

**2006-07 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 2007

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 are listed below.

Building Partnerships – The department helps build regional and statewide partnerships between colleges and companies, labor organizations, and industry associations. The department works closely with the Association of Washington Business to link colleges with businesses throughout the state. The Association of Washington Business and the department operate a joint website, WorkforceCollege.com that links businesses with training programs at colleges all over the state.

Economic Development - The focus of the department for the past several years has been on the role of workforce education in economic development. The department works to provide resources and incentives to colleges to work with key strategic industries to build strong regional economies.

Integrated Programs for Low-Income Students – Working with the Adult Basic Education Department and other organizations, Workforce Education Department staff are working to help colleges become more effective in serving low-income students who are struggling to balance home, work and education. The department provides incentives, technical assistance and information on best practices that can ensure that college programs make available the integrated services that help low-income students complete programs and find family wage careers.

Program Approval – The Department also oversees the professional-technical program approval process for the creation of new programs at colleges, offers incentive funding to colleges to start-up new programs in high demand fields. Working with the Workforce Education Council, the association of workforce education deans and directors, the Department works to provide training in analyzing the viability of existing programs.

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 (projects-based grants, high demand grants, and Centers of Excellence grants); Customized Training (businesses expanding in or re-locating to Washington State); the Homeland Security Institute (emergency responders cross-discipline training and training support systems); 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 – The Office of the Superintendent of Public Instruction (OSPI) administered secondary career and technical education (CTE) programs in Washington State. A total of 174 school districts and 10 vocational skills centers applied and received Perkins funding. All

secondary CTE programs/courses were organized into four program areas: Business and Marketing, Technology and Industry, Health and Human Services, and Agriculture/Science. More than 220 courses/programs were represented within these four pathway areas. All CTE programs were approved by OSPI and taught by a certified CTE instructor.

Postsecondary - Tech Prep provides occupational pathways for students by preparing them for technologically advanced careers and postsecondary education by emphasizing strong academic, technical, problem-solving, and critical-thinking skills. Tech Prep prepares students for the world of work and helps maintain a quality life in a changing society.

In recent years, the community and technical college system has developed 12 Centers of Excellence, each housed at a college that has demonstrated statewide 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 are required to:

- 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
- Highline Community College – Center of Excellence for International Trade, Transportation and Logistics
- 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 funds by submitting an 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 activities and a completed budget form.

Postsecondary – Seven (7) grants were awarded to colleges that adapted Best Practices designed to identify and develop assessment projects. The State Board for Community and Technical Colleges’ staff conduct on-site reviews of programs funded through Perkins and Tech Prep on a cyclic triennial schedule.

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. During the summer and fall of 2006, OSPI began collecting sample frameworks from the local districts for posting to the CTE website. Based on these standards, work continues on the development of model course/program frameworks which emphasize the use of technology. The technology address in the model framework is based on the appropriate business or industry application.

Due to the high demand in the workforce and the future prospect of retiring highly educated math and science employees of the baby boomer generation, in 2006-07 Washington State Legislature mandated the creation of an OSPI position to explore opportunities in science, technology, engineering, and mathematics (STEM) related careers. One of the key responsibilities of this position will be to collaborate directly with community and technical colleges, four-year institutions of higher education, professional organizations, and the Workforce Training and Education Coordinating Board to implement research-based outreach programs that attract middle and high school students to careers in STEM.

In addition, the Legislature mandated OSPI to staff a director at the state level to establish a statewide accountability plan in which school districts should be required to use a recommended curriculum of integrated career and technical education and college readiness. The State Superintendent of Public Instruction, Dr. Terry Bergeson, staffed the position as an Assistant Superintendent of Career and College Readiness.

Postsecondary - In 2006-07, eight (8) 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. Six of those grants were for replication of best practices approved for replication by the system and two were for innovative approaches toward meeting the needs of the entire system.

Nine (9) projects were awarded funds for adaptation or duplication of Best Practices designed to develop, improve, or expand the use of technology in vocational technical programs. Six of those grants were for replication of best practices approved for replication by the system and three 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 vocational/academic instructors was delivered chiefly through two methods: 1) workshops and conferences; and 2) 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 and agencies to host and staff annual and bi-annual 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 the program standards, based on industry-defined skills standards. The CTE program supervisors also worked directly with CTE instructors to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE program office at OSPI coordinates with the Washington Association of Career and Technical Education Administration (WAVA), and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary education.

The WA ACTE summer conference is held every August to provide professional development for all CTE directors/teachers in the State and draws an average of 600 participants. The conference provides leadership for all activity to help teachers to incorporate struggling students in CTE 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 2006-07, 112 grants were awarded.)

Leadership funds were further used to support professional development through a statewide Workforce Support Staff Training, a Parent Educators Conference, Workforce Deans’ training,

and training for new career and technical education instructors. Additionally, five Best Practice projects providing faculty development were funded.

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 CTE Program Standards, work continued 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 – EALRs). The curriculum frameworks also include the technical content for each course along with industry-defined content for leadership and employability skills. To further assist local districts in this process, OSPI has begun to collect sample frameworks from the local districts for posting to the CTE website.

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. During the 2006 Legislative session, a bill was passed that further encouraged districts to develop policy on the development of CTE courses that could be cross-credited. Every new course goes through a re-approval process using an electronic application; it is completed with inclusion of the standards in areas where OSPI specifically asks for frameworks.

Postsecondary - Fifteen (15) projects were awarded funds for innovation, adaptation or duplication of Best Practices designed to support vocational technical education programs that integrate and strengthen academics and vocational components through curriculum development. Thirteen (13) projects were awarded funds for innovation, 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.

Providing preparation for nontraditional training and employment

Secondary – In 2006-07, OSPI required all districts to dedicate at least two percent of their basic grant allocation to support nontraditional training and employment.

The “Expanding Your Horizons” gateway project assisted districts in identifying additional resources and funding to support local programs which encourage students to enter nontraditional courses of study.

Districts throughout Washington State have been very creative in exposing nontraditional training and employment to students in engineering, graphic arts, and health occupations. In many of Washington’s school districts, females enrolled in the engineering and graphic arts programs and males enrolled in the nursing and early childhood programs. All nontraditional programs ranged from 50-75 percent male/female. Another example is the clinical and scientific investigation (CSI) class offered to female students in the Puget Sound area.

In partnership with the Washington Tech Prep Directors Association, the creation of an online statewide site to identify nontraditional programs and resources, organized by career pathway, was funded.

Postsecondary – During 2006-07 the State Board released nontraditional funds to the colleges on a RFP basis and funded twenty-three (23) projects. Seven Best Practices were selected for system replication and colleges also had the option to develop an innovative project to improve performance in recruitment, retention and success of students in nontraditional occupations. In addition, Leadership funds were further used to support a College Women’s Program workshop focusing on providing information on nontraditional career tracks and for four (4) additional nontraditional career focused projects. The seven projects selected for replication are outline below.

Project: Connections

The Connections workshop is a day-long event focused towards encouraging young women to pursue nontraditional careers. Students participate in three hands-on sessions (organized by pathways), experiencing applications of skills required in nontraditional 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 nontraditional career exploration. During two or the days participants meet with local and regional professionals to explore nontraditional 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 nontraditional 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 nontraditional careers on the college campus. Students participate in hands-on activities, meet college instructors, explore trade and technology related programs, and learn about career opportunities in a variety of fields.

Project: Increased Training Access for Women Pursuing Careers in Manufacturing, Construction, and Engineering Using Web Technology and Presentation

This is an education-industry partnership that connected manufacturing, construction, and engineering technology with the career goals of high school and community and technical college women via presentation and technology. Successful women industry leaders targeted high school math and science classes and areas serving high concentrations of women (women’s

centers, apprenticeship programs, multi-cultural and counseling centers) to receive career awareness training. In addition, an excellent website was created and was linked to the participating high school career centers and to the community and technical college career employment centers, multi-cultural and women's centers and advising and counseling centers. The goal was to increase the numbers of females training into high wage high demand jobs.

Project: Recruitment Tool: Using Video in Nontraditional Recruitment

A marketing and recruitment DVD was developed to aim at a male audience that underscores the significant benefits to choosing nursing as a career. The DVD uses interviews with male nurses, administrators, and students to counter misperceptions that nursing is not a suitable profession for men. In the original project, was shown on local access television and DVDs were distributed to nursing schools, hospitals, legislators, health associations, high schools, and other individuals with a key stake in increasing the number of males in nursing. The project demonstrated the importance of using the students' and graduates' own voices in spreading the message as well as the importance of using technology in recruitment/outreach

Project: Recruitment Tool: Men in Nursing Calendar

A sixteen month calendar that highlights men in nursing and demonstrating rewarding careers and home lives by using Community and Technical College nursing graduates. Pictures of adventurous activities that the men engage in outside of their nursing career create a more contemporary view of men in nursing. The calendars were distributed to high school and college educational counselors to use as a counseling/recruiting tool.

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.

Postsecondary - Two 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

Offender Employment Services – In Washington State, to insure that the state provides services for individuals in institutions, the Workforce Training Education Coordination Board (WTECB) provides 1 percent of the leadership funds to serve individuals in state institutions and to explore a more coherent and integrated system for vocational training. Employment Security Department/ 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 Program Year 2006-2007 OES funded five projects by initiating a request for concept proposals for implementing “best practices” in order to solicit proposals from individuals or organizations interested in providing vocational and educational services to offenders and disabled individuals 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:

- Pacific Mountain Workforce Development Council. This was a replication and enhancement of a previous Perkins project providing services in the Thurston County Jail and to expand services to Mason County Jail, Pacific and Grays Harbor County. This project enhanced the GED program and provided increased educational certifications of inmates and those in jail and alternative sentencing programs. The project also provided a computer-training element, which developed participant 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 and access for the jail programs, those releasing from jail and community offenders. Pacific and Grays Harbor County councils are evaluating the program results to provide funding for the program.
- Harbor High School Learning Intensive Fast Track (LIFT) was funded the previous program year and was again a successful funding recipient. LIFT is a program within the Aberdeen School District’s alternative high school for students involved with the justice system, teen parents and those impacted with learning challenges and limited access, ability or motivation to complete their secondary education. This program provided early intervention to decrease the dropout rate, break the cycle of low academic achievement, incarceration, economic deprivation and substance abuse for high-risk students between the ages of 16 and 21. The program offered extended and alternative learning experiences to increase educational and vocational competencies and reduce risk factors. The program provided career research, after-school activities and internships with mentoring for the students in their chosen vocations. This program again had incredible results and is recognized as a best practice.
- South Seattle Community College. Perkins funding enhanced the existing Life-Skills-to-Work program by funding the College Life Fund: the GI Bill for Re-Entry Participants providing tuition assistance and support services for those attending vocational training programs. This opportunity supports completion of vocational programs and is a bridge to postsecondary education for offenders who complete the Life-Skills-to-Work program.
- Goodwill Industries of the Inland Northwest - provided WorkKeys skills assessments and scores in Reading for Information, Applied Mathematics, Locating Information, and Teamwork. Each participant received a skills credential that could be provided to potential employers, and also serves as a means to create a work identity for the individual. Participants were provided interpretation of results and, if needed, tutoring to improve scores for higher levels of certification. Participants were tracked for placement and wages. Services were provided in Federal, state and county corrections facilities, work release sites, Department of Corrections (DOC) offices and the DOC Community Justice Center.

- Tacoma Pierce County Employment and Training Consortium. This project was not selected competitively but was funded through a concept proposal to access available Perkins funding. This program provided offenders with training opportunities to improve skill levels so they could compete for high wage/demand jobs and move up the career ladder. Assessment services were provided to assist participants in developing short and long-term educational and vocational employment plans to put them on a career path. By offering educational and vocational training opportunities to eligible participants employers were able to experience a more successful job match and participants experienced higher skill placements and higher wages in demand occupations.

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. Six of the projects applied for were directed toward serving economically disadvantaged.

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, Skill USA (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 are closely aligned with classroom activities of the state's secondary CTE programs in most districts and assist by providing leadership activities as an extension to the classroom. 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

Secondary - OSPI provides K-20 video conferences, on-site in-services, online services and regional meetings (<http://www.k12.wa.us/CareerTechEd/resources.aspx>)

Postsecondary - 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

Many districts throughout Washington State provides a career and technical education program that assists students in making career choices, assists students who are economically disadvantaged, students of limited English proficiency and students with disabilities to succeed through supportive services such as counseling, English language instruction, child care, and special aids. The establishment and pursuit of career and future goals is an integral part of all programs for all students and the support is provided through counselors and advisors to guide students through that process.

Districts continue to leverage Perkins funding to help support Washington's Navigation 101 program. Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school, and:

- Encourage student engagement by building meaningful relationships between each student and at least one adult at school, thereby helping students remain engaged and motivated and lessening the chance for dropping out.
- Enhance student achievement by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation.
- Involve parents or guardians by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences.
- Strengthen community within schools and in the neighborhoods in which students and their families live by offering students meaningful service-learning and leadership opportunities.

Postsecondary – Fourteen (14) colleges used the Best Practices Grants to improve recruitment and retention in professional technical programs.

Establishment of agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary education and training opportunities for students participating in such vocational and technical education programs, such as tech-prep programs

Secondary – As established in the 2006-07 legislative session, all public high schools of the state shall provide a program, directly or in cooperation with a community or technical colleges, a skills center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma. These programs may:

- Help student demonstrate application of essential academic learning requirements to the world of work, occupation-specific skills, knowledge or more than one career in a chosen pathway, and employability and leadership skills; and

- Help students demonstrate the knowledge and skill needed to prepare for industry certification and/or have the opportunity to articulate to postsecondary education and training.

Postsecondary - There were increased opportunities for collaboration between secondary and postsecondary institutions, enabling students to earn dual credit for competencies gained through instruction in articulated secondary classes for credit in postsecondary programs. In 2005-06, 111,174 college credits were earned by the 17,133 participating Tech Prep students. Preliminary Tech Prep data for 2006-07, indicates that 19,220 students participated in Tech Prep courses and earned 112,625 college credits.

Support for cooperative education

Secondary – OSPI in partnership with the State Labor and Industries office worked with districts and local businesses in implementing the Running Start for the Trades Apprenticeship grants in the 2006-07 school year. The Pre-Apprenticeship program has been an excellent way for students to explore and learn about various skilled trades careers that are available in their local region. Through a partnership with local apprenticeship organizations, students learn skills that will give them an advantage when they apply for an actual apprenticeship.

Running Start for the Trades provides:

- Great Opportunity – That can lead to almost unlimited career opportunities after completion of the program. Students become a journey person and work at a career they enjoy. Later they could move into a supervisory position with many companies and organizations, start their own business, work for the government, and become an instructor or hundreds of other careers.
- Respect – Respect for the local economy. A career in the skills trades is valued and fills vital needs in our local economy.
- Great Pay – Apprentices earn a good wage from the time they start...they earn while they learn.
- Passion – The opportunity to choose a passion that leads to the doing something students enjoy that can lead to greater career opportunities.

Postsecondary - 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

Secondary – Leadership funds were used by OSPI to support each CTSO this year, including FFA, DECA, VICA, FBLA, TSA and FCCLA. Each CTSO must serve any interested student, regardless of their status as a special population student. As a permissive use of funds, CTSOs may receive additional funding at the local level.

Postsecondary - 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.

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

Secondary – Running Start for the Trades incentive grant facilitated development of “direct entry” training agreements between the Construction Careers Academy and regional apprenticeship training providers.

The Running Start for the Trades incentives funded the Construction Careers Academy (CCA) which is a unique *inter-district* program serving 12 high schools in Washington State. During 2006-07, the planning committee (mostly local contractors and industry association members) met with counselors, superintendents and principals seeking approval to develop a construction academy program. CCA's focus is to graduate students from the program to earn direct entry into apprenticeship programs.

Postsecondary - 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.

Thirteen (13) 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

Secondary – OSPI in partnership with the State Labor and Industries office have been working with districts and local businesses in implementing the Running Start for the Trades Apprenticeship grants in the 2006-07 school year. The Pre-Apprenticeship program is a perfect way for students to explore and learn about various skilled trades careers that are available in their local region. Through a partnership with local apprenticeship organizations, students learn skills that will give them an advantage when they apply for an actual apprenticeship.

Postsecondary - All professional technical programs at the colleges maintain an advisory committee comprised of industry employers and employees. Two (2) 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

Secondary – A process was finalized during the 2005-06 school year to assist districts in re-approving all CTE courses over a four-year period. This process will allow all districts which offer CTE courses and programs to update and align those courses to the Washington State CTE program standards which are based on business and industry standards. Local districts can seek

approval for new CTE courses twice a year: April 15th for new fall courses and October 15th for the spring courses.

Postsecondary – Best Practices grant funds (15 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.

Providing vocational and technical education programs for adults and school dropouts to complete their secondary school education

Postsecondary – 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.

Providing assistance to students, who have participated in services and activities under this title, in finding an appropriate job and continuing their education

Secondary – Washington State leveraged resources with the Running Start for the Trades Apprenticeship Grants to focus on students interested in pursuing a career in the areas of high demand, livable wage paying trades. The Running Start for the Trades Apprenticeship Grants awarded to districts and skills centers.

Postsecondary – One of the Best Practice projects available for replication is an interactive web page for coop/internship students and employers to connect for a cooperative work experience and job placement. Fourteen (14) Best Practices were funded in areas of recruiting and advising. These projects typically contain activities to inform students and advisors about current career options and educational opportunities for students with career and technical education from high school through the postsecondary system.

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 217 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>Education Type</i>	<i>Actual Performance Level</i>
1P1	23,500	Postsecondary	22,069
1P2	23,500	Postsecondary	22,069
1S1	92.20	Secondary	91.68
1S2	92.20	Secondary	91.68
2P1	23,500	Postsecondary	22,069
2S1	92.20	Secondary	91.68
2S2	92.20	Secondary	91.68
3P1	75.07	Postsecondary	76.69
3P2	74.25	Postsecondary	76.13
3S1	75.51	Secondary	73.21
4P1	20.57	Postsecondary	20.45
4P2	18.31	Postsecondary	18.81
4S1	38.13	Secondary	37.08
4S2	30.75	Secondary	22.16

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. The secondary system missed meeting its performance levels in 2006-07. However, for core indicators 4S1 and 4S2, the percent met, demonstrated an increase over the previous year's performance levels.

The postsecondary exceeded performance levels for Placement (3P1), Retention (3P2), and Nontraditional Completion (4P2).

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.

Secondary

1S1, 1S2, 2S1, 2S2

Analysis of performance and contributing factors

For Senior Graduation rate, (91.68 percent compared to target of 92.20 percent) the results are below last year's 93.88 percent. These rates are for the 2005-06 School Year. By comparison,

Washington's on time and extended graduation rates for 2005-06 were 70.4 percent and 75.0 percent, down from 73.4 percent and 79.3 percent the year before. So, the decline in the 2005-06 graduation rates for senior voc completers was experienced during a year of declining graduation rates overall. Our Perkins 3 measure is based on the graduation rate for seniors who are voc completers and participate in a voc course during their senior year. Those included in the denominator, but not the numerator, all dropouts and all "continuing" students who continue their educations beyond their senior year. Transfer students are excluded from this measure on the assumption that they will show up in the school they transferred to. For comparative purposes, Washington's graduation rate for all seniors for the 2005-06 school year appears to be 83.2 percent.

3S1

Analysis of performance and contributing factors

For Placement Rates, our results of 73.21 percent compared to target of 75.51 percent are also below last year's results of 76.63 percent. Placement is made up of employment (measured by match to UI wages in WA, Oregon, and Idaho, and Montana and to federal and military employment) which came in at 56.04 percent (measured in the third quarter after June 2006) and further education measured by cross-match with educational records of public 2 and 4 year institutions, apprenticeships, and WIA eligible providers. That match came in at 40.37 percent which is actually up from last year's 39.12 percent. Students can work and go to school at the same time, which explains why the two percentages for 2005-06 sum to 96.41 percent even though the placement rate is 73.21 percent. The drop in the employment portion of the placement rate could stem, in part, from a change in data availability this year. Last year's CAR included out-of-state employment data from the Wage Record Interchange System (WRIS) as part of a pilot project being conducted by the National Association of State Workforce Agencies (NASWA). That pilot project was ended when the Department of Labor ended the NASWA's involvement in the Wage Record Interchange System. Based on last year's results, we estimate that the lack of WRIS data reduced the employment rate measured for vocational completers by 2.1 percent, or most of the 3.4 percent drop in placement rates between the 2004-05 and 2005-06 school year.

4S1, 4S2

Analysis of performance and contributing factors

School districts that participated in the CTE program did not meet the performance levels for nontraditional concentrators and nontraditional completers. Communication with the State Board for Community and Technical Colleges (SBCTC) has already taken place on several occasions to meet this benchmark for the upcoming school year.

1P1 – Postsecondary Academic Skill Attainment.

The 2006-07 agreed upon baseline was 23,500 and the number attained by the system was 22,069. The college system did not meet the negotiated outcome level.

Analysis of performance and contributing factors

Several factors interacted to hinder performance on 1P1, 1P2, and 2P1. An analysis of the data indicates that from 2004-05 to 2005-06 there was a 15 percent increase in the number of students

who left college prior to receiving a certificate or degree. There may be several underlying reasons for this occurrence. First, Washington State's economy began to rebound and students were often hired out of high demand programs before completion of a credential and students were more likely to enroll in workforce education courses to update skills instead of enrolling in a certificate or degree program. Second, community and technical college state funded enrollments declined overall by 4.4 percent from 2002-03 to 2006-07: a pattern thought to occur because of a growing economy during that time.

Strategies for Improvement of Student Success

Opportunity Grants

In 2006, the Washington State Legislature appropriated \$4 million to the State Board for Community and Technical Colleges to create the Opportunity Grant pilot program. The 10 pilot programs showed excellent results with 73 percent retention and approximately 850 low-income students participating in training for high-wage, high-demand career pathways. In response to the successful pilot projects, the 2007 Legislature appropriated \$11.5 million per year to expand the Opportunity Grant program to all 34 community and technical colleges. In 2007-08 the Opportunity Grant program expects to serve 2,000 FTEs or approximately 4,000 students. The goal of the Opportunity Grant is to help low-income move further and faster through their educational pathway to at least a one-year certificate and beyond in high-wage, high-demand careers. The study¹ of students in the Washington State Community and Technical College system finds evidence for an educational tipping point indicating that attending college for at least one year and earning a credential provides a substantial boost in earnings for adults with a high school diploma or less who enter higher education through a community college. These findings are consistent with studies that have used nationally representative samples of community college students. Reaching the tipping point allows the least prepared individuals to increase job skills and knowledge through career pathways.

Eligible students may receive funds to cover tuition/mandatory fees for 45 credits and up to \$1,000 for books and supplies for per year. Support services such as tutoring, career advising, college success classes, emergency child care and emergency transportation are also part of the Opportunity Grant program.

Student Achievement Initiative

Student Achievement is a statewide initiative within the Community and Technical College system in the form of an incentive system that rewards colleges for improving student achievement and advancement. Colleges are measured on:

- Improving preparation for college level courses
- Building to a year of college credit
- Completing college level math
- Completing certificates, degrees, and apprenticeship training

¹ Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study, (*The "Tipping Point" Research*), April 2005, Research Report No. 06-2.

In 2007-08 each college will have a “Learning Year” to better understand their student make-up and their current level of success in using these measurements, and develop strategies. The State Board has allocated “start-up” funds to the colleges to implement measures and share and test promising strategies. Incentive funding will be administered on a reward basis starting in September 2009 based on performance in 2008-09.

Integrated Basic Education and Skills Training (I-BEST)

I-BEST is a program integrating adult basic education and workforce training. I-BEST pairs English as a second language (ESL)/adult basic education (ABE) instructors and professional-technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. The workforce education content is the context for learning, practicing and mastering English and basic literacy. I-BEST programs are based on currently-approved professional-technical programs that extend to at least one year of college-level training and incorporate employment stop-in and stop-out (exit) points as part of an approved professional-technical certificate or associate degree program, or result in immediate high wage employment. I-BEST programs must demonstrate an educational pathway through a one-year certificate and beyond.

Data gathered on current I-BEST programs show that students earned five times more college credits on average and were 15 times more likely to complete workforce training than were traditional ESL students during the same amount of time. I-BEST programs increase the access to workforce training for ESL students.

1P2 – Postsecondary Vocational Skill Attainment.

The 2006-07 agreed upon baseline was 23,500 and the number attained by the system was 22,069. The college system did not meet the negotiated outcome level.

The discussion of factors contributing to lower performance than the agreed upon level and performance improvement strategies is found above in 1P1.

2P1 – Postsecondary Degree or Credential Attainment.

The 2006-07 agreed upon baseline was 23,500 and the number attained by the system was 22,069. The college system did not meet the negotiated outcome level.

The discussion of factors contributing to lower performance than the agreed upon level and performance improvement strategies is found above in 1P1.

4P1 – Postsecondary Nontraditional Participation.

The college system uses the federal list of nontraditional programs. The performance level for 2006-07 was 20.57 percent, and the percent attained by the college system was 20.45 percent. The college system did not meet the negotiated outcome level.

Individual colleges that did not meet the system indicator goal for nontraditional participation will be notified and required to submit an improvement plan to increase their performance in this area. Over 70 percent of the colleges apply for and receive funding for projects to improve

nontraditional participation and completion. We will continue to provide funding for performance improvement with nontraditional funds and Perkins Leadership funds.

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, coupled 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 complete, 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 Nontraditional Programs

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

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

Denominator: Number of students enrolled in a nontraditional program during the year.

4S2 – Secondary Nontraditional Completion

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

Numerator: Number of vocational completers in underrepresented gender groups who completed a nontraditional program.

Denominator: Number of vocational completers of nontraditional 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: Washington State uses the numerator as the numeric target, as permitted by law.

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: Washington State uses the numerator as the numeric target, as permitted by law.

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: Washington State uses the numerator as the numeric target, as permitted by law.

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 Nontraditional Participation

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

Numerator: Number of students in underrepresented gender groups who enrolled in a nontraditional program.

Denominator: Number of vocational participants in nontraditional programs during the year.

4P2 – Postsecondary Nontraditional Completion

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

Numerator: Number of vocational completers in underrepresented gender groups who enrolled in a nontraditional program.

Denominator: Number of vocational completers of nontraditional 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 enabled 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. Using the definition has provided us with a more accurate and realistic base on which to measure improvement and to negotiate future performance levels.

Sharing the secondary data results with the individual districts will increase the emphasis on data completeness and accuracy. The focus on accountability equips districts to develop local plans that address improvement, and will provide an understanding during the negotiation of future performance targets.

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.

Not applicable.

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.

APPENDICES

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

State Accountability Measures

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 2006-2007

1. **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 2006-2007 was \$10,607. The results attained were \$10,590. This result is below target, but does reflect a 0.7 percent improvement in real earnings over last year's result of \$10,509. This year's results are based on 2,788 vocational completers in the class of 2005-06 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	\$10,590	2,788
Male	\$12,096	1,461
Female	\$9,295	1,327
American Indian or Alaska Native	\$13,262	45
Asian or Pacific Islander	\$9,173	145
Black, non-Hispanic	\$9,633	90
Hispanic	\$10,448	281
White non-Hispanic	\$13,262	2,223
Unknown/Other	\$8,801	4
Individuals with Disabilities	\$10,456	266
Economically Disadvantaged	\$10,741	923
Nontraditional Enrollees	\$10,475	280
Male Nontraditional	\$10,460	123
Female Nontraditional	\$10,491	157
Limited English Proficient	\$12,362	77
Migrant	\$10,491	45
Tech Prep	\$11,166	1,360

Earnings results might have been higher, had Washington State continued to receive out-of-state earnings records from the Wage Record Interchange System (WRIS) pilot which supplied wage data for last year's CAR report but did not supply data this year.

Earnings results for nontraditional enrollees may provide some explanation for the drop-off in participation and completion of male nontraditional enrollees in the 2005-06 school year. Male students who completed nontraditional programs in 2005-06 and found employment earned only 85 percent of the median earnings of male students who completed programs leading to mixed-gender or to traditionally male employment prospects. The disparity between results for nontraditional males and other males first appeared last year, in the 2004-05 results, as did the drop-off in nontraditional completions for male students. Female nontraditional students, on the other hand, had earnings 14 percent higher than other female students.

- 2. 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 survey of students who exited during the 2003-04 school year, are 95.9 percent satisfaction, compared with a target of 95.0 percent. Results are based on surveys completed by 1,312 secondary students.

B. Postsecondary Results for 2006-2007

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

The performance target for 2006-2007 was \$22,618. The results attained were \$22,795. This result exceeds the target, but is a 1.2 percent reduction in real terms over last year's result of \$23,061. The results are based on 24,154 students in the class of 2005-06 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	\$22,795	24,154
Male	\$26,424	10,478
Female	\$20,323	13,445
American Indian or Alaska Native	\$17,914	409
Asian or Pacific Islander	\$24,677	1,593
Black, non-Hispanic	\$19,426	1,423
Hispanic	\$19,537	1,576
White non-Hispanic	\$23,177	16,651
Unknown/Other	\$23,637	2,502
Individuals with Disabilities	\$18,060	1,061
Economically Disadvantaged	\$19,586	7,094
Single Parents	\$18,935	3,254
Displaced Homemakers	\$17,371	168
Nontraditional Enrollees	\$23,644	3,846
Male Nontraditional	\$25,650	2,342
Female Nontraditional	\$20,694	1,504
Other Educational Barriers	\$18,485	4,230
Limited English Proficient	\$19,236	1,068

The slight reduction in median annualized earnings could have resulted from the loss of Wage Record Interchange System data from other states in this year's report. It is also possible that the reduced percentage of postsecondary students who completed their programs and earned certificates or degrees could have reduced the median earnings that postsecondary students received following exit from their studies.

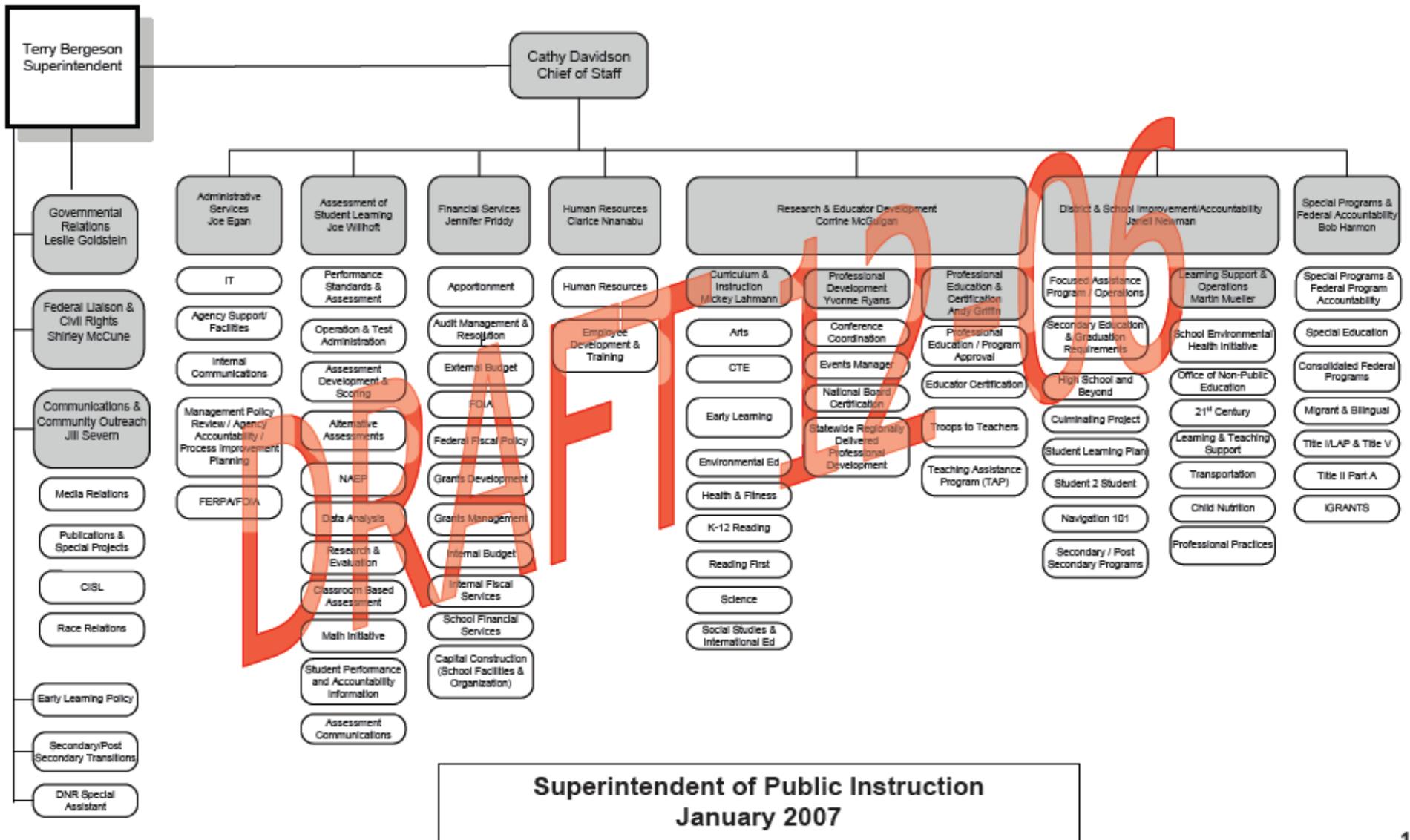
2. **Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed postsecondary vocational education as evidenced by survey responses to a biennial survey.

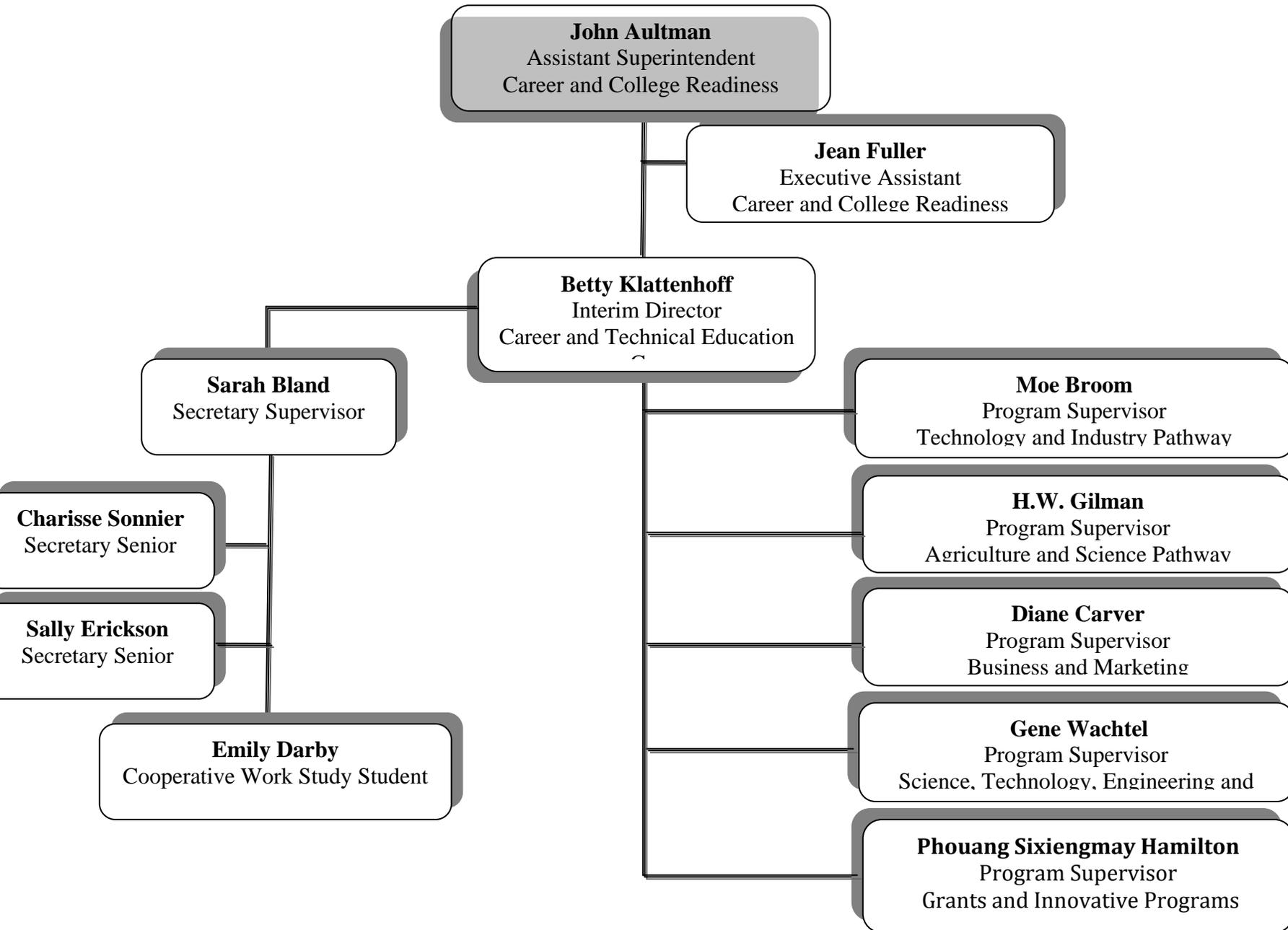
This result is measured every other year in odd-numbered years. The most recent results, from the 2005 employer survey, are 91.2 percent satisfaction, compared with a target of 90.0 percent. Results are based on the responses of 257 employers.

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 survey of students who exited during the 2003-04 school year, are 89.6 percent satisfaction, compared with a target of 91.0 percent. Results are based on surveys completed by 1,853 postsecondary students.

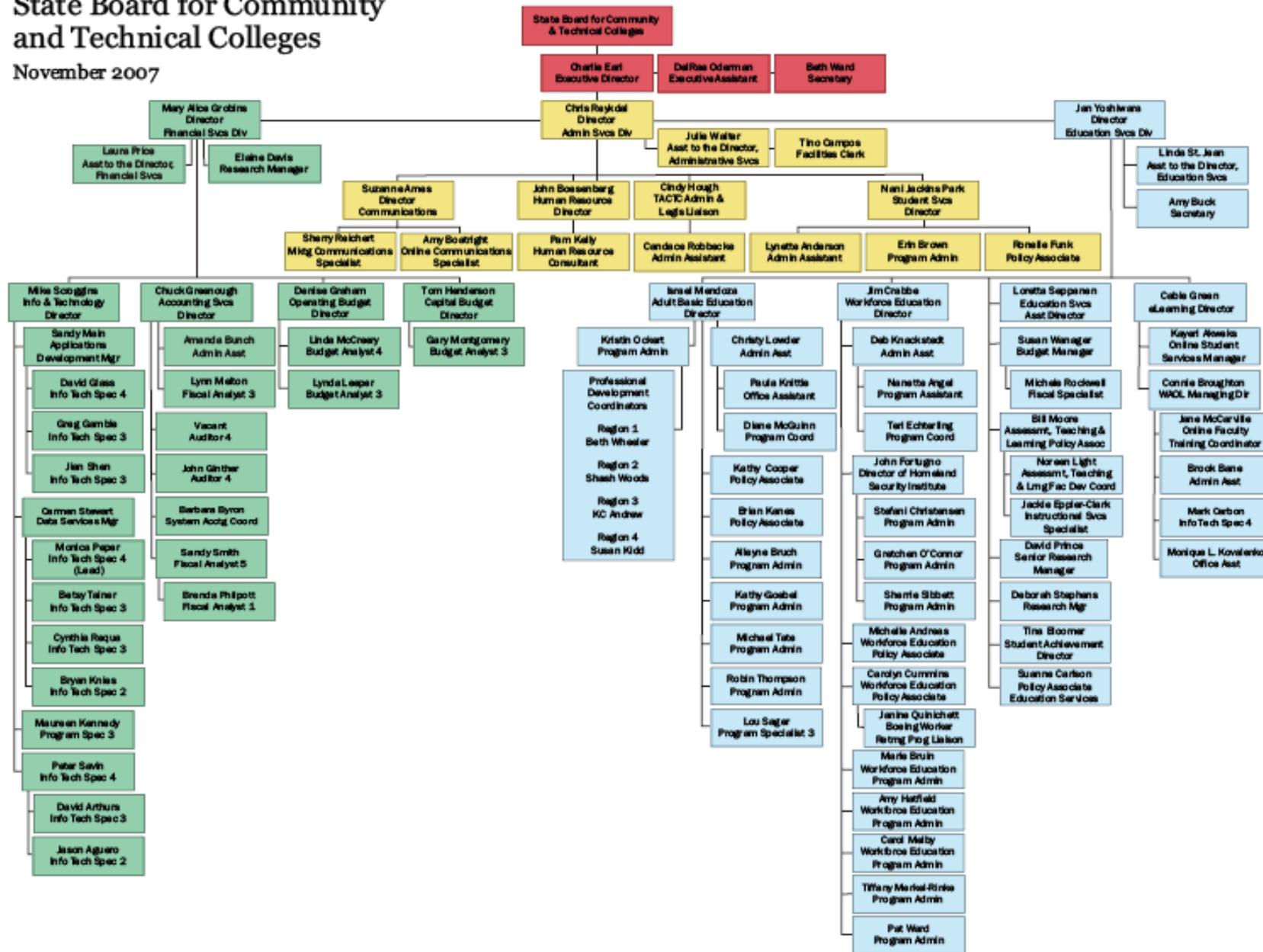
Agency Organizational Charts





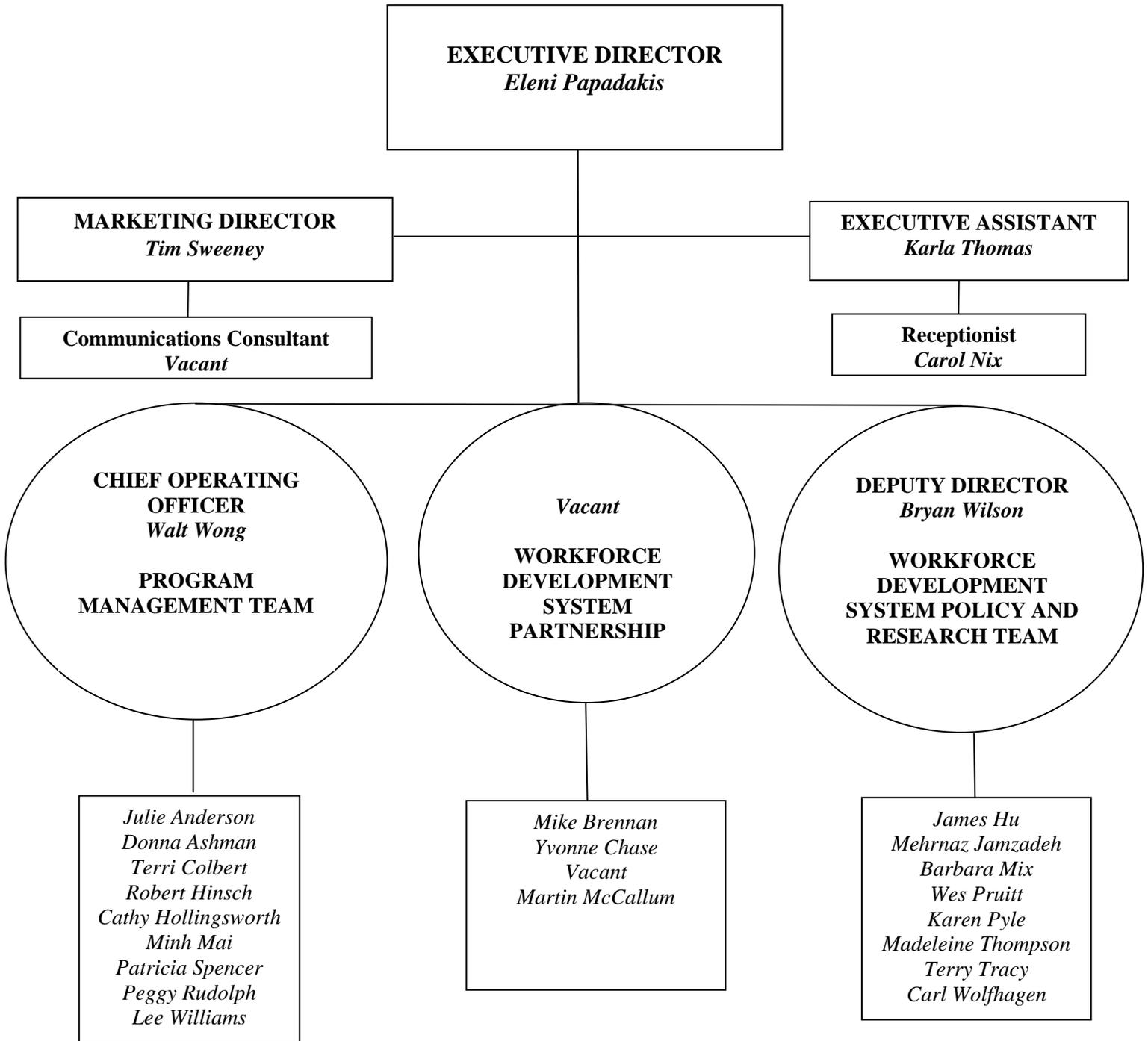
State Board for Community and Technical Colleges

November 2007



Workforce Training and Education Coordinating Board

Organizational Chart



**Secondary & Postsecondary
2007-08 Perkins Plan/Application Templates**

Secondary Perkins Application

Instructions

iGrants Form Packages Carl D. Perkins Career and Technical Education Act (Federal Funds) Instructions for Form Completion

Submission Notes:

IMPORTANT! Selecting the Correct Perkins Form Package

Perkins (District) Form Package:

Form package 215 is to be used **when applying for Perkins funds and the district is not in a Perkins consortium** with other districts. You must complete the iGrants application and the 1000B budget matrix. If your district is a host district for a skills center, you must submit an application and 1000B budget matrix for the district and just the 1000B budget matrix for the skills center. The skills center will submit its own iGrants application (274).

Perkins (Consortium Lead/Fiscal Agent Only) Form Package:

Form package 214 is to be used when applying for Perkins funds and **your district is in a Perkins consortium and your district is serving as the fiscal agent for the consortium**. You must complete the iGrants application for your own district. You must also complete the 1000B budget matrix but the amount shown on the 1000B will reflect the total amount for all districts in the consortium. All districts within the consortium must submit their own iGrants application (274) but only the fiscal agent district will prepare the 1000B budget matrix (the total amount for the consortium) In addition, you must identify the consortium members (Step 2) tab.

Perkins (Skill Centers, or Districts in Consortia Not Acting as Fiscal Agent) Form Package:

Form package 274 is to be used when applying for Perkins funds as a skills center **or** a district **participating as a member of a Perkins consortium – but not serving as the fiscal agent**. You only need to complete the iGrants application. If you are a skills center, your host district will submit the 1000B budget matrix for your funds. If you are a Perkins consortium member, the fiscal agent district will submit the 1000B budget matrix on behalf of the entire consortium.

In order to receive funds for 2007-08 under Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 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.

If the district is not applying for Perkins IV funds, the district must still respond to Pages #1 and #2 of the application

All districts offering approved career and technical education programs, including those not receiving Perkins IV 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.

Information about obtaining a waiver of the minimum grant criteria (for small, rural school districts) is located at the end of this application.

For technical assistance, please contact:

Kimberly Smack, Grants and Data Administrator
Career and Technical Education
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200
kim.smack@k12.wa.us
360-725-6245

Application

Page 1

SUBMISSION NOTES:

ALERT! In order to receive funds for 2007-08 under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 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 career and technical education programs, including those not receiving Perkins IV 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:

Kimberly Smack, Grants and Data Administrator
Career and Technical Education

OSPI
Old Capitol Building
PO Box 47200
360-725-6245

Email to: Kim Smack at kim.smack@k12.wa.us

Allocation Amount \$

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 IV funds. (Page #1 and #2 of application must be completed)

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 career and technical education program.

Districts shall not receive an allocation of Perkins IV 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 career and 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.

1. Is the district in a rural, sparsely populated area (225 or fewer students in grades 9-12)?
2. Is the district a charter school operating secondary career and 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.
4. Has the district been in a consortium that can no longer meet the needs of the district's career and technical education program?

Describe why the consortium no longer meets the district's career and technical education program needs.

1. The consortium consists of two or more school districts that join together to provide career and technical education 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 career and technical education programs that are of such size, scope, and quality as to be effective.
5. Funds must be spent to benefit all members of the consortium.

PERKINS ASSURANCES

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

Instructions:

1. Review the following assurance statements.
2. Sign, date and print a copy of this assurance section.
3. Place the hard copy of the printed, signed, and dated assurance section in district files for monitoring/auditing purposes.
4. Please key in the requested names of school officials and the dates on which they have signed a printed copy of the assurance section

Provide assurances that the district will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of such programs.

Districts planning to offer career and technical programs in secondary schools must, as an operational requisite, do so in conformity with the State Plan for Career and Technical Education.

This district hereby assures compliance with the following requirements:

1. All career and technical education classes/programs receiving state and/or federal career and technical education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current career and technical education certification and whose certification matches the instructional area.
2. All career and technical education instructors of approved applied academic courses have completed approved preparation and yearly inservice for the course(s) they teach.
3. All career and technical education teachers in approved career and technical education programs hold a current first aid and CPR certificate.
4. The local career and technical education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements.
5. The local career and technical education plan was developed in consultation with the local general advisory council (GAC) required to be established by.
6. The local career and technical education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies.
7. All career and technical education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.
8. All funds made available under the Act will be in accordance with this Act.
9. The district has conducted an evaluation of career and technical education programs using the current standards and indicators, contracted evaluation services, or other local indicators.
10. Each recipient of financial assistance shall annually evaluate the effectiveness of the program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representatives of individuals who are members of special populations, and (2) evaluate the progress of career and technical education

programs assisted under this Act in providing career and technical education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

11. Students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students.
12. The district will coordinate the non-duplication among programs listed in the Workforce Investment Act.
13. Federal career and technical education funds made available will be used to supplement, and in no case to supplant (replace), such state or local funds.
14. None of the funds expended under Title I of the Perkins Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization.
15. Consortium dollars are not distributed to receiving districts based upon the amount of funds generated by the Carl D. Perkins formula.
16. Career and technical services, programs, and activities relate to state or relate to state or regional occupational opportunities and prepare students for post secondary opportunities or entry into high skill, high wage jobs in current and emerging occupations.
17. The district will ensure their career and technical education programs are in compliance with Perkins IV Sec. 134 & 135.
18. The district has developed an affirmative action plan which is on file in the school district administration office and at OSPI. The affirmative action plan ensures that there will be no discrimination of staff or students in any school district education program, including career and technical education.
19. Equal access to career and technical education programs will be provided to meet the needs of women and men for training in nontraditional and technological occupations.
20. Provisions will be made to provide programs and facilitate access and opportunities for all students who desire to participate in career and technical services, programs, and activities regardless of race, color, national origin, sex, disability, or age.
21. The district has developed a transition plan (which is on file in the school district administration office) for the removal of any building barriers which may exist which would limit access by students with disabilities to any school district education program, including career and technical education.
22. Career and technical education planning for individuals with disabilities will be coordinated between appropriate representatives of career and technical education and special education.
23. Each student who is disadvantaged and/or each student with a disability who enrolls in career and technical education programs shall receive:
 - a. Assessment of the interests, abilities, and special needs of such students with respect to completing successfully the career and technical education program.
 - b. Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of special populations.
 - c. Guidance, counseling, and career development activities conducted by professionally/technically trained counselors who are associated with the provision of such special services.
 - d. Counseling services designated to facilitate the transition from school to post-school employment, career opportunities, and postsecondary education.
24. The districts will adequately address the needs of students in alternative education programs, if appropriate.
25. Data reported to OSPI under Perkins IV is complete, accurate, and reliable.
26. Reports and other information will be submitted within the dates established, and documentation will be maintained for five years.
27. The accounting system and management process used by the institution must be consistent with generally accepted accounting and management practices and meet the specific requirements of the Single Audit Act.
28. An inventory record will be maintained for all equipment purchased whole or in part with federal funds. All such equipment will be available for use by students in the approved career and technical education program for which purchased.
29. The district will supply information to the Office of Superintendent of Public Instruction

- 30. The district has a policy developed and on file in the school district administration office which ensures that there will be no discrimination based upon race, color, national origin, sex, or disabling condition in any school district education program, including career and technical education. Districts are required to identify a coordinator of federal Title IX regulations.

The following assurances provide evidence that the district will offer programs consistent with the state and federal law.

Superintendent:

Section 504 coordinator:

Title IX Officer:

General Advisory Chair:

Board Chair:

Career and Technical Education Director/Administrator:

Date printed copy was signed:



Page 3

Allocation Amount \$

REQUIRED USES OF FUNDS (Section 134 and Section 135)

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

Link career and technical education at the secondary level and career and technical education at the postsecondary level and to include Tech Prep. (Sec. 135(b)(2))	Amount of Perkins Funds	Estimate of State Funds

PROGRAMS OF STUDY (Sec. 134(b)(3)(A))

Describe how the district will offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A).

--

Strengthen academic, career, and technical skills of students through integration of academic, career and technical programs. (Sec. 135(b)(1))	Amount of Perkins Funds	Estimate of State Funds

IMPROVE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS ENROLLED IN CAREER AND TECHNICAL EDUCATION PROGRAMS (Sec. 134(b)(3)(B))

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

--

ACADEMIC PROFICIENCIES (Sec. 134(b)(3)(D))

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

--

Provide programs that address all aspects of an industry. (Sec. 135(b)(3))	Amount of Perkins Funds	Estimate of State Funds

ALL ASPECTS OF AN INDUSTRY (Sec. 134(b)(3)(C))

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).

--

Develop, 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. (Sec. 135(b)(4))	Amount of Perkins Funds	Estimate of State Funds
--	--------------------------------	--------------------------------

--	--	--

Describe how Perkins IV 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.

--

Provide professional development programs for teachers, administrators, and counselors including inservice and preservice, and practices to involve parents and the community. (Sec. 135(b)(5))	Amount of Perkins Funds	Estimate of State Funds

PROFESSIONAL DEVELOPMENT (Sec. 134(b)(4))

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

- Inservice and preservice training in state-of-the art career 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 career and technical education and others who are involved in the direct delivery of educational services to career 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.

--

INVOLVING OTHERS (Sec. 134(b)(5))

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 career and 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.

--

Evaluate programs and assess how special populations are being served. (Sec. 135(b)(6))	Amount of Perkins Funds	Estimate of State Funds

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.

SPECIAL POPULATIONS (Sec. 134(b)(8 & 9)(A-B))

Describe how the district will review career and technical education programs to identify and adopt strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in, the programs for special populations.

Describe how the district will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance.

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.

PREPARATION FOR NONTRADITIONAL TRAINING AND EMPLOYMENT (Sec. 134(b)(10))

Note: Please refer to the References for suggestions on strategies/activities to consider when responding to this section. [Go To](#)

Describe how the district will promote preparation for non-traditional fields.

Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. (Sec. 135(b)(7))	Amount of Perkins Funds	Estimate of State Funds

Describe how Perkins IV 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.

Provide services and activities that are of sufficient size, scope, and quality to be effective. (Sec. 135(b)(8))	Amount of Perkins Funds	Estimate of State Funds

By signing the Perkins assurances the district confirms it is meet this requirement.

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



Describe how the district will use Perkins IV 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 IV 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.

	Amount of Perkins Funds
Involve parents, businesses, and labor organizations in planning, implementing, and evaluating career and technical programs. (Sec. 135(c)(1))	

INVOLVING OTHERS

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 career and 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.

--

	Amount of Perkins Funds
Provide career guidance and academic counseling. (Sec. 135(c)(2))	

Describe how Perkins IV 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.

--

	Amount of Perkins Funds
Support local business and education partnerships and provide work-related experiences (Sec. 135(c)(3))	

Describe how Perkins IV 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.

--

Provide programs for special populations (Sec. 135(c)(4))	Amount of Perkins Funds

Describe how Perkins IV 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.

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.

--

Assist career and technical student organizations (Sec. 135(c)(5))	Amount of Perkins Funds

Describe how Perkins IV 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.

--

Provide mentoring and support services (Sec. 135(c)(6))	Amount of Perkins Funds

Describe how Perkins IV 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.

--

Lease, purchase, and upgrade equipment (Sec. 135(c)(7))	Amount of Perkins Funds

Describe how Perkins IV 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.

--

Provide initial teacher preparation, including that for teacher candidates from	Amount of

business and industry (Sec. 135(c)(8))	Perkins Funds

Describe how Perkins IV 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.

Develop and improve curriculum (Sec. 135(c)(12))	Amount of Perkins Funds

Describe how Perkins IV 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.

To provide support for family and consumer sciences education (Sec. 135(c)(14))	Amount of Perkins Funds

Describe how Perkins IV 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.

Provide programs for adults and school dropouts to complete secondary education (Sec. 135(c)(15))	Amount of Perkins Funds

Describe how Perkins IV 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.

Provide services for placement in employment and further education (Sec. 135(c)(16))	Amount of Perkins Funds

Describe how Perkins IV 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.

--

Support nontraditional training and employment (Sec. 135(c)(17))	Amount of Perkins Funds

Districts must dedicate at least 2% of the total allocation amount to support nontraditional training and employment. Describe how Perkins IV funds will be used to support this activity.

--

To provide support for training programs in automotive technologies (Sec. 135(c)(14))	Amount of Perkins Funds

Describe how Perkins IV 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.

--

Other Activities consistent with the purpose of the Act (Sec. 135(c)(20))	Amount of Perkins Funds

Describe how Perkins IV 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.
\$	\$	\$	\$

--



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 career/technical skills proficiencies so that at least 93.21% of the district's 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 district's 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.

INDUSTRY CERTIFICATION

Please list by CIP code any state or nationally recognized industry certification offered within the district CTE courses to a student during 2007-2008 school year. (Ex. 120401-State Licensed Cosmetologist)

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education to help meet the requirements of Perkins IV.

Page 5

Teacher Data

By teacher name please enter the CIP codes that the Career and Technical Education (CTE) Teachers will teach for the 2007-2008 school year. (Include ALL CTE Teachers)

NOTE: This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual teachers. This will assist OSPI with professional development planning and trainings. It will also assist in meeting the programs of study requirements in Perkins IV.

Press New button below to create each new teacher record. Press the save button (bottom or top of this page) after completion of each new teacher record to ensure data is saved.

1	2	3	4
5	6	7	

Postsecondary Perkins Application

Question sets were developed from Sections 134 and 135 from the Perkins Act of 2006, and the transition plan requirements as outlined in the OVAE Guide for Submission of State Plans. Sections of the Perkins law used to formulate the questions are referenced at the end of the questions text within [brackets].

Section 1: Improve Academic and Technical Skills

1.1 Describe how you will improve the academic and technical skills of students participating in career and technical education programs by: [Sect 135(1)(a)-(b)], [Sect 134(3)(d)], [Sect 134(3)(b)] [Sect 134(3)(b)(i)-(ii)]

- a. Strengthening the academic and career and technical education components of such programs through the *integration* of academics with career and technical education programs.
- b. Developing/Maintaining of a *coherent sequence of courses*, such as found in career and technical programs of study, to ensure learning in the core academic and technical subjects.
- c. Ensuring that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 2: Programs of Study

2.1 Colleges need to offer at least one program of study (defined by containing all of the elements listed below) to be eligible for Perkins funds. Respond to the following statements explaining how these elements are present in the program(s) of study you offer. [Sect 135(2)], [Sect 134(3)(a)], [Sect 122(c)(1)(A)]

Elements of a program of study

A program of study will:

- (a) Incorporate secondary education and postsecondary education elements.
- (b) Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.
- (c) Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other means to acquire postsecondary education credits.
- (d) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

2.2 Describe how you will, in consultation with secondary partners develop and implement career and technical programs of study.

2.3 Describe how you will develop and implement articulation agreements:

- (a) Between secondary education and postsecondary education institutions.
- (b) Between CTCs and baccalaureate institutions.

2.4 Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 3: All Aspects of an Industry

3.1 Describe how you will provide students with strong experience in and an understanding of all aspects of an industry, such as industry skills standards and industry certifications, career progression, management, work-based learning experiences, high-skill, high-wage, or high-demand occupations in current or emerging fields. [Sect 135(3)], [Sect 134(3)(c)]

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 4: Technology

4.1 Describe how you will develop, improve, or expand the use of technology in career and technical education, which may include—
[Sect 135(4)]

- (a) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that leads to entry into the technology fields.
- (b) Encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 5: Professional Development, Recruitment and Retention

Professional development is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers.

[Sect 135(5)(A)-(D)], [Sect 134(4)]

5.1 Describe how you will provide in-service and pre-service professional development programs to teachers, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs including each of the following:

- (a) Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers.
- (b) Techniques in effective teaching skills based on research that includes promising practices.
- (c) Effective practices to improve community involvement.
- (d) Support of education programs for teachers, and others involved in direct delivery of career and technical education, to ensure that such teachers and personnel stay current with all aspects of an industry, and meet certification and licensing requirements.
- (e) Internship programs that provide business and industry experience to teachers.
- (f) Programs designed to train technical education teachers, faculty, and administrators in the effective use and application of technology, which may include distance learning.
- (g) Provides the knowledge and skills needed to work with and improve instruction for special populations.

5.2 Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and to improve the transition to teaching from business and industry.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 6: Involving Others

[Sect 134(5)], [Sect 135(4)-(5)]

- 6.1 (a) Describe how *students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals** are involved in the planning, development, implementation, and evaluation of career and technical education programs assisted under this Act.
- (b) Describe how these individuals and entities are effectively informed about and assisted in understanding the requirements of this Act.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

**Parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals*

Section 7: Improvement in Quality

[Sect 134(6)-(7)], [Sect 135(6)-(8)], [Transition plan requirement II(A)(2)(f)(iii)]

7.1 Describe the *process* that will be used to independently evaluate and continuously improve program performance, student learning and how the needs of special populations are being met.

7.2 Describe how you will initiate, improve, expand, and modernize quality career and technical education courses and programs, including relevant technology; and provide services and activities that are of sufficient size, scope, and quality to be effective and that lead to employment in high-skill, high-wage, or high-demand occupations.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 8: Special Populations

*****Special population students include: displaced homemakers, single parents, single pregnant women, nontraditional students, limited English proficient, disabled, and economically disadvantaged.*****

[Sect 134(8)(a)-(c)], [Sect 134(9)], [Sect 135(9)]

- 8.1 How do you provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency?
- 8.2 How do you provide programs that are designed to enable the special populations to meet the local adjusted levels of performance?
- 8.3 Describe how career 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.
- 8.4 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.

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in nontraditional fields.

Section 9: Performance Indicators for Continuous Improvement

9.1 Describe how your institution will meet or exceed the continuous improvement indicators required by the Perkins Act of 2006.

[Sec 134(b)(2)], [Sect 113(2)(b)]

Performance Indicators

Check all that apply to this section

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Indicator 5 is found in Section 10: Nontraditional Training and Employment Performance Indicator and Program Promotion.

Section 10: Nontraditional Training and Employment Performance Indicator and Program Promotion

[Sec 134(b)(2)], [Sect 134(10)], [Sect 113(2)(b)]

- 10.1 Describe how your institution will meet or exceed the continuous improvement Indicator 5
- Student participation in and completion of career and technical education programs that lead to employment in nontraditional fields, as required by the Perkins Act of 2006.
- 10.2 Describe how you will promote nontraditional training and employment.

2007-08 Tech Prep Plan/Application Template

(Note 1: Question sets were developed from the eight content areas of the Tech Prep program from the Perkins Act of 2006. Sections of the Perkins law used to formulate the questions are referenced at the end of the questions text within [brackets].)

1. Articulation

Articulation is essential to ensuring portability of programs, courses, and credits; for linking Tech Prep programs and students with two-year and four-year colleges; and for connecting with K-12 education reforms. An articulation agreement is a written commitment that: a) is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and, b) connects to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and, c) is linked through credit transfer agreements between the institutions described above. [Sec 3 (4)(a)-(b)]

Each Tech Prep program shall be carried out under an articulation agreement between the participants in the consortium.

- a) Describe how you will support the development and implementation of articulation agreements, including articulations in high-skill, high-wage/high-demand program areas. [Sec 203(c)(1)(c), (c)(2)(c), (c)(3)(b)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

Performance Indicators

Check all that apply to this section.

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 – Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in nontraditional fields.

2. Program of Study and Development of Tech Prep Programs

The definition of Programs of Study will be developed identified and approved during the transition year as a collaborative process between the WTECB, OSPI and SBCTC with input from stakeholders.

A program of study combines a minimum of 2 years of secondary education (as determined under State law) with a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study or an apprenticeship program of not less than 2 years following secondary education instruction and integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available. [sec 203(c)(2a)]

A program of study is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions.

- a) Describe how you will increase or maintain the number of students who participate in and complete a coherent sequence of courses that meet Tech Prep definitions, utilizing career and technical education programs of study, to the extent practicable. [Sec 203 (c)(2)(g)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- b) Describe how you will provide equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations. [Sec 203(c)(6)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- c) Describe how program elements provide technical preparation in a career field and/or lead to technical skill proficiency, an industry recognized credential, a certificate or a degree in a specific career field, including high-skill, high-wage/high-demand occupations. [Sec 203(c)(2)(c), (c)(2)(e)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- d) Describe program efforts to build student competence in technical skills and in core academic subjects through applied, contextual, and integrated instruction in a coherent sequence of courses and through the use of work-based or worksite learning experiences, if appropriate and available. [Sec 203(c)(2)(b), (c)(2)(d), (c)(3)(c)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- e) Describe program elements that support student transition to high-skill, high-wage/high-demand employment or to further education. [Sec 203(c)(2)(f)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- f) Describe how your Tech Prep program provides support and facilitation for curricula and assessments to be aligned with the EALRs, GLEs and industry standards. [Sec 203(c)(3)(a)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- g) Describe how you use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs. [Sec 203(c)(3)(d)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- h) Describe how you will develop and implement preparatory services, tools or plans to assist participants. [Sec 203(c)(7)]

- Consortium activity Secondary activity Postsecondary activity

Please indicate into which activity category your answer falls.

Performance Indicators

Check all that apply to this section.

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 – Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in nontraditional fields.

3. Professional Development

The Tech Prep program will collaboratively develop and initiate professional development opportunities in partnership with both secondary and postsecondary faculty, counselors, staff, administrators and other appropriate partners.

For Tech Prep purposes, special population students include: single parents, single pregnant women, nontraditional students, limited English proficient, disabled, and economically disadvantaged.

Professional Development for teachers, faculty and administrators

3. 1. Describe how you will provide professional development that:

- a) Supports effective implementation of Tech Prep programs by teachers, faculty and administrators. [Sec 203(c)(4)(a)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- b) Supports joint training of teachers, faculty and administrators in the Tech Prep consortium. [Sec 203(c)(4)(b)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- c) Supports teachers, faculty and administrators understanding of the needs, expectations, and methods of business and all aspects of an industry. [Sec 203(c)(4)(c)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- d) The use of contextual and applied curricula, instruction, and assessment by teachers, faculty and administrators. [Sec 203(c)(4)(d)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- e) Supports the use and application of technology by teachers, faculty and administrators. [Sec 203(c)(4)(e)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

- f) Assists teachers, faculty and administrators in accessing and utilizing data, occupational and employment information, and information on student achievement, including assessments. [Sec 203(c)(4)(f)]

- Consortium activity Secondary activity Postsecondary activity
Please indicate into which activity category your answer falls.

Professional Development for Counselors

3. 2. Describe how you will provide professional development programs for counselors designed to enable counselors to be more effective in the following areas.

- a) Counselors provide information to students regarding Tech Prep programs, comprehensive career guidance and academic counseling to participating students, including special populations. [Sec 203(c)(5)(a), (c)(5)(f)]

- Consortium activity Secondary activity Postsecondary activity

Please indicate into which activity category your answer falls.

- b) Counselors support student progress in completing Tech Prep programs, which may include the use of graduation and career plans and providing information on related employment opportunities. [Sec 203(c)(5)(b), (c)(5)(c)]

- Consortium activity Secondary activity Postsecondary activity

Please indicate into which activity category your answer falls.

- c) Counselors stay current with the needs, expectations, and methods of business and all aspects of an industry, ensuring that students are placed in appropriate employment or further postsecondary education. [Sec 203(c)(5)(d)], (c)(5)(e)]

- Consortium activity Secondary activity Postsecondary activity

Please indicate into which activity category your answer falls.

Performance Indicators

Check all that apply to this section.

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 – Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in nontraditional fields.

- 4. Accountability and Evaluation** – State policy and local consortia planning should reflect an increased emphasis on the use of data and accountability.

- a) Describe the process that will be used to evaluate and continuously improve the Consortium’s Tech Prep program performance as defined by the Tech Prep measurement indicators. (From old Plan)

- Consortium activity Secondary activity Postsecondary activity

Please indicate into which activity category your answer falls.

- b) Describe how you use Tech Prep student outcome data including performance and accountability indicators and reports to inform planning and program improvements. (From old Plan)

- Consortium activity Secondary activity Postsecondary activity

Please indicate into which activity category your answer falls.

Performance Indicators

Check all that apply to this section.

- Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- Indicator 4 – Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in nontraditional fields.

The term 'nontraditional fields' means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.