

**2004-05 Perkins
Consolidated Annual Report (CAR)
Washington State**

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

December 2005

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

Offer a brief summary of how your state is organized to administer vocational and technical education under Perkins III. Attach an organizational chart of the key agencies involved and offer a brief summary of the roles and responsibilities of each. (*See appendices for organizational charts for secondary, postsecondary, and the Workforce Training and Education Coordinating Board, the eligible state agency.*)

Workforce Training Board - The Workforce Training and Education Coordinating Board (WTECB) is the Eligible Agency for the receipt of Perkins funds for Washington State. One of the statutorily defined responsibilities of the WTECB is to function as the State Board for Vocational Education. Board membership includes representatives from business, labor, targeted populations, Superintendent of Public Instruction, Executive Director of the State Board for Community and Technical Colleges, Commissioner of Employment Security, plus participating officials from local government, and the Secretary of the State Department of Social and Health Services. The Chair of the Board represents the Governor of Washington State.

The Workforce Training and Education Coordinating Board delegates, through Interagency Agreements and contracts, the day-to-day management of the Perkins funds primarily to two major delivery systems in the state, the Office of Superintendent of Public Instruction (OSPI) for secondary career-technical education and the State Board for Community and Technical Colleges (SBCTC) for postsecondary workforce education. WTECB maintains oversight responsibility of the state's grant, including: compliance with certification, assurances, statutory and regulatory requirements; program and fiscal reporting and accountability; planning and plan development and submittal; monitoring and activity evaluation; coordination and consultation activities; data collection; policy development; methods of administration for the Office of Civil Rights; and distribution and approval of funds.

Office of the Superintendent of Public Instruction (OSPI) - OSPI received its allocation for secondary CTE programs/activities based on a formula determined by the Workforce Training and Education Coordinating Board of which OSPI is a member. Basic Grant allocations distributed to local school districts were determined using the "census-based" formula.

A variety of fiscal controls were in place to assure effective and appropriate management of Perkins funds – within OSPI and within local schools. OSPI also worked regularly with WTECB staff to maintain accounting and reporting requirements.

State Board for Community and Technical Colleges - Perkins general administration includes: collection, compilation, and reporting of data to meet federal and state reporting requirements; technical assistance; accounting; administrative and on-site monitoring and evaluations; certification and financial auditing. The Workforce Education Department of the State Board for Community and Technical Colleges serves the technical programs of Washington's 34 community and technical colleges. Funding to the institutions is formula-based, with the 10 percent reserve used to provide additional funding to those colleges considered rural and those with either a large number of career technical students or a large percent of career technical students.

Some of the State Board major focuses include:

- Building partnerships – working closely with the Association of Washington Business to link colleges' training programs and businesses through a joint website, WorkforceCollege.com;
- Economic Development – proving resources and incentives to colleges to work with key strategic industries to build strong regional economies;

- Integrated Programs for Low-Income Students – working in conjunction with the SBCTC’s Office of Adult Literacy, the Workforce Education department is focused on serving low-income students more effectively;
- Program approval – working with the colleges’ workforce education directors, incentive funding is available for start-up of new programs in high-demand fields. The department also provides training to members of the Workforce Education Council in analyzing program viability;
- Provision of technical and funding assistance – WorkFirst (low-income students); Worker Retraining (unemployed workers seeking new skills); Perkins (stimulate innovative instruction); Tech Prep (linkage between secondary and postsecondary); Workforce Development (project-based grants, high demand grants, and Centers of Excellence grants); Apprenticeship (maintain and expand apprenticeship programs); Job Skills (grants for customized training for businesses); and Center of Excellence (points of contact and resource hubs for industry trends).

B. Organization of Vocational and Technical Education Programs

Provide information about how vocational and technical programs are organized and offered in your state. Indicate whether, and to what extent, your state has organized its programs around career clusters or pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a job.

Secondary Education Organization - The Office of the Superintendent of Public Instruction (OSPI) administered secondary career and technical education (CTE) programs in Washington State. CTE programs were offered in 238 school districts and 10 vocational skills centers. All secondary CTE programs/courses were organized into four Pathway areas: Business and Marketing, Technology and Industry, Health and Human Services, and Agriculture/Science. A total of more than 220 courses/programs were represented within these four pathway areas. All CTE programs were approved by OSPI and taught by a certificated CTE instructor.

Postsecondary - Tech Prep provides occupational pathways for students by preparing them for technologically advanced careers and postsecondary education. Washington’s 34 community and technical colleges offer a wide variety of professional-technical training programs. In recent years, the community and technical college system has developed eleven Centers of Excellence each housed at a college that has demonstrated state-wide leadership for training in a particular industry.

Centers of Excellence are flagship institutions that build and sustain Washington’s competitive advantage through statewide leadership. Each Center focuses on a targeted industry that drives the state’s economy and is built upon a reputation for fast, flexible, quality education and training programs. A targeted industry is identified as one that is strategic to the economic growth of a region or state.

Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy. Centers will:

- Maintain an institutional reputation for innovation and responsive education and training delivery to their targeted industry.
- Act as a broker of information and resources related to their targeted industry for industry representatives, community-based organizations, economic development organizations, community and technical colleges, secondary education institutions, and four-year colleges and universities.
- Translate industry research into best practices.
- Provide system coordination, coaching, and mentoring to assist in building seamless educational and work- related systems.
- Build a competitive workforce for driver industries in Washington State.

Centers to date include:

- Bellevue Community College – Center for Information Technology Excellence
- Bellingham Technical College – Center of Excellence for Process Technology
- Centralia College – Center of Excellence for Energy Production and Distribution Technology
- Edmonds and Everett Community Colleges – jointly host the Materials and Process Development Center of Excellence.
- Green River Community College – The Center of Excellence for Careers in Education
- Pierce College – Center of Excellence in Homeland Security
- Renton Technical College – Construction Center of Excellence
- Shoreline Community College – Center for Manufacturing Excellence
- Skagit Valley College – Northwest Center of Excellence for Marine Manufacturing and Technology
- Walla Walla Community College – Agricultural Center of Excellence
- Yakima Valley Community College – Allied Health Center of Excellence

II State Leadership Activities [Section 124]

A. Required Uses of Funds

Provide a summary of your major initiatives and activities in each of the following areas that are "required" under Section 124(b)(1-8) of the Act:

An assessment of the vocational and technical education programs that are funded.

Secondary - School districts offering CTE programs received their Perkins entitlements by making application through *iGrants*, an electronic application system designed by OSPI staff. The electronic application requires the district to provide a description of what the district is doing in all of the “required” and “permissive” use areas. It also describes the use of Perkins funds in these areas according to state determined local plan requirements as described in Section 135, includes a signed assurance statement covering state and federal program activity, and a completed budget form.

Postsecondary - Nine (9) grants were awarded to colleges that adapted Best Practices designed to identify and develop assessment projects. Five were an innovative approach, and four were for replications of projects approved as best practices for the system.

Developing, improving, or expanding the use of technology in vocational and technical education

Secondary - CTE standards for the state were completed in the spring of 2005. These standards were based on industry standards and will provide the foundation for a quality CTE program. Based on these standards, work continues on the development of model course/program frameworks which emphasize the use of technology. The technology addressed in the model framework is based on the appropriate business or industry application.

Postsecondary - In 2004-05, six (6) projects were awarded funds for adaptation or duplication of Best Practices designed to develop, improve, or expand the use of distance education in vocational technical programs. Five of those grants were for replication of best practices approved for replication by the system and one was for innovative approaches toward meeting the needs of the entire system.

Ten (10) colleges applied for and were awarded funds for adaptation or duplication of Best Practices designed to develop, improve, or expand the use of technology in vocational technical programs. Half of those grants were for replication of best practices approved for replication by the system and half were for innovative approaches toward meeting the needs of emerging technology.

Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel

Secondary - Professional development for voc/academic instructors was delivered chiefly through two methods: a) workshops and conferences and b) local and regional technical assistance from pathway supervisors and other OSPI CTE staff and administrators. In delivering the workshops, OSPI partnered with the state's career and technical education organizations to host and staff annual and biannual conferences. OSPI staff, together with selected educators and partners, presented information on emerging, promising, and proven practices that improve the quality of technical education. Much of the focus of this information continued to be on integrating CTE with Washington's education reform initiative to ensure that technical courses were viable options for all students, and that they were adding value to the student's academic performance.

Workshop activities increasingly focused on the development, integration, and implementation of new program standards based on industry-defined skill standards. The CTE pathway supervisors also worked directly with CTE instructors to ensure the quality of local programs.

Postsecondary - Industry-based Professional Development grants were used to enable vocational faculty to engage in industry-based professional development activities to stay current with changes in industry and the workplace, including new technologies, skill requirements, training, and career development opportunities. (In 2004-05, 84 grants were awarded.)

Leadership funds were further used to support professional development through a statewide Support Staff Training, a Parent Educators Conference, professional-technical faculty skills standards and Workforce Deans' training.

Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education

Secondary - Based on the recently completed state CTE Program Standards, work continues on the development of model course/program frameworks which include industry-defined skill standards with a strong connection and emphasis to the state's academic standards. (*Essential Academic Learning Requirements-EALR*). The curriculum frameworks also include the technical content for each course along with industry-defined content for leadership and employability skills.

Curriculum frameworks were developed that integrate the EALRs; mastery of which is required for all students, and lead to the skills required by industry. More recently, the curriculum frameworks are being revised to include the Grade Level Expectations that will define the specific academic content to be included at a particular grade level in each CTE course. Work is currently underway on model frameworks which will provide school districts with a model that can be used for cross crediting of core academic courses.

Postsecondary - Thirteen (13) colleges applied for and were awarded funds for adaptation or duplication of Best Practices designed to support vocational technical education programs that integrate and strengthen academics and vocational components through curriculum development. Eleven (11) colleges applied for and were awarded funds for adaptation or duplication of Best Practices designed to support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards. Five (5) colleges were awarded funds for adaptation or duplication of Best Practices designed to integrate and strengthen basic educational skills.

Providing preparation for nontraditional training and employment

Secondary - In 2004-05, OSPI required all districts to dedicate at least two percent of their basic grant allocation to support nontraditional training and employment. The following statewide activities were also conducted:

- The “Expanding Your Horizons” (EYH) project assisted districts in identifying additional resources to support programs which encourage students to enter nontraditional courses of study.
- Four Skills Center summer school technology programs were funded for nontraditional students.
- Tech Guides were funded to assist school districts in identifying additional resources to assist in their nontraditional work.

Postsecondary – During 2004-05 the State Board released non-traditional funds to the colleges on a RFP basis, using replication of Best Practices. Four Best Practices were selected – all targeting middle and high school students, introducing them to the career options available for nontraditional high wage occupations.

An innovative college project produced a career information and recruitment tool for men in nursing. Male nurses and nursing students share experiences and career choices in a video. The video was shown on a public access channel reaching over 200,000 homes and distributed to high schools health associations, hospitals and others with a stake in increasing the number of males in nursing. Ten (10) projects were funded replicating one or more of the Best Practices targeting non-traditional enrollment and employment opportunities. The four projects selected for replication are outline below.

- **Project: Connections**

The Connections workshop is a day-long event focused towards encouraging young women to pursue non-traditional careers. Students participate in three hands-on sessions (organized by pathways), experiencing applications of skills required in non-traditional occupations such as: automotive technology, firefighting, web design, film directing, forensic science, and culinary arts. Student participants receive a “Participation Passport” to document their career exploration and can add it to their high school portfolio.

- **Project: Gifted Individuals Realizing Leadership Skills (G.I.R.L.S.)**

This is a four-day camp for non-traditional career exploration. During two or the days participants meet with local and regional professionals to explore non-traditional career paths and interests – fields like science, information technology, law enforcement, operating engineers, surveying, and GIS. They participate in career exploration using WOIS and CHOICE, matching their abilities, talents, traits, and education to careers. Other activities include reflection/journal writing, Holland’s personality test, self-awareness, learning styles, multiple intelligence, and the challenge course.

- **Project: The Road Less Graveled**

This day-long conference showcases local women employed in non-traditional careers. The workshop highlights careers in the trades as a means toward economic stability for women. Information and resources for employment, funding, training, and scholarship opportunities are included in this day of demonstrations and hands-on activities.

- **Project: Try-a-Trade/Try-a-Technology**

This is a one-day opportunity for high school students to learn about trades, technology, and non-traditional careers on the college campus. Students participate in hands-on activities, meet college instructors, explore trade and technology related programs, and learn about career opportunities in a variety of fields.

In addition to the ten (10) non-traditional Best Practices replications, Leadership funds were further used to support a College Women's Program workshop focusing on providing information on four hands-on non-traditional career tracks.

Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills

Secondary - OSPI actively supported close connections between career and technical education programs and the state's local and regional industry representatives. OSPI continued to emphasize a different role for local advisory committees. Their primary function is to assist schools in the development of work-based learning opportunities, career awareness and exploration activities, and other local implementation issues, and assist/advise the district in how to provide programs that meet the industry standards.

OSPI continued to work with the Association of Washington Business and with representatives from the Washington State Labor Council. OSPI's Special Assistant for Industry Partnerships to the State Superintendent of Public Instruction continued to develop, strengthen, and expand partnerships at the state, regional, and local levels between schools/education agencies, business, and labor organizations.

Postsecondary - Eleven (11) colleges applied for and were awarded funds for adaptation or duplication of Best Practices designed to support partnerships to improve vocational technical education programs.

Serving individuals in state institutions

Washington State sets aside 1% of the 10% leadership funds to serve individuals in state institutions. Employment Security/Offender Employment Services (OES) administers this particular fund and focuses on system change activities, targeting Institutionalized Services that will blend correctional issues and disability issues; projects that support high skills, high wage careers; and academic and professional development.

During fiscal year 2004-2005 OES funded six projects by initiating a Request for Proposal (RFP) to solicit proposals from individuals or organizations interested in providing vocational and educational services to offenders and disabled in state institutions.

The following list of projects which were designed to improve vocational education services for offender or "at risk" clients with learning challenges and learning barriers received funding during FY 2004.

Partners In Careers - delivered vocational on-the-job training, supplemental vocational education classes, and vocational support services to facilitate the transition of state and local offenders into employment. These services enhanced the programs at the Community Justice Center, Larch Corrections Center, Jail Work Center, Work Release, and the applicant organization's Employment Center by providing resources to assist state and local offenders whose vocational education needs leading to employment.

Pierce County Jail - helped pilot a vocational and on-the-job training program to provide participating inmates with the opportunity to learn responsibility, good work habits, and skills that would be used to find employment after their release from incarceration.

Thurston County Sheriff - this project enhanced the current GED program delivered at the jail, providing greater opportunity for jail students in the main facility and those transferred to alternative jail programs the ability to complete the GED. The new project also provided a computer-training element, which developed computer proficiency, a cognitive/behavioral program to build self-esteem and develop positive goals, a pre-employment skill building/transition program, and education and career

development. This program was also mirrored in the community and provided program continuation for the jail program.

Edmonds Community College at Monroe Correctional Center - supported the vocational education program for 135 students, by upgrading the GED preparation software and integrating core academic and vocational curriculum in the GED computer lab.

South Seattle Community College - enhanced the existing Life-Skills-to-Work program by providing tuition assistance for those moving into vocational training programs. This opportunity will create access to vocational programs and bridge opportunities for offenders who complete the Life-Skills-to-Work program.

Morningside - this agency served individuals with developmental disabilities who were placed in a voluntary Community Protection Program where they were provided with 24-hour line of sight supervision and treatment by a certified sex-offender therapist. This project provided curriculum materials for vocational exploration, work readiness and job search classes, plus 12 week paid work experience for participants with employers leading to paid employment.

Support for programs for special populations that lead to high skill, high wage careers

Postsecondary- Colleges applied for and were awarded funds for adaptation or duplication of Best Practices designed to specifically support programs for special populations that lead to high skill, high wage careers. Technology integration and on-line course offerings provided extended access to high wage career education, while modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Seven of the projects applied for were directed toward serving economically disadvantaged. Eleven projects targeted workforce training that incorporated basic skills instruction.

B. Permissible activities [Section 124]

Provide a brief summary of major initiatives and activities under one or more of the following areas under Section 124(c)(1-12) of the Act.

Secondary - Support of CTSOs

OSPI pathway supervisors served as the state advisors to the CTSOs funded in part with Perkins funds including FFA, DECA, VICA, FBLA, TSA and FCCLA. The pathway supervisors and other staff of the unit actively participated in the state conferences and many of the national conferences of these organizations. CTSO activities were closely aligned with the classroom activities of the state's secondary career and technical education programs in most districts. Pathway Supervisors supported the Career and Technical Student Organizations (CTSOs) associated with their pathways. This ensured that the activities of the CTSO also connected with the attainment of industry skills and the education requirements of the state.

Postsecondary - The colleges used funds for the enhancement of professional technical programs through curriculum development and redesign; integration of technology into instruction with Web-based course offerings; development of competency-based curriculum; and provision of internships and work-based learning opportunities. Special populations were served through counseling and advising and integration of ESL/ABE into professional technical course offerings.

- Technical assistance for eligible recipients; Best Practices grants allowed colleges to provide assistance through programs that were self-paced, competency-based, and work-based. Students were able to access classes adapted to their alternative learning schedules. Funds were used to target student retention, specifically focused toward the ESL and ABE student.

- Improvement of career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education decisions;
Eleven (11) colleges used the Best Practices Grants to improve recruitment and retention in professional technical programs.
- Establishment of agreements between secondary and post-secondary vocational and technical education programs in order to provide post-secondary education and training opportunities for students participating in such vocational and technical education programs, such as tech-prep programs;
There were increased opportunities for collaboration between secondary and post-secondary institutions, enabling students to earn dual credit for competencies gained through instruction in articulated secondary classes for credit in post-secondary programs. In 2004-05, 88,019 college credits were earned by the 14,100 participating Tech Prep students.
- Support for cooperative education;
An interactive web page for coop/internship students and employers was developed to help students and employers connect for a cooperative work experience and job placement.
- Support for vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;
Leadership funds were used to support the following professional-technical student organizations: Skills USA-VICA the vocational student leadership organization; WPAS, the agriculture student leadership organization; PHI BETA LAMBDA, emphasizing business leadership; and DELTA EPSILON CHI, the student leadership organization that emphasizes competency-based activities; two student Radiological Technologist organizations; the Teacher's of Tomorrow organization to provide Education Paraprofessional and Early Childhood Education leadership opportunities; a Student Nurse Association; Psi Beta, the National Psychology Honor Society, that provided leadership opportunities for human services students; and the Culinary Arts Chef's Club.

The Chef's club captured a gold medal in the American Culinary Federation's State Competition for Hot Foods and a bronze medal for the Knowledge Bowl in the Western Regional Competition. The two student Radiological Technologist organizations won the knowledge competition at the Washington State Radiological Technologists Conference.

- Support for vocational and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
Leadership funds were used to support the vocational student leadership organizations listed in the previous question. These leadership opportunities provided professional development and interactions with industry professionals.

Eleven (11) colleges applied for and were awarded funds for adaptation or duplication of Best Practices designed to support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards.

- Support for education and business partnerships;
All professional technical programs at the colleges seat an advisory committee comprised of industry employers and employees. Eleven (11) Best Practices grants were used to develop and improve business and industry partnerships with professional technical programs.
- Support to improve or develop new vocational and technical education courses;
Best Practices grant funds (13 grants), were used to improve and develop vocational technical courses. The colleges used funds for the enhancement of professional technical programs through

curriculum development and redesign; integration of technology into instruction with Web-based course offerings; development of competency-based curriculum; provision of internships and work-based learning opportunities; and modularization of courses to provide short-term training certificate options. Special populations were served through counseling and advising and integration of ESL/ABE into professional technical course offerings. Two particularly innovative projects responding to local and state workforce needs are the curriculum development of a nanotechnology degree and training for hospital support staff during hazardous materials or terrorism events.

- Providing vocational and technical education programs for adults and school dropouts to complete their secondary school education;
Best Practice grant funds were used to strengthen recruitment, admissions, and retention efforts for ESL/ABE/GED and high school completion students, teen parents, and returning adult students. One college developed a GED fast track program that can be replicated by the system.
- Providing assistance to students, who have participated in services and activities under this title, in finding an appropriate job and continuing their education;
An interactive web page for coop/internship students and employers was developed to help students and employers connect for a cooperative work experience and job placement.

III Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A. Provide a summary of the state's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

Secondary - The Office of the Superintendent of Public Instruction (OSPI) administered secondary career and technical education (CTE) programs in Washington State. CTE programs were offered in 238 school districts and 10 vocational skills centers.

Postsecondary - The Workforce Education Department of the State Board for Community and Technical Colleges distributes funds to Washington's thirty-four (34) community and technical colleges and twenty-two (22) Tech Prep consortia.

Attach the latest version of the local application used to fund eligible recipients (*See appendices for both secondary and postsecondary applications*)

IV Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies

<i>Indicator Code</i>	<i>Adjusted Performance</i>	<i>Edu Type</i>	<i>Actual Performance Level</i>
1P1	58.50	PostSecondary	62.45
1P2	58.50	PostSecondary	62.45
1S1	93.21	Secondary	93.13
1S2	89.46 93.21	Secondary	93.13
2P1	58.50	PostSecondary	62.45
2S1	93.21	Secondary	93.13
2S2	89.46 93.21	Secondary	93.13
3P1	72.94	PostSecondary	75.50
3P2	72.23	PostSecondary	75.21

3S1	72.08	Secondary	74.34
4P1	19.29	PostSecondary	21.34
4P2	18.63	PostSecondary	18.85
4S1	37.78	Secondary	39.01
4S2	31.55	Secondary	29.31

Analyze the state's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

Overall, between the secondary and postsecondary systems, Washington State met the Final Agreed upon Performance Levels (FAUPL) in 2004-05.

The secondary system included breakout sessions focused on performance measures during professional development conferences and quarterly meeting with the career and technical directors, and will continue to include sessions focused on their levels of performance in upcoming meetings. These sessions may have contributed to their success in meeting target level of performance in nontraditional enrollments.

The postsecondary system met or exceeded all of the performance measures. Factors contributing to this performance include an increased effort by the State Board for Community and Technical Colleges to share the performance results with the colleges. Those colleges not meeting the system target for non-traditional enrollments and completions submit an improvement plan, targeting their Perkins funds for the proposed improvement activities.

The State's six supplemental performance measure results are in the Appendices, following this narrative section.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

The secondary system did not meet the state's Final Agreed upon Performance Levels for Academic Attainment, or Non-traditional Completions.

1S1, 1S2, 2S1, and 2S2 – Academic Attainment, Skill Attainment, Completion, and Diploma – While the system target (93.21) was not met, there was improvement over last year's (from 91.53% to 93.13%). The improvement demonstrated between last year's performance and this year's can be partially attributed to the attention to education reform. These percentages are expected to continue to rise as the state meets the graduation requirements of No Child Left Behind legislation. Governor Gregoire's initiative, Washington Learns, is focused on improving graduation rates for secondary students, and reducing dropout rates.

4S2 – Nontraditional Completion – While the system target was not met, there was improvement over last year's (28.95% to 29.31%) OSPI staff members have improved tracking of nontraditional students by updating the crosswalk of nontraditional programs by CIP codes. The WTECB will convene a workgroup early in 2006 to align those CIPs used at the secondary level with those used by the

postsecondary system. This alignment will assist in tracking data, especially as we measure retention and transitions.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Analyze the state's performance results for special populations listed in Section 3(23) compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

Increased attention to accountability at the local levels and at the state level aligns with the increased focus on performance at the federal level may have had influence on the success of some of the special population subgroups in meeting targets. A more robust economy may have played a role in placement for some of the special populations.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Many of the special population subgroups are those traditionally harder to serve individuals, where there are more outside influences to the students' educational success, retention, and placement. Such things as family obligations, values, and mores have a significant influence on whether a student is able to stay in school, or must enter the workplace or stay home to care for other family members. As our population becomes more diverse, it will be increasingly important to share the performance results of these subgroups with the secondary districts and the postsecondary institutions, so they may better serve these students' needs.

C. Definitions

Provide the state's current definitions for the following terms. Underline all or portions of any definitions that have changed from the previous program year.

Vocational participant

Secondary

A student in grades 9-12 who is enrolled in a vocational program.

Postsecondary

A student enrolled at the institution in a vocational program and has enrolled with an Intent Code of F, G, H, J, or K (*see below*)

F Vocational Preparatory

G Vocational Preparatory, Applicant

H Vocational Apprentice

J Upgrading job skills (vocational supplemental)

K Vocational Home and Family Life

Vocational concentrator

Secondary

As Washington continues to improve its data systems, it will develop a workable definition of vocational concentrator. Until that occurs, Washington will continue to use the same definition as used for a vocational completer (see below.)

Postsecondary

As Washington continues to improve its data systems, it will develop a workable definition of vocational concentrator. Until that occurs, Washington will continue to use the same definition as used for a vocational completer (see below).

Vocational completer

Secondary

Student who has completed, with a D or better, 360 hours of instruction in a CIP identified vocational program.

Postsecondary

Completed a vocational program with an exit code 1-4, 9 or T (*see below*)

Exit Codes:

1. Associate Degree
2. Certificates of at least 90 credits or more, or 1,800 hours or more in length
3. Certificates of 45-89 credits, or 900 to 1,799 hours in length
4. Certificates of less than 45 credits, or 900 hours in length
9. Unique program completion for Worker Retraining, WorkFirst or completion of non-credit vocational program that leads to a certification (ex. MSCE, A+ CISCO, etc.)
- T. Associate in Applied Science (AAS-T Degree)

Or

Did not complete a vocational program, but when last enrolled had a student intent F (*Vocational Preparatory*), and did not return anywhere in the system in the following school year unless enrollment was exclusively life long learning.

Tech-Prep student

Secondary

A student in grades 9-12 enrolled in a vocational program where there is a formal Tech Prep articulation agreement in existence with a postsecondary institution.

Postsecondary

A Tech Prep student is one who received dual credit in the high school career and technical education cluster and then enrolled in a career and technical education postsecondary program in the same cluster or a related pathway.

D. Measurement Approaches

For each of the sub-indicators of performance, provide your measurement approach and definitions for the numerator and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year.

1S1 – Secondary Academic Attainment

Measurement approach: High School Graduation/Program Completion – Graduating from high school or completing a program (when graduation or completion is the same as attaining state- or program-defined academic standards)

Numerator: Number of vocational completers who have attained a high school diploma.

Denominator: Number of vocational completers who exited during the year.

1S2 – Secondary Technical Attainment

Measurement approach: High School Graduation/Program Completion – Graduating from high school or completing a program (when graduation or completion is the same as attaining state- or program-defined academic standards)

Numerator: Number of vocational completers who have attained a high school diploma.
Denominator: Number of vocational completers who exited during the year.

2S1 – Secondary High School Completion

Measurement approach: High school Graduation/Program Completion – Completion based on state requirements that may include passing state graduation qualification examination.

Numerator: Number of vocational completers who have attained a high school diploma.

Denominator: Number of vocational completers who exited during the year.

2S2 – Diploma Credential

Measurement approach: National/State Standards and Assessment Systems – Performance benchmarks on national or state standards and assessment systems using national or state-developed and standardized assessment instruments and assessment procedures.

Numerator: Number of vocational completers who have attained a high school diploma.

Denominator: Number of vocational completers who exited during the year.

3S1 – Secondary Placement

Measurement approach: Administrative Record Exchanges/Matching of Administrative Reports – Student records, UI wage records, US Department of Defense records, based on student identifiers.

Numerator: Number of vocational completers who have either employment reported in UI wage records, enrolled in higher education or enlistment in the military during the third post-exit quarter.

Denominator: Number of vocational completers who exited during the year.

4S1 Participation in Secondary Non-traditional Programs

Measurement approach: State/Local Administrative Data – reporting those students participating in non-traditional programs using information from local administrative data.

Numerator: Number of students in under-represented gender groups who enrolled in a non-traditional program.

Denominator: Number of students enrolled in a non-traditional program during the year.

4S2 – Secondary Non-traditional Completion

Measurement approach: State/Local Administrative Data – reporting those students completing non-traditional programs using information from local administrative data.

Numerator: Number of vocational completers in underrepresented gender groups who completed a non-traditional program.

Denominator: Number of vocational completers of non-traditional programs during the year.

5S1 – Earnings of Completers

Measurement approach: Administrative Record Exchanges/Matching

Median: Annualized earnings in the 3rd quarter after exit for those not in further education or training

5S2 – Employer Satisfaction with Completers

Measurement approach: State Developed and Administered Survey

Numerator: Number of employers satisfied with preparation of completers.

Denominator: Number of employers completing survey.

5S3 – Participant Satisfaction

Measurement approach: State Developed and Administered Survey

Numerator: Number of exiters satisfied with preparation and training.

Denominator: Number of participants completing survey.

1P1 – Postsecondary Academic Attainment

Measurement approach: Program Completion: completion of postsecondary programs (when graduation or completion is the same as attaining state- or program-defined academic standards).

Numerator: Number of vocational concentrators who have attained formal awards (a degree, certificate, apprentice-ship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA.

Denominator: Number of vocational concentrators who exited during the year.

1P2 – Postsecondary Technical Attainment

Measurement approach: Vocational/Technical Education Grade Point Average: Grade point average for all designated vocational/technical courses including integrated academic/vocational courses.

Numerator: Number of vocational concentrators who have attained formal awards (a degree, certificate, apprentice-ship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA.

Denominator: Number of vocational concentrators who exited during the year.

2P1 – Postsecondary Degree Credential

Measurement approach: State/Local Administrative Data – reporting those students receiving degrees and other types of credentials using information from local administrative data.

Numerator: Number of vocational concentrators who have attained formal awards (a degree, certificate, apprentice-ship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA.

Denominator: Number of vocational concentrators who exited during the year.

3P1 – Postsecondary Placement

Measurement approach: Administrative Record Exchanges – matching of administrative records – student records, UI wage records, U.S. Department of Defense records, based on student identifiers.

Numerator: Number of vocational concentrators who were either employed according to UI wage records, enrolled in higher education or in the military during the second post-exit quarter.

Denominator: Number of vocational concentrators who exited during the year.

3P2 – Postsecondary Retention

Measurement approach: Administrative Record Exchanges – matching of administrative records – student records, UI wage records, US Department of Defense records, based on student identifiers.

Numerator: Number of vocational concentrators who were either employed according to UI wage records, enrolled in higher education or in the military during the third post-exit quarter.

Denominator: Number of vocational concentrators who exited during the year.

4P1 – Postsecondary Non-traditional Participation

Measurement approach: State/Local Administrative Data – reporting those students participating in non-traditional programs using information from local administrative data.

Numerator: Number of students in underrepresented gender groups who enrolled in a non-traditional program.

Denominator: Number of vocational participants in non-traditional programs during the year.

4P2 – Postsecondary Non-traditional Completion

Measurement approach: State/Local Administrative Data – reporting those students participating in non-traditional programs using information from local administrative data.

Numerator: Number of vocational completers in underrepresented gender groups who enrolled in a non-traditional program.

Denominator: Number of vocational completers of non-traditional programs during the year.

5P1 – Earnings of Completers

Measurement approach: Administrative Record Exchanges/Matching

Median: Annualized earnings in the 3rd quarter after exit for those not in further education or training

5P2 – Employer Satisfaction with Completers

Measurement approach: State Developed and Administered Survey

Numerator: Number of employers satisfied with preparation of completers.

Denominator: Number of employers completing survey.

5P3 – Participant Satisfaction

Measurement approach: State Developed and Administered Survey

Numerator: Number of exiters satisfied with preparation and training.

Denominator: Number of participants completing survey.

E. Improvement Strategies

Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of the state's Perkins accountability data.

The changes made to the definition of a postsecondary Tech Prep student will enable us to more accurately identify and track those students who transition from a secondary Tech Prep program with dual credits into a postsecondary program in the same or a related pathway. This number is expected to be low, but it will reflect postsecondary students – rather than those students who are still in high school, earning Tech Prep college credits. This will provide us with a much more accurate and realistic base on which to measure improvement.

Sharing the secondary data results with the individual districts will increase the emphasis on data completeness and accuracy. The focus on accountability will also provide an impetus for improvement in the development of the districts' Perkins plans.

While social security numbers continue to be a barrier in this state, as disclosure remains voluntary, Washington has continued to experience increases in those willing to provide this information. These increases will enable us to more accurately track placement of our secondary and postsecondary students. Involvement in the Wage Record Interchange System pilot program for data sharing provides additional counts in placement of those students who leave our state and enter into further education or employment outside of Washington.

V. Monitoring Follow-up

If your state received a monitoring visit during the past program year, provide an update on corrective actions, if any, that your state was required to take, as well as any suggested improvement strategies that the state elected to complete.

In July 2005 Washington State received a monitoring visit. The OVAE follow-up letter identified two findings:

1. *In its FY 2003-2004 consolidated annual report (CAR), Washington did not include indicator-specific performance data for postsecondary tech-prep students.*

Corrective Action:

Resolution to this finding was addressed in our response to condition placed on our July 1, 2005 Perkins grant award. The state was not required to take further specific action to this finding.

2. *Washington's tech-prep data is not complete, accurate, or reliable, as required by the Perkins III legislation, and this appears to stem [sic] from the state's imprecise definitions for what constitutes a "tech-prep student" and a "tech-prep program."*

Corrective Action:

Washington must re-evaluate the definitions it uses to distinguish tech-prep students and programs in the state's accountability system. Performance data resulting from definitional changes must be reported in the state's CAR due to our office on December 31, 2006.

Washington State redefined its definition of a postsecondary tech-prep student in our Perkins 2005-06 Perkins Plan Revision, submitted August 11, 2005:

A Tech Prep student is one who received dual credit in the high school career and technical education cluster and then enrolled in a career and technical education postsecondary program in the same cluster or a related pathway.

OVAE staff provided improvement strategy suggestions, which have been shared among the systems' administrators, career and technical directors and councils, and tech-prep coordinators.

Program Administration

Strategy #1 suggested that Washington should consider directing more resources toward educational reform efforts, to assist local recipients to meet Perkins requirements to strengthen the academic skills of students and integrate academic and technical skill instruction.

This suggestion has moved forward to the Workforce Board for discussion on the alignment of Perkins funds with other resources to align the goals of Perkins with our state's strategic plan, *High Skills, High Wages*. Further action is expected this winter.

Strategy #3 suggested that Washington include performance results as an element in its monitoring systems and to use these measures to develop corrective actions that foster continuous improvement.

The secondary system has moved forward in its efforts to share performance standards with the individual school districts. This was an agenda item at the vocational directors fall meeting. The intention is to ensure districts are notified of the FAUPLs for 2005-06, and districts actual level of performance is shared. From there, districts will better be able to use their funds toward program improvement.

Program Finance

Strategy #2 suggested that Washington revise its 2006 Perkins FY budget to remove the amount indicated as secondary reserve, and move those funds to the total budgeted for secondary programs. This suggestion was completed.

Local Applications

Strategy #2 suggested that the state use a portion of any carryover funding available from previous grant awards to target specific priorities. Strategy #3 encouraged the state to refine its definition of "size, scope, and quality."

Suggested policy changes were drafted, following meetings with the secondary and postsecondary systems, and forwarded for consideration by the Workforce Board. Further consideration and action will be taken during an upcoming Board meeting.

Strategy # 4 suggested that the local applications be used as a basis for local monitoring, enabling the secondary and postsecondary systems to review implementation of a proposed activities by an education entity.

Both systems have made changes in their monitoring methods, basing review on their respective district or institutional Perkins plans.

Tech Prep

Strategy #2 suggested that the state develop a handbook of tech prep policies and procedures.

The Tech Prep directors have undertaken this task and a handbook. It will be used as a guide to assist new consortium directors or to provide operational procedures when questions arise. This book is under development, and may be completed by the end of this program year.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

If your state received a WIA Incentive Grant during the past program year, and used a portion of the funds for activities allowable under Perkins III, provide a summary of the results of those activities. If your state did not use a portion of the funds for Perkins-related activities, please indicate

Not applicable to Washington State in 2004-05.

APPENDICES

- State Accountability Measures
- Secondary Organizational Chart
- Postsecondary Organizational Chart
- Workforce Board Organizational Chart
- Secondary Perkins Plans
- Postsecondary Perkins Plan

Washington State Supplemental Performance Measures

At the time that core indicators were developed and targets negotiated in alignment with the 1998 Perkins Act, the Workforce Board adopted three additional indicators to submit to the U.S. Department of Education: Earnings, Employer and Participant Satisfaction.

In setting targets, the Board focused on improving performance in three areas: employer satisfaction, student earnings, and the number of completers of postsecondary vocational-technical education (in order to close the skills gap). The Board set ambitious performance targets for each of these three indicators.

A. Secondary Results for 2004-2005

- Earnings:** The median annualized earnings of completers during the third quarter after leaving high school, excluding individuals who are enrolled in further education (expressed in 2003 dollars).

The performance target for 2003-2004 was \$10,634. The results attained were \$10,238. The results are based on 3,006 students in the class of 2003-04 with valid social security numbers who were employed and not enrolled in further education.

Earnings results by gender and for special populations include:

Student Population	Annualized Earnings	Number of Students
Grand Total	\$10,238	3,006
Male	\$11,640	1,624
Female	\$ 9,018	1,382
American Indian or Alaska Native	\$10,822	75
Asian or Pacific Islander	\$10,616	160
Black, non-Hispanic	\$ 9,842	109
Hispanic	\$10,677	262
White non-Hispanic	\$10,158	2,397
Unknown/Other	\$ 8,073	3
Individuals with Disabilities	\$10,603	239
Economically Disadvantaged	\$10,907	700
Nontraditional Enrollees	\$10,255	359
Male Nontraditional	\$11,676	229
Female Nontraditional	\$ 9,042	130
Limited English Proficient	\$13,679	59
Tech Prep	\$10,397	1,701

- Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed secondary vocational education as evidenced by survey responses to a biennial survey.

This result is measured every other year in odd-numbered years. The most recent results, from the 2005 employer survey, are 87.4 percent satisfaction, compared with a target of 84.5 percent. Results are based on the responses of 283 employers.

3. **Participant Satisfaction:** The percentage of participants who report satisfaction with secondary vocational-technical education as evidenced by survey responses.

This result is measured every other year in even-numbered years. The most recent results, from the 2002 participant survey, are 95.7 percent satisfaction, compared with a target of 95.0 percent. Results are based on the responses of 1,654 secondary students. The next observation to be made in this series will be for the class of 2003-04, with results available in 2006.

B. Postsecondary Results for 2004-2005

1. **Earnings:** The median annualized earnings of completers during the third quarter after leaving college, excluding individuals who are enrolled in further education (expressed in 2003 dollars).

The performance target for 2004-2005 was \$22,069. The results attained were \$21,958. The results are based on 24,501 students in the class of 2003-04 with valid social security numbers who were employed and not enrolled in further education.

Earnings results by gender and for special populations include:

Student Population	Annualized Earnings	Number of Students
Grand Total	\$22,069	24,501
Male	\$25,199	11,115
Female	\$19,784	13,121
American Indian or Alaska Native	\$19,950	407
Asian or Pacific Islander	\$23,430	1,794
Black, non-Hispanic	\$19,451	1,347
Hispanic	\$20,783	1,502
White non-Hispanic	\$22,219	17,348
Unknown/Other	\$22,506	2,103
Individuals with Disabilities	\$16,329	1,236
Economically Disadvantaged	\$18,849	7,067
Nontraditional Enrollees	\$22,474	2,891
Male Nontraditional	\$23,159	1,120
Female Nontraditional	\$19,489	1,771
Other Educational Barriers	\$16,768	2,876
Limited English Proficient	\$17,117	690

- 2. Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed postsecondary vocational education as evidenced by survey responses to a biennial survey.

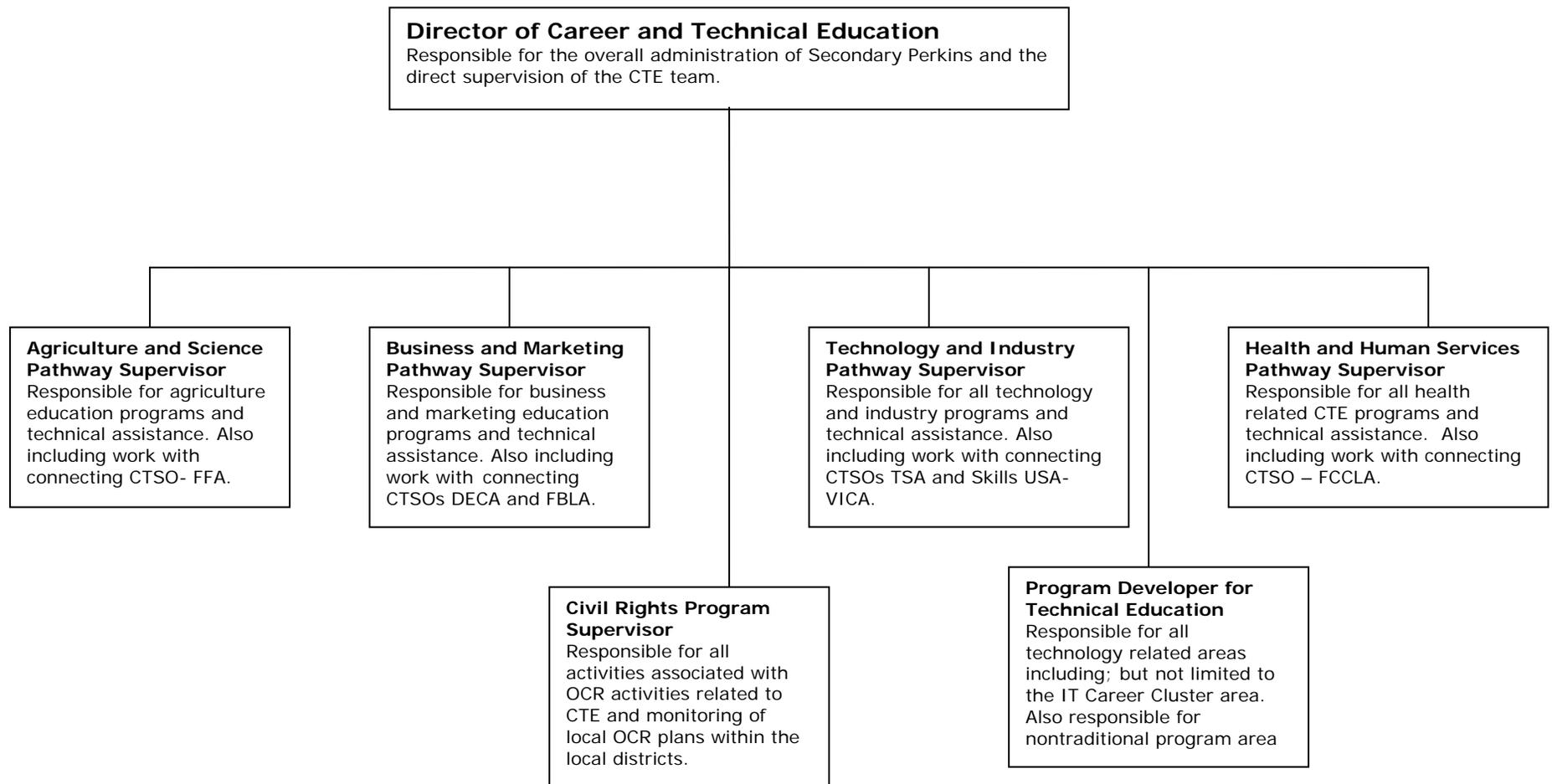
This result is measured every other year in odd-numbered years. The most recent results, from the 2005 employer survey, are 91.2 percent satisfaction, compared with a target of 90.0 percent. Results are based on the responses of 257 employers.

- 3. Participant Satisfaction:** The percentage of participants who report satisfaction with postsecondary vocational-technical education as evidenced by survey responses.

This result is measured every other year in even-numbered years. The most recent results, from the 2002 participant survey, are 87.2 percent satisfaction, compared with a target of 91.0 percent.

Results are based on the responses of 1,650 postsecondary students. The next observation to be made in this series will be for the class of 2003-04, with results available in 2006.

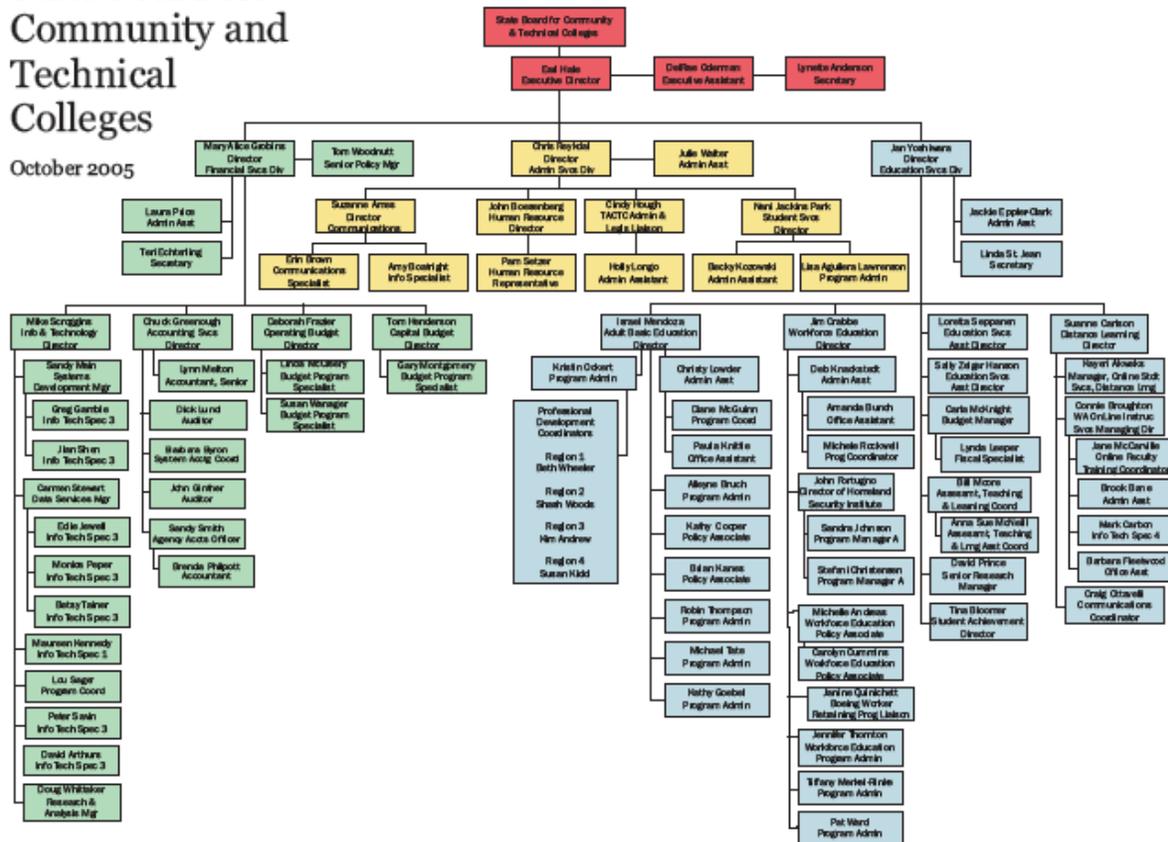
Secondary System's Organizational Chart



Postsecondary Organizational Chart

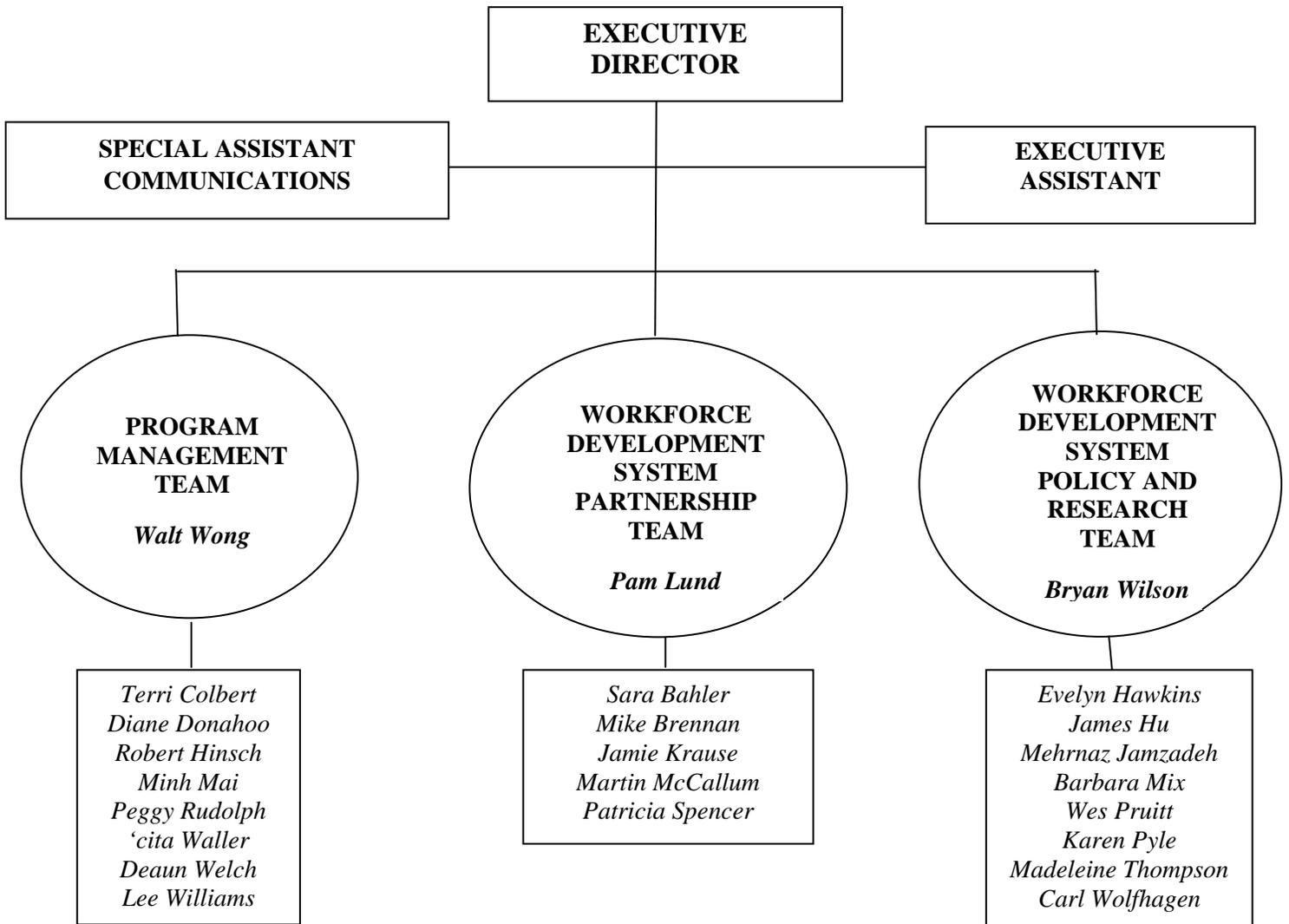
State Board for
Community and
Technical
Colleges

October 2005



Workforce Training and Education Coordinating Board

Organizational Chart



Secondary Perkins Applications

Perkins (Consortium Package) - Part 1

County District	ESD	District Name School District	County
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2005-06 Perkins (Consortium Application)

ALERT! DO NOT PASTE ANY SPECIAL FORMATTING FROM A WORD DOCUMENT INTO THIS WEB FORM.

We strongly suggest you use Word for typing lengthy narrative content and then copy and paste the content into this web form. However, creating tables in word, bolding fonts in word or performing a copy/paste of several pages from the word document into the web form will cause an error message.

The proper method is to copy and paste **plain text only** from the word document into the narrative text block on this web form then save immediately. After saving, go back to the word document select another section, paste into the web form and save. Continue this process for all narratives.

Submission Notes:

ALERT! In order to receive funds for 2005-06 under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins 3), districts must submit an application that describes how the district will carry out the requirements of the Act and, in particular, Sections 134 and 135 of the Act.

Districts wishing to apply for these funds, must complete this application by providing responses to all ten sections of the application.



All districts offering approved vocational-technical education programs, including those not receiving Perkins 3 funds, are required to maintain local program inventories on file. This information includes the specific programs offered, type of student leadership used, advisory committee minutes and membership, and goals/objectives for program improvement.

ALERT! If you are requesting a waiver of the consortium requirements (for districts receiving less than a \$15,000 allocation), please complete the waiver form at the bottom of this application.

For technical assistance, please contact:

Rod Duckworth, Director
Career and Technical Education

OSPI
Old Capitol Building
PO Box 47200
360-725-6242

Email to: Rod Duckworth

Allocation Amount

Allocations:

Place the allocation amount in the field below:

Check the appropriate line(s) below:

Allocation amount is less than \$15,000 and district is requesting a waiver of minimum grant criteria (for federal funds only).

District is in consortium.

District is not applying for Perkins 3 funds.

1a. REQUIRED USES OF THE FUNDS

Provide an approximate dollar amount and brief description of how Perkins 3 funds will be used to support the following "required" uses of the funds. If you do not plan to use Perkins 3 funds for a particular category, please briefly describe how the district is meeting this requirement, and the estimated amount of state or other funds that will be used to support this activity. Narrative in other sections of this plan should support the intended expenditures.

1.A1Strengthen academic, vocational, and technical skills of students through integration of academic, vocational, and technical programs.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Your description for this question will be provided as a response to question 3a of the application.

Provide an approximate dollar amount and brief description of how Perkins 3 funds will be used to support the following "required" uses of the funds. If you do not plan to use Perkins 3 funds for a particular category, please briefly describe how the district is meeting this requirement, and the estimated amount of state or other funds that will be used to support this activity. Narrative in other sections of this plan should support the intended expenditures.

1.A2Provide programs that address all aspects of an industry.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Your description for this question will be provided as a response to question 3b of the application.

Provide an approximate dollar amount and brief description of how Perkins 3 funds will be used to support the following "required" uses of the funds. If you do not plan to use Perkins 3 funds for a

particular category, please briefly describe how the district is meeting this requirement, and the estimated amount of state or other funds that will be used to support this activity. Narrative in other sections of this plan should support the intended expenditures.

1.A3Develop, improve, and expand the use of technology (may include professional development), providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is meeting this requirement and the estimated amount of state and/or other funds that will be used to support this activity.

1.A4Provide professional development programs for teachers, administrators, and counselors including inservice and preservice, and practices to involve parents and the community.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Your description for this question will be provided as a response to question 4 and 10 of the application.

1.A5Evaluate programs and assess how special populations are being served.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Your description for this question will be provided as a response to question 7, 8 and 9 of the application.

1.A6Develop and upgrade programs.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is meeting this requirement and the estimated amount of state and/or other funds that will be used to support this activity.

1.A7Provide services and activities that are of sufficient size, scope, and quatlity to be effective.	Amount of Perkins 3 Funds	Estimate of State Funds
	<input type="text"/>	<input type="text"/>

Your description for this question will be provided as a response to question 5 of the application.

1.A8Link secondary and postsecondary education including Tech Prep.	Amount of Perkins 3 Funds	Estimate of State Funds
	0	

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is meeting this requirement and the estimated amount of state and/or other funds that will be used to support this activity.

Total: anticipated expenditure of required uses of funds.	Amount of Perkins 3 Funds	Estimate of State Funds

REQUIRED AND PERMISSIVE USES OF THE FUNDS (Section 134, B, 1 and Section 35)

1b. PERMISSIVE USES OF THE FUNDS

Describe how the district will use Perkins 3 funds to support the following "permissive" uses of the funds. Indicate the approximate dollar amount to be expended in each category. If you do not plan to use Perkins 3 funds for a particular category, please briefly describe how the district is performing this activity. Narrative in other sections of this plan should support the intended expenditures.

1.B1Involve parents, businesses, and labor organizations in planning, implementing, and evaluating vocational-technical programs.	Amount of Perkins 3 Funds

1.B1Involve parents, businesses, and labor organizations in planning, implementing, and evaluating vocational-technical programs.

Your description for this question will be provided as a response to question 4 of the application.

1.B2Provide career guidance and academic counseling.	Amount of Perkins 3 Funds

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B3Provide work-related experiences	Amount of Perkins 3 Funds

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B4Provide programs for special populations	Amount of Perkins 3 Funds
	<input type="text"/>

Your description for this question will be provided as a response to question 7, 8, and 9 of the application.

1.B5Support local business and education partnerships.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B6Assist vocational student organizations.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B7Provide mentoring and support services.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B8Lease, purchase, and upgrade equipment.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B9Provide initial teacher preparation, including that for teacher candidates from business and industry.	Amount of Perkins 3 Funds
	<input type="text"/>

Your description for this question will be provided as a response to question 10 of the application.

1.B10Develop and improve curriculum.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B11Support family and consumer sciences education.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B12Provide programs for adults and school dropouts to complete secondary education.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B13Provide services for placement in employment and further education.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

1.B14 Support nontraditional training and employment.	Amount of Perkins 3 Funds
	<input type="text"/>

Districts must dedicate at least 2% of the total allocation amount to support nontraditional training and employment.

Your description for this question will be provided as a response to question 9 of the application.

1.B15 Other Activities consistent with the purpose of the Act.	Amount of Perkins 3 Funds
	<input type="text"/>

Describe how Perkins 3 funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

Total Funds for Required Uses	Total Funds for Permissive Uses	Total of Required and Permissive Uses Grand Total	Total Allocation This figure must match the total of Required and Permissive Uses of Funds at left.
0	0	0	0

Last Modified By: On:

Form Number: iG214

Perkins (Consortium Package) - Part 2

County District	ESD	District Name	County
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2. STATE LEVELS OF PERFORMANCE (Section 134, b, 2)

Provide a response for each sub-part below.

Describe how the district will use Perkins funds and local program activities to meet the state-defined Adjusted Performance Level (percentages) assigned to each indicator.

A. Increase student attainment of challenging state academic and vocational/technical skills proficiencies so that at least 93.21% of the districts students graduate from high school.

B. Increase attainment of a high school diploma or its equivalent or a proficiency credential to at least 93.21% of the districts students graduate from high school.

C. Increase placement in postsecondary education, military service, or employment to at least 72.08% of the districts graduating students as determined by post-high

school placement data.

D. Increase enrollment in the districts nontraditional training and employment programs to 37.78% and completion of the district's nontraditional training and employment programs to 31.55% as determined by enrollment and completion data.

3a. IMPROVE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS ENROLLED IN VOCATIONAL-TECHNICAL EDUCATION PROGRAMS (Section 134, b, 3A)

Describe how the district will improve the academic and technical skills of students participating in vocational-technical education programs by strengthening the academic and vocational-technical components of such programs through the integration of academics with vocational-technical education programs through a coherent sequence of courses to ensure learning in the core academic and vocational-technical subjects.

3b. ALL ASPECTS OF AN INDUSTRY (Section 134, b, 3B)

Describe how the district will provide students with strong experience in, and understanding of, all aspects of an industry (i.e., industry skill standards, certifications, career progression, and management).

3c. ACADEMIC PROFICIENCIES (Section 134, b, 3C)

Describe how the district will ensure that students who participate in vocational-technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

4. INVOLVING OTHERS (Section 134, b, 4)

Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members) are involved in the development, implementation, and evaluation of vocational-technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act.

Perkins (Consortium Package) - Part 3

County District	ESD	District Name	County
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5. Assurances

Districts planning to offer vocational-technical programs in secondary schools must, as an operational requisite, do so in conformity with the State Plan for Vocational-Technical Education (WAC 180-58-055[7]). The following assurances provide evidence that the district will offer programs consistent with the state and federal law.

Instructions:

-
- Review the assurance statements.
- Please key in the requested names of school officials and the dates on which they have signed a printed copy of the assurances section.

Typed name of superintendent

Date printed copy was signed

Typed name of board chair

Date printed copy was signed

Typed name of vocational director/administrator

Date printed copy was signed

Typed name of general advisory chair

Date printed copy was signed

ALERT! Place the hard copy of the printed, signed, and dated assurance section in district files for monitoring/auditing purposes.

6. IMPROVEMENT OF QUALITY (Section 134, b, 6)

Describe the process that will be used to independently evaluate and continuously improve the performance of the district's vocational-technical education program.

7a. SPECIAL POPULATIONS (Section 134, b, 7A)

Describe how the district will review vocational-technical education programs to identify and adopt

strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in, the programs for special populations.

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

7b. SPECIAL POPULATIONS (Section 134, b, 7B)

Describe how the district will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (The Performance Indicators are listed in question #2 of this application.)

8. SPECIAL POPULATIONS (Section 134, b, 8)

Describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.

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

9. PREPARATION FOR NONTRADITIONAL TRAINING AND EMPLOYMENT (Section 134, b, 9)

Describe how the district will promote preparation for non-traditional training and employment.

Note: Please refer to the References for suggestions on strategies/activities to consider when responding to this section.

10. PROFESSIONAL DEVELOPMENT (SECTION 134, B, 10)

Describe how the district will provide comprehensive professional development to teachers, counselors, and administrators including:

- Inservice and preservice training in state-of-the art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;

- Support of education programs for teachers of vocational and technical education and others who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- Internship programs that provide business experience to teachers; and
- Programs designed to train teachers specifically in the use and application of technology.

WAIVER REQUEST FORM
Carl D. Perkins Vocational and Technical Education Act of 1998

(Required of districts receiving less than \$15,000 allocations and not participating in a consortium).

Districts shall not receive an allocation of Perkins 3 grant funds unless the amount of the allocation is greater than \$15,000. A school district shall receive a waiver of this requirement if it is located in a rural, sparsely populated area or is a public charter school operating secondary vocational-technical education programs, and is unable to participate in a consortium. Districts are encouraged to participate in a consortium when the allocation is below \$15,000. If you wish to request a waiver, please answer the following questions and provide descriptions as necessary.

Yes No **1. Is the district in a rural, sparsely populated area (225 or fewer students in grades 9-12)?**

Yes No **2. Is the district a charter school operating secondary vocational-technical education programs?**

3. Describe why it is not feasible for the district to participate in a consortium with other districts for the use of Perkins funds.

Yes No **4. Has the district been in a consortium that can no longer meet the needs of the district's vocational program?**

Describe why the consortium no longer meets the district's vocational program needs.

Assurances

1. Signed assurances from Section #5 of the federal funding application have been previously submitted as part of the district's application for Perkins 3 funds.
2. Members of the consortium are not granted the amount that each would have received as their

original allocation.

Name of Vocational Director/Administrator and Date

(Example John Smith 6/26/05)

Name of vocational director/administrator and date on which a hard copy of the waiver form was signed (hard copy to be kept in district files). See information below about how to create a printed copy of the waiver form and application.

Consortium Requirements

1. The consortium consists of two or more school districts that join together to provide vocational programs and services to secondary students (grades 9-12) and meet the \$15,000 criteria.
2. One school district acts as the fiscal agent for the other members of the consortium.
3. Each district in the consortium must complete and submit a Perkins application. A single district application for all districts in a consortium is not acceptable.
4. Funds made available under the grant are used to provide vocational programs that are of such size, scope, and quality as to be effective.

Last Modified By: On:

Form Number: i

Postsecondary Perkins Plan Template

2005-06 Perkins Plan

Section 1

Improve Academic and Technical Skills

Describe how you will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic and vocational and technical subjects.

- Indicator 1** *Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.*
- Indicator 2** *Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.*
- Indicator 3** *Activities will improve the percent of non-traditional students participating in non-traditional programs.*
- Indicator 4** *Activities will improve the percent of non-traditional completers in non-traditional programs.*

2005-06 Perkins Plan

Section 2

All Aspects of an Industry

Describe how you will provide students with strong experience in and an understanding of all aspects of an industry, such as industry skills standards, certifications, career progression, and management.

- Indicator 1** *Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.*
- Indicator 2** *Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.*
- Indicator 3** *Activities will improve the percent of non-traditional students participating in non-traditional programs.*
- Indicator 4** *Activities will improve the percent of non-traditional completers in non-traditional programs.*

Section 3

2005-06 Perkins Plan

Academic Proficiencies

Describe how you will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

- Indicator 1** *Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.*
- Indicator 2** *Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.*
- Indicator 3** *Activities will improve the percent of non-traditional students participating in non-traditional programs.*
- Indicator 4** *Activities will improve the percent of non-traditional completers in non-traditional programs.*

2005-06 Perkins Plan

Section 4

Involving Others

Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this Act. Include how such individuals and entities are effectively informed about and assisted in understanding the requirements of this Act.

- Indicator 1** *Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.*
- Indicator 2** *Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.*
- Indicator 3** *Activities will improve the percent of non-traditional students participating in non-traditional programs.*
- Indicator 4** *Activities will improve the percent of non-traditional completers in non-traditional programs.*

2005-06 Perkins Plan

Section 5

Improvement of Quality

Describe the process that will be used to independently evaluate and continuously improve program performance and student learning.

- Indicator 1** *Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.*
- Indicator 2** *Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.*
- Indicator 3** *Activities will improve the percent of non-traditional students participating in non-traditional programs.*
- Indicator 4** *Activities will improve the percent of non-traditional completers in non-traditional programs.*

2005-06 Perkins Plan

Section 6

Special Populations

Special population students include: displaced homemakers, single parents, single pregnant women, non-traditional students, limited English proficient, disabled, and economically and academically disadvantaged.

(A) Program Assessment Process

Describe how vocational and technical education programs will be reviewed to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

(B) Retention Strategies

Describe retention strategies designed to enable special population students to succeed in vocational and technical education programs.

(C) Non-discrimination Efforts

Describe how you will ensure that members of special populations will not be discriminated against on the basis of their status as members of the special population.

(D) Non-traditional Training

Describe how non-traditional training and employment will be promoted.

(E) Student Tracking System

Describe how you will monitor the progress of special populations participating in vocational and technical education programs.

Special Populations

Special population students include: displaced homemakers, single parents, single pregnant women, non-traditional students, limited English proficient, disabled, and economically and academically disadvantaged.

(F) ABE and Student Services

Describe how Perkins funds will be used with ABE and student services resources to provide service to students with disabilities.

- Indicator 1** *Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.*
- Indicator 2** *Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.*
- Indicator 3** *Activities will improve the percent of non-traditional students participating in non-traditional programs.*
- Indicator 4** *Activities will improve the percent of non-traditional completers in non-traditional programs.*

2005-06 Perkins Plan

Section 7

Professional Development

Describe how you will provide professional development programs to teachers, counselors, and administrators, including each of the following:

(A) In-service and Pre-service

In-service and pre-service training in state-of-the-art vocational and technical education programs, techniques in effective teaching skills, and in effective practices to improve community involvement.

(B) Opportunities to Stay Current

Support of education programs for teachers and others involved in direct delivery of vocational technical education to ensure that such teachers and personnel stay current with all aspects of an industry.

(C) Internship Programs

Internship programs that provide business experience to teachers.

(D) Technology Training

Programs designed to train teachers specifically in the use and application of technology.

- Indicator 1** Activities will improve the number of successful program completers who leave the program with the relevant educational or skill credentials.
- Indicator 2** Activities will improve the percentage of former vocational technical education participants who become employed or enroll for further education.
- Indicator 3** Activities will improve the percent of non-traditional students participating in non-traditional programs.
- Indicator 4** Activities will improve the percent of non-traditional completers in non-traditional programs

ACCOUNTABILITY TABLES
