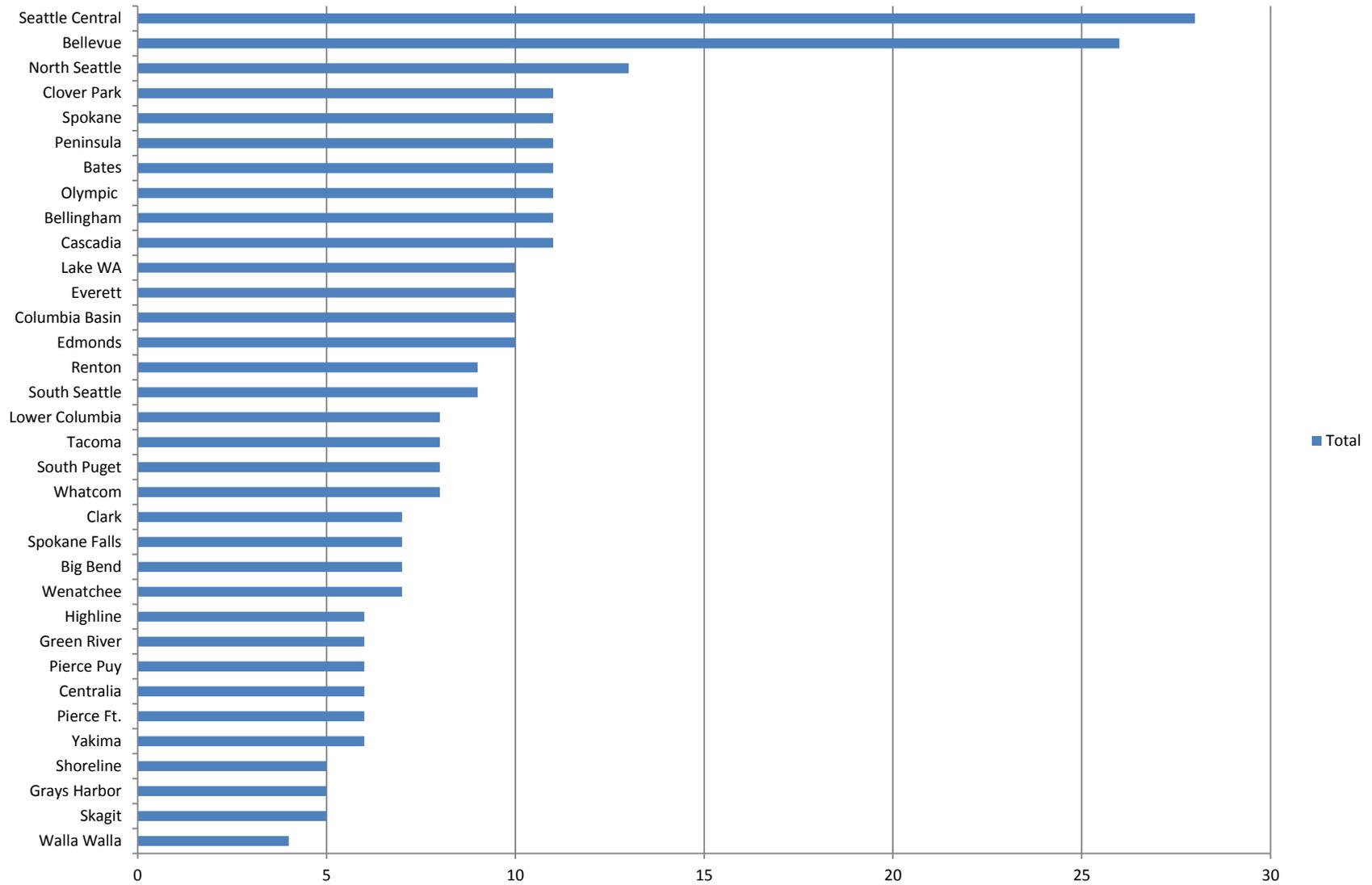
**Note:** The Center allocates “1” for instances of educator visits to its website. The number of Washington State educators visiting the website is actually in the thousands, but Google Analytics does not collect IP addresses.

**“Other” Educational and Non-Educational Organizations/Institutions**

The Center also tracks instances of service to other educational and non-educational organizations. See the chart titled, *2011—2012 Number of Instances of Serving “Other” Educational and Non-Educational Organizations /Institutions*, directly below.



2011–2012 Number of Instances Serving the CTC System



## VI: The Bridge between K-12 System

The Center continues to see and track increases in educators in the K-12 system utilizing Center events, resources, and professional development opportunities, as well as providing ways to connect the K-12 system with the CTC system through the *STEM Summit*; *Careers in IT: The Real Story*; IT Programs of Study Website; Learn IT Technology Today for Tomorrow (*Absolutely Mobile: Developing Applications* and *Building Your Web 2.0 Website with WordPress*), and the *IT Futures Summit at Microsoft*. These Center projects and initiatives are designed to include and help K-12 educators learn new technologies and form collaborative relationships as all recognize the importance of a smooth transition for students who are interested in or pursuing an IT educational pathway from the K-12 to the CTC system. The Center made an increased effort to provide clock hours for all its events and professional development opportunities so K-12 educators would feel welcome.

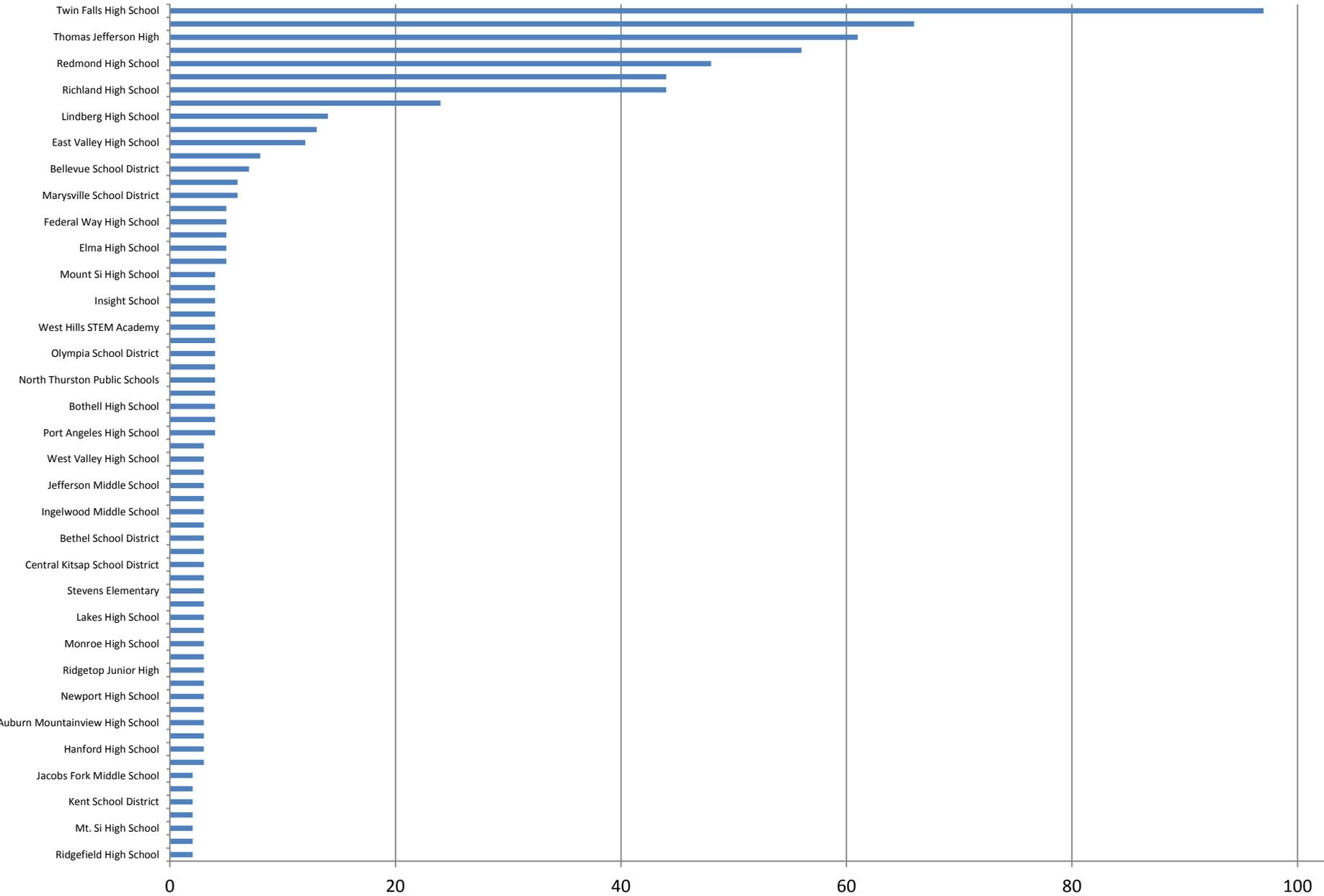
The Center's reach to the K-12 system was again improved by a 2011 update to its database to clean out expired email addresses and add new email addresses, and it still has over 2,000 email addresses. Additionally, all Washington State superintendents' email addresses were collected. This increased participation; up by 76% over 2011, by K-12 educators is due to: (1) consistently advertising and marketing Center activities and offerings to K-12 educators; (2) good word-of-mouth advertising from educators who have already participated in, or taken advantage of a service or resource and were repeat "customers" or told colleagues about Center offerings; and (3) offering clock hours.

The total number of instances of the 67 (up from 38 in 2011) by K-12 educational organizations increased from 247 to 672 in 2012 (an increase of 172%). See the chart, *2011-2012 Number of Instances Serving the K-12 System*, (page 39).

Percentage of Instances of Serving the K-12 System	No. of Instances	No. of K-12s
49% instances of serving the K-12 system	2–3	33
26% (up 15% from 2011) instances of serving the K-12 system	4–5	18
7% instances of serving the K-12 system	6–8	5
16% (up 5% from 2011) of instances of serving the K-12 system	over 8	11



2011–2012 Number of Instances Serving The K-12 System



## **VII: Accountability of Centers of Excellence**

The CoE for ICT uses its website as a real-time accountability, evaluative, transparent assessment tool. The quarterly and annual reports reflect evaluative and return-on-investment data.

## Appendix I: Core and Performance Funding

Center of Excellence Budget 2011-2012						
	Base	Salary	Performance	Salary	Perkins	
Events	Funding	(Base)	Funding	(Performance)	Funding	Salary
STEM Summit		\$3,520	\$3,297			
Careers in IT: The Real Story	\$7,585	\$3,520				
IT Futures Summit at Microsoft	\$9,823	\$3,520				
Website with WordPress		\$2,520				
Absolutely Mobile		\$2,520				
Working Connections Fellowships	\$10,560	\$750				
<b>Resources</b>						
Advisory Board and CoE Advisr.org	\$1,500	\$1,500				
CoE for ICT Website	\$3,500	\$2,398	\$2,562			
Event Videos on Website	\$1,500	\$352	\$5,560			
ICT Professional Video Series	\$1,750	\$352				
High Impact CoE Report	\$299	\$352				
ICT Program Directory	\$3,660	\$1,000				
Miscellaneous	\$1,500					
ICT POS Website (beta)	\$3,687				\$6,500	\$18,500
<b>Research</b>						
Common Course (preliminary)	\$1,415	\$1,500		\$1,056		
POS Templates (update and revisions)	\$225					
Tweeting/Featured Articles for the Web	\$819			\$729		
Workforce/Labor Research	\$1,000	\$500		\$2,112		
<b>Services</b>						
ICT Consulting (upon request)						
ICT Reviews (Fall 2011)	\$4,968			\$3,765		
ICT Reviews (Spring 2012)	\$950			\$800		
<b>Core Center Responsibilities</b>						
coewa.com	\$550					
Industry Advisory Board	\$1,000	\$934				
Center Director Meetings	\$1,000	\$1,716				
ICT Program Directory		\$2,750				
Participation (Industry Groups, etc.)	\$75	\$1,760				
Reporting		\$7,560				
Website	\$4,143	\$1,750	\$7,500	\$4,119		
WEC	\$1,251	\$2,816				
<b>Administration</b>		\$12,000		\$3,500		
Hourly, Temporary Employees	\$1,650					
<b>Total Expenditures</b>	<b>\$64,410</b>	<b>\$55,590</b>	<b>\$18,919</b>	<b>\$16,081</b>	<b>\$6,500</b>	<b>\$18,500</b>
<b>Total Revenue</b>	<b>\$120,000</b>		<b>\$35,000</b>		<b>\$6,500</b>	<b>\$18,500</b>

