

**2007-08 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 2008

Implementation of State Leadership Activities

a. Required Use of Funds:

Conducting an assessment of the vocational and technical education programs that are funded under Perkins IV

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. The application requires districts to describe 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 – *Staff members from the State Board for Community and Technical Colleges conduct annual on-site program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans.*

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

The postsecondary system distributes Perkins leadership funds through an RFP process. Eleven grants of Perkins leadership funds were awarded to colleges that adapted Best Practices designed to identify and develop assessment projects.

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

Secondary – *Due to the high demand in the workforce and future prospect of retiring highly educated math and science employees of the baby boomer generation, the 2006-07 Washington State Legislature mandated the State Education Agency to create a position to explore opportunities in science, technology, engineering, and mathematics (STEM) related careers. One of the key responsibilities of this position is to collaborate directly with community and technical college, 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 Washington State Legislature mandated OSPI to staff a director (The State Superintendent, Dr. Bergeson, staffed the position as an Assistant Superintendent of Career and College Readiness) at the state level to establish a statewide accountability plan in which school districts will be required to use a recommended curriculum of integrated career and technical education and college readiness. In the 2007-08 school year, OSPI hosted four statewide professional development opportunities for teacher training in utilizing technology to enhance teaching and learning of content specific knowledge and skills in the classroom. In addition, the Washington Association of Skills and Technical Sciences offer various regional in-services

across the state in specific technology program areas to facilitate the use of new and emerging technology in the classroom.

Postsecondary - *In 2007-08, funds were awarded to ten distance education Best Practices designed to develop, improve, or expand the use of distance education in vocational technical programs. Nineteen Best Practice projects were awarded funds to develop, improve, or expand the use of technology in vocational technical programs. Ten of the technology grants were for replication of best practices approved for replication by the system and nine were for innovative approaches toward meeting the needs of emerging technology*

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

Secondary – *Professional development for vocational and academic instructors was delivered chiefly through two methods: workshops and conferences; and local and regional technical assistance from program supervisors and other OSPI CTE staff and administrators. In delivering the workshops, OSPI partnered with the state’s career and technical education organizations to host and staff annual and biannual conferences. OSPI staff, together with selected educators and partners, presented information on emerging, promising, and proven practices that improve the quality of technical education. Most 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 work directly with CTE instructors and local inductors to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE programs office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and the Washington Association for Career and Technical Education (WA-ACTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary 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 activities, including strategies in assisting teachers to incorporate in their teaching methodologies, various techniques in working with struggling students and students who are members of special populations..

Postsecondary – *At the postsecondary level, Perkins Leadership funds are used to support Industry-based Professional Development. This grant is available for professional technical instructors, administrators, and professional technical/Adult Basic Education teams engaged in acquiring new skills related directly to the business or industry in which they teach/supervise. The professional development activity is intended to allow the participant to stay current in the field/industry. Funding can be used by Adult Basic Education faculty or administrators to jointly*

attend professional development with professional technical faculty or administrators with the intent to deliver integrated instruction.

Industry-based professional development means any return to industry field work experience or industry-sponsored training where the experience is directly related to the program being taught. The purpose of the professional development is to be used to support attendance at recognized, hands-on, industry sponsored training programs that result in industry certification, or have a hands-on practice component of sufficient length to result in industry certification, or result in an in-depth industry upgrade that will increase knowledge of current practices.

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.

Providing support for career and technical education programs that improve the academic, and career and technical skills of students through the integration of academics with career and technical education

Secondary – *All approved CTE courses must accompany a framework that incorporates Washington Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs), in addition to all of the required leadership and technical skills required for the course. Curriculum frameworks submitted for approval without evidence of integration of all components of the EALRs, mastery of which is required for all students, and does not lead to the skills required by industry, are denied.*

Too often there are disconnects between employer demand and technical skills required for the specific occupation. On-going work continues on the development of model course/program frameworks, which include industry-defined skills standards with a strong connection and emphasis to the state's academic standards. The curriculum frameworks must include the technical content for each required course, along with the industry-defined content for leadership and employability skills.

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 fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

Secondary – *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, female enrollments are increasing in the*

engineering and graphic arts programs and more males than in the past are enrolled in the nursing and early childhood programs \$50,000 in state funds were budgeted to assist districts in implementing Project Lead the Way curriculum, which integrates math, science, technology, and engineering programs in schools, as addressed by Washington's Senate Bill 1128. In the summer of 2008, 20 scholarships were awarded to teachers of Washington State to receive training on Project Lead the Way curriculum.

Many of Washington State schools are utilizing the Inspiring Girls Now in Technology Evolution (IGNITE) model. The IGNITE program's mission and goal is to have IGNITE in every middle and high school, college and in the workplace around the world. In Washington, IGNITE works closely with Seattle schools, encouraging high school girls to consider careers in technology. The IGNITE program provides students with information in scholarships, internships, and community resources to help them succeed in the field of engineering and technology, which is nontraditional for females.

Postsecondary – During 2007-08 the State Board released nontraditional funds to the colleges on a RFP basis and funded eighteen 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 five additional nontraditional career focused projects. The seven projects selected for replication are outline below.

- **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.

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

This is a four-day camp for nontraditional career exploration. During two of 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.

- **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.

- **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.

- ***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.

- ***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. 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.

- ***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 among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study

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 exploration activities, and other local implementation issues, and assist/advise the district in how to provide programs that meet the industry standards.*

Postsecondary – *Every professional technical program is required to assemble an advisory committee composed of business and industry and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational*

program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry.

Serving individuals in state institutions

In Washington, to insure that the state provides services for individuals in institutions, the Workforce Training Education Coordination Board (WTECB) provides one percent of these leadership funds to serve individuals in state institutions and to explore a more coherent and integrated system for career and technical education and training. Employment Security Department/Offender Employment Services (ESD/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 2007-08 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 and on supervision in the community. All funders were required to register participants into the Washington State Employment Security Department's (ESD) Services, Knowledge, Information and Exchange System (SKIES) to verify and query reports on activities provided to participants. This system is accessed by all "One-Stop" partners that can provide one-on-one and group interventions, job matching and referrals to employers and community services and programs to assist in a holistic approach of a wrap-around network for access to employment, achieve employment retention, self-sufficiency and to reduce recidivism and the potential harm to the community.

The following list of projects which were designed to improve, provide or provide access to vocational education services for inmates, offenders or "at risk" clients with learning challenges and learning barriers received funding during 2007-08.

- **Columbia River Mental Health Services (CRMHS)** – collaborated with multiple agencies to provide a supportive continuum of outreach, intervention, treatment, mentoring, mental health services, assertive participant engagement, strengths-based and non-traditional treatment interventions as well as substance free housing supports with independent living, employment and self-sufficiency as the ultimate goals. This program provided 24-hour, 7 days per week services by a multi-disciplinary team that provides intensive case management and includes mental health and substance abuse treatment professionals, employment specialists, life skills coaches and community corrections officers. The team approach was able to act quickly and decisively to provide immediate interventions as well as develop a strategic plan to achieve the identified goals and reduced the need for inpatient hospitalization and incarceration for participants enrolled in the program.
- **Kelso School District** – This program was delivered in the Cowlitz County Juvenile Detention Center and provided early intervention to decrease the drop out 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 and a goal setting curriculum that provided

opportunities to alter belief systems to increase educational and vocational competencies and reduce risk factors. The program provided career research and development, internships with mentoring for the students in their chosen vocation as well as job search and placement into employment opportunities upon completion of internships.

- **FareStart** – This program’s purpose was to provide a bridge between the Department of Corrections (DOC) and the Seattle Central Community College (SCCC) for high-risk men and women who are releasing homeless to the Seattle Area – FareStart is a 16-week supportive program that provides housing, stability and on-the-job training in the food service industry. The program offers curriculum, training and mentoring in life skills, job readiness with a minimum of 500 hours of food service training in each of the FareStart businesses: contract meals, catering, cafe’ and restaurant. Participants are assisted in developing a portfolio and placement due to FareStart’s reputation for excellence and their extensive network in the Seattle community. Participants have the opportunity of continuing their education in Career and Technical Education (CTE), a Culinary Arts degree with SCCC and opportunities for high skill, wage and demand occupations with the Seattle Jobs Initiative.
- **Tacoma Goodwill Industries Youth Build Program** - provided at-risk youth 18-24 involved in the justice system an opportunity to utilize peer support and gain life and leadership skills. Participants completed secondary education, career research and development as well as training in high skill, wage and demand occupations while providing services that benefit the community. Performance outcomes identified were GED completions, two major community service and leadership projects, financial literacy, life skills, community engagement and community responsibility. Participants gained skills in the construction and labor industries and produced two Habitats for Humanity housing projects. Participants that completed the program were provided additional opportunities for work and/or CTE education and/or apprenticeships.
- **Citizens for Responsible Justice (C4RJ)** partnered with Tacoma Pierce County Employment and Training Consortium to provide offenders with training opportunities to improve skill levels so they could compete for high wage/demand jobs and move up the career ladder. Most all participants were recently released from prison and C4RJ provided housing during their training period. 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. Participants entered into approved short-term education and vocational programs with opportunities for advancement and upon completion were placed with employers that experienced a more successful job match and participants experienced higher skill placements and higher wages in demand occupations.

Postsecondary – On July 1, 2002, the State Board entered into an Interagency Agreement with the Washington State Department of Corrections to provide educational services to eligible offenders incarcerated in the state’s 15 prisons. The State Board has sub-agreements with nine community colleges, which operate programs within the confines of each prison facility.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

Secondary – Local educational agency plans are to describe how they will review career and technical education programs to identify and adopt strategies to overcome barriers that would

otherwise result in lowered rates of access to, or lowered success in the program for special populations. In many of Washington schools, the CTE program have been provided technical assistance from the State education agency to work collaboratively with their local migrant and bilingual program office, special education office, and the Title I program office to review data on CTE programs.

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. Nine of the projects applied for were directed toward serving economically disadvantaged and seven projects served educationally disadvantaged students.*

Offering 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 – *Staff members from the State Board for Community and Technical Colleges conduct annual on-site program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans. Staff members are available to provide technical assistance and have composed several guides and manuals on budgets, policies, and processes. The SBCTC also provides additional assistance through a grant budgets blog. Using the following link, system staff can gain access to information such capital outlays vs. goods and services:
<http://sbctcgrantbudgets.blogspot.com/>*

b. Permissible Activities Include:

Improving career guidance and academic counseling programs

Secondary - *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 – *Twenty-three projects were funded to improve recruitment and retention in professional technical programs.*

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students

- **Secondary** – *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.*

Navigation 101 was first developed by the Franklin Pierce School District. Because of its success there, the program was then replicated in a number of other districts around the state. In 2006, the State Legislature funded Navigation 101 so that any interested district could adopt it. The Washington State Office of the Superintendent of Public Instruction has used some of that funding to create these lesson plans, which provide a simple and clear way to implement Navigation 101 throughout Washington State schools.

A significant part of each year in Navigation 101 is focused on academics: keeping portfolios, reviewing grades and exam results, developing academic improvement plans, and planning for academic coursework, in middle school, high school, and beyond.

One key difference between Navigation 101 and students' other classes is that Navigation 101 doesn't always necessarily teach new academic content, but rather helps students reflect on their

academic performance and then plan for the future. Students are encouraged to improve their academic performance based on their strengths and weaknesses. They're given information about the coursework required for four-year or community college and then urged to enroll in advanced and "gate-keeping" courses while in middle and high school. They're frequently asked to make connections between what they're currently learning and how they will use those skills after high school.

Postsecondary – *A career pathways training was conducted for postsecondary faculty and administrators. The Tech Prep directors are facilitators for the Program of Study process within the systems. There are 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.*

Supporting initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs

Postsecondary – *Expansion of articulation activities were conducted under the Perkins basic funds as part of the local five-year plans. There are standing articulations for specific programs to universities. The community and technical college system has made recent progress in offering baccalaureate programs. The State Board for Community and Technical Colleges directed the executive director to pursue expanded partnership models of university centers, begin planning for pilot community and technical college baccalaureate degrees, and support expansion of upper division capacity at baccalaureate institutions.*

Supporting career and technical student organizations

Secondary - *OSPI program 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 program supervisors and other staff actively participated in the state conferences and many of the national conferences of these organizations. CTSO activities were 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 - *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; student Radiological Technologist organizations; the Teacher's of Tomorrow organization to provide Education Paraprofessional and Early Childhood Education leadership opportunities; 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. Over seventeen organizations benefited from Perkins Leadership funding.*

Supporting public charter schools operating career and technical education programs;
Not applicable in Washington State

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

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 2007-08 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.

The 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.

Running Start for the Trades incentive grant facilitated the 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 interdistrict program serving 12 continuing high schools and has provided opportunities for other schools to model from throughout Washington State. Continuing from the 2006-07 school year, 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 – 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. This project is available for replication and the grant funded by Perkins Leadership. Leadership funds were used to support the vocational student leadership organizations listed in a previous question. These leadership opportunities provided professional development and interactions with industry professionals.

Thirteen 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.

Supporting family and consumer sciences programs

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

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 throughout the 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 partnership efforts with local apprenticeship organizations, students learn skills that will give them an advantage when they apply for an actual apprenticeship.

Postsecondary – Every professional technical program is required to assemble an advisory committee composed of business and industry and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry including co-op experiences. Nine Best Practices grants were used to develop and improve business and industry partnerships with professional technical programs.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;

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 – A statewide career pathways training was conducted for faculty and administrators. Best Practices grant funds (21 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.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV;

Providing activities to support entrepreneurship education and training

Postsecondary – Best Practice replication grants are available for Entrepreneurship training projects.

Providing career 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 Perkins assisted services and activities in continuing their education or training or finding appropriate jobs

Secondary – *Washington State leveraged resources with the Running Start for the Trades Apprenticeship Grants, and the Navigation 101 program to focus on students interested in pursuing a career in the areas of high demand, livable wage paying trades.*

In collaboration with the Navigation 101 program, every year counselors are to help students investigate career options. Each year, the Navigation 101 curriculum features two back-to-back advisory sessions – in December and January – that are focused on planning for life beyond high school and exploring careers. These sessions give students information about career opportunities and the education and training they'll need to pursue them.

The Navigation 101 lesson plans suggest that each student take an interest or skills assessment once a year. Your school district should have these resources available, through WOIS or other services, or you can use a free service, such as www.careervoyages.gov. The lesson plans also suggest job shadows for older students, to give them firsthand experience in a career area of interest.

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. Twenty-three 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.*

Developing valid and reliable assessments of technical skills

Postsecondary – *Every professional technical program is required to assemble an advisory committee composed of business and industry and organized labor representatives. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry including co-op experiences. Nine Best Practices grants were used to develop and improve business and industry partnerships with professional technical programs.*

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes

Postsecondary – *Tech Prep funds were used to create Tech Prep student enrollment and data collection system. This system will provide information that is consistent across the system. Perkins data is gathered through a central data system for the state. There data analysts on staff and assigned to manage the Perkins data reporting requirements.*

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business

Postsecondary – Leadership funds were further used to support professional development through a statewide Parent Educators Conference, Workforce Deans' training and training for new career and technical education instructors. The new instructor training has been highly successful and has expanded to multiple locations better serve instructors. Additional innovations were developed with the use of emerging technologies to aid instructors that are geographically isolated or need flexibility in scheduling.

Supporting occupational and employment information resources

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. Twenty-three 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.

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the state had technical skill assessments; (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and (3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

Statewide

The Workforce Training and Education Coordinating Board will convene a Technical Assessment Task Force in early 2008. The purpose of this stakeholders meeting will be to determine how the state can best meet the accountability expectations for measuring technical skills attainment.

Secondary - In OSPI's secondary data reporting system, districts report industry certification with a "Y/N" indicator. While this reporting method provides aggregate statistics, it does not allow us to disaggregate the data for specific certification/assessment details.

OSPI provided the following table, which shows the program CIPS and the correlating assessments that are available to students completing the coursework.

COURSE NAME	INDUSTRY CERTIFICATION / ASSESSMENTS
TV/Radio Broadcast Journalism Technology	SBE Certified Radio Operator Skill Connect Assessment
Advertising	ASK Institute / Brainbench
Video Production Technology/Technician	NOCTI Test code 1427 Skill Connect Assessment
Recording Arts and Sound Reinforcement Technology	Skill Connect Assessment
Visual Communications	CIW
Graphic, Communications, Foundations	PrintED/GAERF or NOCTI Test code 4024 Skill Connect Assessment
Prepress/Desktop Publishing and Digital Imaging Technology/Technician	PrintED/GAERF Skill Connect Assessment
Animation Technology/Video Graphics and Special Effects	Skill Connect Assessment
Graphics and Printing Equipment Operator and General Production	PrintED/GAERF NOCTI Test code 4024 Skill Connect Assessment
Fundamentals of Information Technology	IC3, ICDL
Computer Programming	Brainbench
Digital Communication Tools	IC3, ICDL
Office User Specialist	IC3, MOS-Core, MOS-Expert
Webpage/Digital/Multimedia and Information Design	CIW Foundations
Data Modeling and Database Administration	MCDBA
Video Game Design/Digital Computer Animation for Game Design	Skill Connect Assessment
Computer Systems Networking and Telecommunications	Network +
Web/Multimedia Management and Webmaster	CIW Foundations
Technical Support Services	A+
Building Services Technician	NOCTI Test code 2012 Skill Connect Assessment
Electronics, Engineering and Design	NOCTI Test code 1034 or NOCTI Test code 3035
Industrial Robotics Technology/Technician	NOCTI Test code 1065
Manufacturing Technology/Technician	MTAG or NOCTI Test code 1084
Drafting and Design Technology General	American Design Drafting Association (ADDA) or NOCTI Test code 2038 Skill Connect Assessment
CAD/CADD Drafting and/or Design Technology	American Design Drafting Association (ADDA) or NOCTI Test code 2073 Skill Connect Assessment
Architectural Drafting, Architectural CAD/CADD	American Design Drafting Association (ADDA) or NOCTI Test code 2004
Civil Drafting and Civil Engineering CAD/CADD	American Design Drafting Association (ADDA) Skill Connect Assessment
Electrical/Electronics, Drafting CAD/CADD	American Design Drafting Association (ADDA) Skill Connect Assessment
Mechanical Drafting and CAD/CADD	American Design Drafting Association (ADDA) or NOCTI Test code 3054 Skill Connect Assessment
Early Childhood, Education and Services	S.T.A.R.S.
Legal Administrative Assistant	Brainbench
Technical Communication	Brainbench
Business Math	Brainbench
JROTC Military Science	JROTC
Sports, Recreation and Entertainment Marketing and Management	Brainbench
Criminal Justice/Police Science	NOCTI Test code 2981
Homeland Security and Loss Prevention Services	NOCTI Test code 2081
Fire Science/Fire Fighting	Skill Connect Assessment
Economics	ASK Institute
Commercial Construction Trades	NCCER Core & Construction Technology 1
Residential Carpentry/Carpenter	NCCER Core & Residential Carpentry or Carpentry 1 Skill Connect Assessment
Residential Electrician	NCCER Core & Residential Electrical 1 or NOCTI Test code 3030
Painting and Wall Covering	NCCER Core & Painting 1 or NOCTI Test code 2060
Pre-Apprenticeship Skills for the Trades	Apprenticeship program or NCCER Core
Electrical Equipment Installation and Repair	HTI/CompTIA or Consumer Electronics Association (CEA) Skill Connect Assessment
Computer Installation and Repair Technology/Technician	A+ or NOCTI Test code 4215
Home and Mobile Entertainment Electronics Installation and Repair Technician	NCCER ETA Skill Connect Assessment
HVAC/HVACR Maintenance Technology/Technician	PAHRA NCCER Core & HVAC 1 HVAC Excellence NOCTI Test code 3064 Skill Connect Assessment
Processing Machinery Maintenance and Repair Technology	MTAG
Computer Integrated Manufacturing	MTAG or NOCTI Test code 1084 Skill Connect Assessment
Auto body/Collision Repair Technology/Technician	A-YES/ASE or IC-CAR or NOCTI Test code 1083 Skill Connect Assessment
NATEF/ASE Automotive Technician	A-YES/ASE

Diesel Mechanic and Repair	A-YES/ASE
Power Equipment Small Engine Technology/Technician	EETC or NOCTI Test Code 2068 Skill Connect Assessment
Aircraft Mechanic and Aircraft Maintenance Technology/Technician	FAA pre test for A&P
Motorcycle Maintenance and Repair Technology/Technician	NOCTI Test Code 1077 Skill Connect Assessment
Marine Maintenance and Ship Repair Technology/Technician	NOCTI Test code 1076
Automobile/Automotive General Service Technician	ASE Skill Connect Assessment
Precision Production Trades Foundations	MTAG
Machine Shop Technology/Technician	NIMS or NOCTI Test code 3052
Sheet Metal Technology/Technician	NCCER Core & Sheet Metal 1
Welding Technology	AWS NCCER Core & Welding 1 Skill Point Cert.
Woodworking Technology/Technician	WoodLINKS
Cabinetmaking and Millwork/Mill Wright	NCCER Core & Cabinetmaking 1 WoodLINKS
Airline/Commercial Pilot and Flight Crew	FAA Ground School
Merchant Marine Officer/Crew	USCG unlimited tonnage license

Graphic Design/Commercial Art and Advertising Art	NOCTI Test code 3019 Skill Connect Assessment
Commercial Photography	Professional Photographers of America Skill Connect Assessment
Cinematography and Cinema Production	Skill Connect Assessment
Medical Administrative Assistant	Brainbench
Introduction to Business	ASK Institute / Brainbench
Business Office Management	Brainbench
Electronic Commerce	Brainbench
Accounting	Brainbench
Accounting Technology	Brainbench
Business Procedures and Administrative Support Services	Brainbench
Recordkeeping	Brainbench
Business Communications	Brainbench
Entrepreneurship	ASK Institute
Finance	Brainbench
Banking and Financial Services	Brainbench
Hospitality Administration and Management	Brainbench
Hotel/Motel Administration Management	Brainbench (through Hospitality Admin)
Introduction to Marketing	ASK Institute / Brainbench
Marketing Management	ASK Institute / Brainbench
Real Estate	Brainbench
Marketing Operations	ASK Institute / Brainbench
Selling Skills and Sales Operations	ASK Institute / Brainbench

The 2007 Legislature passed 2SSB 6377 a comprehensive bill expanding and deepening the state's commitment to career and technical education. The bill authorized the development of statewide programs of study in three areas: construction, information technology, and health care. This statewide effort's goal is to identify the skill and educational requirements in professional and technical areas as well as math, science, social science, humanities at each significant level of education for these career fields: high school, community and technical college (2-year college level), and university (4-year college level). The postsecondary system's Centers of Excellence have been asked to take the lead in development of the statewide programs of study. Once implemented these programs may provide a model for measurement of technical skill attainment that will be consistent across the state.

Postsecondary

Postsecondary technical assessment is built into the program development process. The State Board for Community and Technical Colleges requires that each certificate and program of 20 credits or more submit program information for approval prior to making the educational program available to students.

A program planning committee composed of employers and employees in the career field must meet and design the program to provide students with the training required for local, state and national skill levels or certifications. This local partnership is necessary for support of the program and placement of co-op work experiences and jobs. This planning committee is the foundation for a program advisory committee, which is a requirement for an approved program.

Advisory committees are involved in curriculum development and keep the program current with industry trends.

The program approval process requires that data be gathered on the employment outlook in the career field. This verifies need for the program graduates at the educational attainment level of certificate, Associates degree or beyond. The program is based on the skill sets appropriate and necessary for the level of educational attainment in the career field.

3. Implementation of State Program Improvement Plans

Washington State met the agreed upon level of performance for the three accountability elements required for the 2007-2008 Perkins Consolidated Annual Report. Further action is not required.

4. Implementation of Local Program Improvement Plans

Sec. 123(b)(1) of *Perkins IV* requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of *Perkins IV* further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Please review the accountability data submitted by your state's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

Secondary – *Perkins local accountability data has been analyzed to determine local levels of performance (by district.) Of the 249 school districts reporting, for 1S1, 14 districts did not meet or exceed 90 percent of the agreed upon performance level and will be required to submit a plan for improvement. Of the 249 school districts reporting for 2S1, 85 did not meet or exceed 90 percent of the agreed upon performance level and will be required to submit a plan for improvement. Of the 239 school districts reporting graduation rates, 34 did not meet or exceed the agreed upon performance level and will be required to submit a plan for improvement.*

Postsecondary – *Perkins* accountability data is not required for the transition year 2007-08 CAR.. As data is available, SBCTC will monitor local recipient performance results compared to the state adjusted level of performance. If a local recipient fails to achieve the adjusted level of performance, the requirements for a local improvement plan (as described in section 123 (b) of the Act) will go into effect.

5. Tech Prep Grant Award Information

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

Tech Prep funds are distributed according to formula to the 22 Tech Prep Consortia in the state. Tech Prep plans are developed within each consortium, with input and guidance from the consortium partners, including members of the secondary and postsecondary institutions. Each of the state's 22 consortia receive a base grant of \$70,000, plus an adjustment based on the number of Tech Prep students who earned college credit through Tech Prep, as captured by code, and reported by the colleges through the data and Student Management System. Funds are intended to support the basic consortium operations and activities that meet federal Perkins requirements, state goals, and local priorities. The funding adjustment provides additional support to consortia with large numbers of Tech Prep students.

Tech Prep Funding Formula

Consortium \$ = variable \$ for the consortium + \$70K base

\$70,000 base available for each of 22 consortia

\$70K x 22 = \$1,540,000

State Tech Prep allocation – base allocation = balance

Balance ÷ Total State Tech Prep Headcount = \$ per headcount

(Note that the \$ per headcount is not a constant from year to year.)

\$ per headcount x consortium headcount = variable allocation for consortia.

Please review the accountability data submitted by your state's consortia as described in Sec. 203(e) of *Perkins IV*. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

Tech Prep accountability data is not required for the Perkins transition year 2007-08. The SBCTC is developing a data reporting system for accurate accountability reporting for 2008-09.

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
FY2007-08 TECH PREP

District	Grant Award	
Bates		
Bellevue	\$108,765	Northeast Tech Prep Consortium
Bellingham Tech	\$76,914	Whatcom Tech Prep
Big Bend	\$83,114	Basin Tech Prep Consortium
Cascadia		
Centralia	\$74,794	Lewis and South Thurston Counties Consortium
Clark	\$88,599	Clark – SW Washington Consortium
Clover Park		
Columbia Basin	\$81,800	Columbia Basin Consortium
Edmonds	\$77,513	Edmonds Tech Prep Consortium
Everett	\$94,799	Sno-Isle/Everett CC Consortium
Grays Harbor	\$80,763	Twin County Consortium
Green River	\$115,632	South King County Tech Prep Consortium
Highline		
Lake Washington		
Lower Columbia	\$88,876	Cowlitz-Wahkiakum Career Development Consortium
Olympic	\$89,589	West Sound Consortium
Peninsula	\$79,611	North Olympic Peninsula Consortium
Pierce District	\$103,901	Pierce County Careers Connection
Renton		
Seattle District	\$90,351	Seattle Tech Prep Consortium
Seattle South	\$85,511	Puget Sound Career Consortium
Shoreline		
Skagit	\$96,758	PrepWork Consortium
South Puget Sound	\$106,714	South Sound Tech Prep Partnership
Spokane District	\$77,329	Northeast Washington/Spokane Consortium
Tacoma		
Walla Walla	\$74,771	Southeastern Washington Tech Prep Consortium
Wenatchee Valley	\$81,109	North Central Washington Consortium
Whatcom		
Yakima	\$79,242	Yakima Valley Consortium
System Total	\$1,936,455	