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**U. S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name:

Washington State

Eligible Agency Submitting Plan on Behalf of State:

Workforce Training and Education Coordinating Board

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check *all* that apply):

5-Year

1-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

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Washington State Perkins Five-year Plan

**Effective
July 1, 2008 – June 30, 2013**

Eligible Agency

Workforce Training and Education Coordinating Board
David Harrison, Chair
Eleni Papdakis, Executive Director

Secondary Recipient

**The Office of Superintendent of
Public Instruction**
Terry Bergeson, Superintendent

Postsecondary Recipient

**State Board for
Community and Technical Colleges**
Charlie Earl, Executive Director

In compliance with federal laws, Washington State Public Schools and Community and Technical Colleges administer all state-operated education programs, employment activities and admissions without discrimination based on race, religion, national origin, color, sex, age, military service, or disability.

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Part A

State Plan Narrative

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LEGAL AUTHORITIES

Workforce Training and Education Coordinating Board

RCW 28C.18

The purpose of the board is to provide planning, coordination, evaluation, monitoring, and policy analysis for the state training system as a whole, and advice to the governor and legislature concerning the state training system, in cooperation with the state training system and the higher education coordinating board.

- The board shall be designated as the state board of vocational education as provided for in P.L. 98-524, as amended, and shall perform such functions as is necessary to comply with federal directives pertaining to the provisions of such law.
- The board shall provide policy advice for any federal act pertaining to workforce development that is not required by state or federal law to be provided by another state body.
- Upon enactment of new federal initiatives relating to workforce development, the board shall advise the governor and the legislature on mechanisms for integrating the federal initiatives into the state's workforce development system and make recommendations on the legislative or administrative measures necessary to streamline and coordinate state efforts to meet federal guidelines.
- The board shall monitor for consistency with the state comprehensive plan for workforce training and education the policies and plans established by the state job training coordinating council, the advisory council on adult education, and the Washington state plan for adult basic education, and provide guidance for making such policies and plans consistent with the state comprehensive plan for workforce training and education

The Office of Superintendent of Public Instruction

RCW 28A.30

- The state of Washington and/or any school district is hereby authorized to receive federal funds made or hereafter made available by acts of congress for the assistance of school districts in providing physical facilities and/or maintenance and operation of schools, or for any other educational purpose, according to provisions of such acts, and the state superintendent of public instruction shall represent the state in the receipt and administration of such funds.
- The authority for this chapter is RCW 34.05.220 which authorizes the superintendent of public instruction to adopt rules governing the formal and informal procedures prescribed or authorized by chapter 34.05 RCW.

State Board for Community and Technical Colleges

RCW 28B.50

- The college board shall have general supervision and control over the state system of community and technical colleges. In addition to the other powers and duties imposed upon the college board by this chapter, the college board shall be charged with the following powers, duties and responsibilities:

(1) Review the budgets prepared by the boards of trustees, prepare a single budget for the support of the state system of community and technical colleges and adult education, and submit this budget to the governor as provided in RCW [43.88.090](#);

(2) Establish guidelines for the disbursement of funds; and receive and disburse such funds for adult education and maintenance and operation and capital support of the college districts in conformance with the state and district budgets, and in conformance with chapter [43.88](#) RCW.

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I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. Public hearings

Five public hearing were held in January 2008 to solicit comment and input for Washington State's Five-year Perkins Plan. The hearing venues were selected to make participation accessible across the state. Notice of the scheduled meeting dates and locations was sent as a press release. Besides press media, the notice was also submitted to the operating agencies and the Workforce Training and Education Coordinating Board members for electronic distribution. The following excerpt is the press release as it was published the week of December 15, 2007:

Public comment needed on spending federal career and technical education dollars

The public is invited to participate in shaping how Washington will spend federal dollars designed to improve the quality of and expand access to career and technical education programs.

The Workforce Training and Education Coordinating Board (WTB) will conduct hearings to solicit ideas and comments on how it should spend federal money provided through the Carl D. Perkins Career and Technical Education Act of 2006. A draft five-year plan will be available at www.wtb.wa.gov by Jan. 7, 2008.

Career and technical educational (CTE) programs are courses that provide individuals with the knowledge and skills needed to prepare for careers in current or emerging employment sectors. CTE programs are usually geared towards careers that do not require a baccalaureate or higher degree to be successful.

The WTB staff invites the public, and particularly employers, labor organizations, educators, parents, students, and community organizations to present their views and make recommendations regarding the state's five-year Perkins plan at any of the five hearings held around the state.

- *Spokane Falls Community College, 3410 W. Fort George Wright Dr., Wednesday, Jan. 9, 2008.*
- *Yakima Community College, S. 16th & Nob Hill Blvd., Thursday, Jan. 10, 2008.*
- *Lower Columbia Community College, 1600 Maple Street in Longview, Friday, Jan. 11, 2008.*
- *Edmonds Community College, 20000 68th Avenue W. in Lynnwood, Monday, Jan. 14, 2008.*
- *Clover Park Technical College, 4500 Steilacoom Blvd. SW, Lakewood, Tuesday, Jan. 15, 2008.*

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All meetings will be open for comment between 4 p.m. and 7 p.m. Written comment can be sent to: Terri Colbert, program manager, Workforce Training Board, PO Box 42495, Olympia, WA 98504; or by email to tcobert@wtb.wa.gov.

As the eligible state agency receiving the funds, the WTB partners with the Office of the Superintendent of Public Instruction and the State Board for Community and Technical Colleges to design programs that enable the state to provide quality career and technical education to meet performance measures.

The Perkins Act was adopted in 1998 and reauthorized by Congress in 2006. Last year, the Act provided states with roughly \$1.3 billion with just over \$25 million going to Washington.

2. Summary of public hearings *(to be included following January's public hearings)*
 3. Develop State Plan in consultation with:
 - a. Academic and career and technical education teachers,
 - b. Faculty
 - c. Administrators
 - d. Career guidance
 - e. Academic counselors
 - f. Eligible recipients
 - g. Parents
 - h. Students
 - i. Institutions of high education
 - j. Tech Prep coordinators and consortia representatives
 - k. Community members
 - l. Representatives of special populations
 - m. Business & industry representatives
 - n. Labor organization representatives
 - o. Governor
- [Sec. 122(b)(1)(A)-(B)]

The Workforce Training and Education Coordinating Board convened a Perkins Transition Team to provide input and guidance to the implementation of the Perkins IV legislation. Members of that team include:

- Office of the Superintendent of Public Instruction (OSPI), Career and Technical Education Division
- State Board for Community and Technical Colleges (SBCTC), Workforce Education Division
- Tech Prep Directors Council
- Workforce Education Council (WEC)
- Washington Association of Vocational Administrators (WAVA)
- Offender Employment Services, a division of Employment Security (OES)
- Workforce Training and Education Coordinating Board (WTB)

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The Perkins Transition Team attended the regional workshops to learn about the new Legislation and to begin dialogue about the state's one-year transition plan preparation. As the team identified goals and strategies, they have aligned their efforts to the state's strategic plan, *High Skills, High Wages*. Their work plan guided efforts in development of the transition plan and the five-year plan.

The changes in Perkins legislation resulted in numerous policy decisions. These decisions were made through the direction of the Workforce Training and Education Coordinating Board. Membership of this Board includes:

- Chair, David Harrison, senior lecturer at the Daniel J. Evans School of Public Affairs, University of Washington
 - Rick Bender, President, Washington State Labor Council, AFL-CIO
 - Janet Lewis, Local 46 Business Representative, International Brotherhood of Electrical Workers
 - Beth Thew, Executive Secretary-Treasurer, Spokane Regional Labor Council, AFL-CIO
 - Mike Hudson, Executive Director of the Institute Workforce Development and Economic Sustainability, Association of Washington Business
 - Creigh H. Agnew, Vice President of Government Affairs and Corporate Contributions, Weyerhaeuser Company
 - Tony Lee, Community Action Director, Fremont Public Association
 - Terry Bergeson, Superintendent of Public Instruction
 - Karen T. Lee, Commissioner, Employment Security Department
 - Charlie Earl, Executive Director, State Board for Community and Technical
 - Robin Arnold-Williams, Secretary, Department of Social and Health Services
 - Kris Stadelman, CEO, Workforce Development Council of Seattle-King County
 - Juli Wilkerson, Director, Community Trade and Economic Development
 - Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board
4. Access to information and allow opportunities to participate in State and local decisions that relate to development of the State plan [Sec. 122(b)(2)]

Most of the 13 members of the Transition Team participated in one of three Perkins workshops, following passage of the Perkins 2006 legislation. Following these workshops, the team convened monthly to participate in the state's plan development. Members of the Transition Team kept their related system groups apprised throughout the plan development process, including the WA-ACTE, WAVA, and WEC¹. System groups included eligible agencies, consortia, and local recipient councils. Transition Team members brought the comments and concerns of their constituent groups to the meetings, and those were considered during the plan's development.

¹ Washington Association of Career and Technical Education (WA-ACTE); WAVA An Association of Career and Technical Education Administrators (WAVA); Workforce Education Council (WEC)

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5. Develop State plan relating to amount and uses of funds after consultation with the eligible State agencies.

Funding decisions and the focus of Perkins funds usage were determined during the five-year plan development. Funding issues were discussed at several of the monthly Transition Team meetings. Additionally, administrative staff at the Workforce Board met with representatives of both operating agencies to draft policy recommendations. The Workforce Board met on September 26, 2007 to discuss the recommendation, and again on November 8, 2007 to take action to include a 56 percent postsecondary to 44 percent secondary funding split in the state's five-year plan (*as adopted by the Workforce Board in November 2007 for inclusion in the state's five-year plan*).

Further, the use of basic grant funds will incorporate the required and permissible activities. Eligible agencies will continue to monitor use of the leadership funds, using them as allowable under the Act. The secondary and postsecondary agencies will utilize the 10 percent reserve option for the basic grant funds to assist those districts and institutions identified as rural, or with a high number or high percent of CTE students (*as adopted by the Workforce Board in November 2007 for inclusion in the state's five-year plan*). Offender Employment Services, a division of Employment Security, will be the recipient and will administer the one-percent leadership funds, targeting individuals in state institutions by providing career and technical training and employment opportunities (*as adopted by the Workforce Board in November 2007 for inclusion in the state's five-year plan*).

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. On April 15, 2007 Washington State submitted its One Year Perkins Transition Plan. This submission is Washington State's Five Year Perkins Transition Plan, thus meeting the requirements of the Act. [Sec. 122(a)(1)]
2. Describe CTE activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, include a description of –
 - a. The CTE programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students when planning for an completing future coursework for CTE content areas that –
 - i. Incorporate secondary and postsecondary education elements;
 - ii. 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;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

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- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
- b. How CTE programs of study will be developed and implemented, in consultation with eligible recipients.
- c. How eligible recipients will be supported in developing and implementing articulation agreements between secondary education and postsecondary education institutions.
- d. How programs at the secondary level will make available information about CTE programs of study offered by the eligible recipients.

The Transition Team's monthly agenda included development of Programs of Study recommendations for inclusion in the Board's policy package. The Board reviewed the policy, standards, and implementation recommendations in September and November 2007.

On November 27, 2007 the Workforce Board convened a Program of Study Workgroup, with representation from operating agencies, system organizations, counselors, and Tech Prep. This group assisted in framing the steps that locals would take in defining their programs of study and how the Tech Prep directors would facilitate where additional assistance may be needed. A Programs of Study template was adapted, and a process identified for assuring that each local secondary and postsecondary district met the Act requirements outlined in Section 122(c)(1)(A)(i-iv).

The list of approved/recognized programs of study will be posted on websites for both secondary and postsecondary program delivery systems, and will be included in the local planning process. Local recipients' plans must identify the approved programs of study that are offered, in order to establish eligibility for receipt of Perkins funding. Programs of Study are to be linked to career counseling at a minimum and if the program exceeds minimums, it will be linked to a comprehensive school counseling program, such as Washington State's Navigation 101.

The recommendations for development and implementation of Programs of Study, as presented and approved for inclusion in the state's five-year plan, were:

Programs of Study will enable students to clearly envision and understand what courses will be needed for them to gain the appropriate skills and knowledge to attain education goals and entry into the workforce.

Programs of Study can provide an educational roadmap for students, regardless of where or when they enter the educational continuum: whether in high school, college, ABE/ESL, as an apprenticeship-bound student, or one who is employment-bound, or as an adult seeking skills upgrade. With a clear perception of their direction, students will better understand what courses they need to reach their destination.

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Recommendations

Policy Recommendations

- *Primary responsibility for developing Programs of Study should be at the local level with a state determination that a Program of Study meets minimum standards through the Perkins grant approval process. The state will use the Tech Prep consortia coordinators/directors as facilitators of the Programs of Study development process.*
- *The Workforce Board and state operating agencies should encourage the use of the national Career Clusters organizational framework and standards, as a starting place for the identification of required knowledge and skill sets. Local modifications to meet industry or educational standards are permissible.*
- *Programs of Study can provide an education road map for students. A Program of Study must be flexible to accommodate a student's individual course selection and educational goals.*
- *Local schools and colleges are required to provide one Program of Study in the first year of the Perkins plan. Additional Programs of Study should be incrementally phased in, where attainable.*
- *Each Program of Study will identify opportunities for students to obtain high wage, high skills, or high demand jobs in the appropriate fields.*
- *The state's goal is to maximize the number of approved programs of study in place by the end of the five-year plan. At the end of year three, the state will re-examine this goal, based on experience to-date.*

Programs of Study Standards Recommendations

- *Minimum standards will be established by the state and must be met for a Program of Study to be approved by the state.*
- *Standards for Programs of Study must required content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to successfully transition into postsecondary education without remediation.*
- *Minimum requirements for a Program of Study will include the following components:*
 - Alignment with career counseling*
 - Appropriate Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) at the secondary level*
 - Rigorous academic, occupation-specific, and industry-recognized skills and knowledge at the secondary and postsecondary level that lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

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- *The state should encourage secondary and postsecondary Programs of Study to exceed standards, by including the following components:*
 - Opportunity to earn college credit (secondary component)*
 - Alignment and articulation with baccalaureate programs (postsecondary component)*
 - Alignment with a comprehensive school counseling program, such as Washington's Navigation 101*
 - Linkages to skill panels and Centers of Excellence*
 - Self-employment and entrepreneurial opportunities in the pathway at multiple exit points.*

Implementation Recommendations

- *Tech Prep consortia directors will facilitate the development of Programs of Study, including:*
 - Alignment between secondary and postsecondary*
 - Both academic and technical skill components, at the appropriate level*
 - Sign articulation agreements*
 - Attainment of all standards, established by the state agencies.*
- *Marketing and communications should be a critical part of the development of Programs of Study. The OSPI, SBCTC, and Workforce Board should coordinate their marketing efforts in support of Programs of Study.*
- *Professional development will be critical to the development of Programs of Study. Strategies on professional development should be coordinated with other professional development needs related to Perkins.*
- *State leadership resources should be utilized to support Programs of study implementation.*
- *An approval process for Programs of Study will be developed by the Workforce Board together with OSPI and SBCTC. OSPI and SBCTC will retain authority for approval of Programs of Study consistent with the state plan.*
- *An evaluation plan that includes identification of appropriate data elements and performance measures will be developed by the Workforce Board together with OSPI and SBCTC. Every effort will be made to utilize the existing performance measure in the development of performance evaluation for Programs of Study.*

- e. How secondary and postsecondary CTE programs will be carried out to develop, improve, and expand access to appropriate technology in CTE programs.

Secondary

In 2005, the Office of the Superintendent of Public instruction formally adopted CTE standards, which are industry-based and provide the foundation for approved CTE

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program curricula. Sample model frameworks have been identified and are posted on the agency's website. The technology addressed in the model framework and standards is based on the appropriate business or industry application. With the assistance of each program's industry advisory committee, programs are kept informed about industry technology.

Postsecondary

Industry advisory committees are required for all postsecondary workforce training programs. Guidelines require that two advisory meetings be held annually. During these meetings, curriculum is reviewed and members advise program faculty of current and new industry technology standards.

Section 4 of the postsecondary local planning applications requires colleges to describe how they will develop, improve, or expand the use of technology in CTE, which may include:

1. Providing CTE 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.
2. Encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

- f. The criteria that will be used to approve eligible recipients for funds, including criteria to assess the extent to which the local plan will –
 - i. Promote continuous improvement in academic achievement;
 - ii. Promote continuous improvement of technical skill attainment; and
 - iii. Identify and address current or emerging occupational opportunities.

Funding allocations to eligible local recipients will be formula-based, as outlined in statute. Each local recipient will complete and submit a plan, addressing all required components. (*See Appendices: Secondary and Postsecondary Plan Templates.*)

Plans will include a description of the district's efforts to promote continuous improvement in academic achievement (secondary) and technical skill attainment (secondary and postsecondary). Districts will be informed of the baseline accountability levels for each of the measures, including academic achievement and technical skill attainment. As accountability data is pulled, the districts' performance levels will be addressed within a section of the locals' annual Perkins plans. Locals will be asked to analyze their data results, and to establish a plan that will promote continuous improvement.

Both secondary and postsecondary state agencies have adopted standards for existing and new programs. The standards include an analysis of local labor market information to

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demonstrate how the program meets local economic need for development of a trained workforce.

Secondary

Secondary districts develop curriculum/programs which must meet standards established the Office of the Superintendent of Public instruction. The standards are designed to ensure high quality, consistent, and relevant career and technical education programs as essential components of educational and career pathways. Program foundations include:

1. Students will demonstrate occupationally specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations using a contextual approach.
2. Career and technical education (CTE) programs are coordinated with other workforce development programs.
3. Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn, and work in an increasingly diverse society.
4. Leadership skills are integrated into the content of each course.
5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
6. CTE programs assist students with career planning and development, transitions, employment, and postsecondary options.
7. CTE instructional equipment, facilities, and environment are comparable to those used in the workplace.
8. The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.
9. CTE instructors are provided time and resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. An advisory committee actively guides the relevance and continuous improvement of the program.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

Postsecondary

Postsecondary districts develop curriculum based on the emerging industries within their workforce sector. The criteria for program approval include:

1. Narrative summary of need, including sources –The estimated output of the proposed program and similar programs statewide does not exceed projected employment need. Forecasts endorsed by the Office of Fiscal Management shall be included where they apply. Needs studies or indication of need from employers should support new and emerging occupations not covered by standard forecasts. The technical content of the primary program will support at least entry-level employment or provide the skills needed for maintaining or improving employment. In cases where colleges train

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- students who generally relocate (many times these schools are found in rural communities), the labor market demand may be substantiated using regional data.
2. Potential career progression, including job titles
 3. Initial assessment of work-based learning/clinical sites (if applicable to the program)
 4. Labor market projections and data for Washington State and the region (should include state and federal economic data; occupational and economic forecasts from federal, state, and local organizations, and original research and surveys conducted by the college in cooperation with industry partners.
 5. Advisory Committee minutes of meetings showing evidence that the committee determined there is a commitment in the geographic area to employ individuals who have been served by the program.

- g. How programs at the secondary level will prepare CTE students, including special populations, to graduate from secondary school with a diploma.

Secondary

Beginning with the graduating Class of 2008, all public high school students will be expected to meet new statewide requirements in order to earn a diploma. The goal: More students better prepared to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. Beginning with the class of 2008, students will need to meet four statewide graduation requirements:

1. Earn a minimum of 19 credits in core courses. (*Many local school districts require students to earn credits beyond the state minimum.*)
2. Complete a Culminating Project to apply learning in a particular area of the student's interests.
3. Complete a High School and Beyond Plan that outlines how that will make the most of high school to earn their diploma and prepare for their next steps after high school.
4. Earn the Certificate of Academic Achievement or Certificate of Individual Achievement by meeting the state reading, writing, and math standards on the High School Washington Assessment of Student Learning (WASL), an assessment for students in special populations or the Certificate of Academic Achievement Options.

Local secondary recipients will address how their programs will prepare their career and technical education students, including special populations, to graduate from secondary school with a diploma. This will include their efforts to track retention and completion, and to provide remediation when necessary.

- h. How programs will prepare CTE students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

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Secondary

Employability skill development for all students is a required, integral part of all CTE instructional programs. These skills include human relations, personal management, and personality (affective) skills – those needed to be a good employee.

When planning an individual course, local districts choose which of the core employability skills(s) from each category that will be addressed in that course. Upon completion of a sequence of courses, students will be able to demonstrate knowledge and skills in all of the Employability competencies:

1. The student will demonstrate the ability to identify, organize, plan, and allocate resources including: time, money, materials, space, and staff.
2. The students will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that a student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
3. The student will demonstrate an understanding of complex inter-relations. This means that the student understands social, organizational, and technological systems; they can monitor and correct performance, and they can design or improve systems.
4. The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

Local secondary recipients will address how their programs will prepare their career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

Postsecondary

Local plans must:

1. Describe how they will provide students with strong experience in, and an understanding of, all aspects of an industry (such as industry skills standards, industry certifications, career progression, management, work-based learning experiences, high skills, high wage, or high demand occupations in current or emerging fields).
2. Describe how they will provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skills, high-wage, or high demand occupations that will lead to self-sufficiency.

- i. How funds will be used to improve or develop new CTE courses –
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards.
 - ii. At the postsecondary level that are relevant and challenging; and

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- iii. That lead to employment in high-skill, high-wage, or high-demand occupations.

When funds are used at both the secondary and postsecondary levels to develop or improve CTE courses, the program/course approval guidelines and standards must be met. *(See 2(f) and 2(g) above.)*

Within the local plans, secondary and postsecondary recipients will address how they will use funds to improve or develop new CTE courses. The program approval at the secondary level will require CTE courses to identify how and where CTE curriculum is aligned with rigorous and challenging academic content. Course approval at the postsecondary level requires districts to demonstrate curriculum relevancy and identify employment opportunities in high-skills, high-wage, or high-demand occupations.

- j. How communications will be facilitated and coordinated on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

Washington's Tech Prep Title II grant funds are administered through the State Board for Community and Technical Colleges (SBCTC), and through a grant application/planning process, funds are allocated to 22 consortia. Each consortium is comprised of secondary and postsecondary partners, as well as business and labor. Directors from each consortium participate in the state's Tech Prep Directors Council, which meets throughout the year. SBCTC is the operating agency, and one community or technical college within the consortium is the fiscal agent for the grant funds.

The Directors Council has adopted by-laws and seats an Executive Committee that sets the agenda and provides direction to the Council. The Council has numerous committees that are comprised of the consortia directors, one of which is the Marketing Committee. This group takes a lead in ensuring that all consortia share best practices and successes of the program.

Tech Prep directors, as leads in the development of Programs of Study, will be uniquely positioned to identify and share promising and best practices. As Programs of Study are expanded, the directors will replicate those efforts that provide the greatest opportunities for students, and will provide technical assistance where improvements can be made.

Consortia are also required to report at the end of each academic year, describing their Best Practices. These are shared with all consortia and the Washington State Tech Prep Advisory Committee during an annual end of the year meeting. These best practices are also placed on the SBCTC website. Statistics and data are also shared, with open discussions about how to ensure that each student has the increased opportunities available through the Tech Prep programs.

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Local Tech Prep and Perkins plans are a collaborative effort of the Tech Prep consortium and its member colleges. Best practices are shared through the planning process by using a peer review and the selection of “model” plans during the review. “Model” plans are posted on the SBCTC website as examples for others.

- k. How funds will be used effectively to link academic and CTE at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

In the local planning process, secondary and postsecondary applicants will describe how they will improve the academic and technical skills of students who participate in the CTE programs by strengthening academic and CTE components of programs through integration of academics with CTE programs.

Postsecondary local applications must describe how the college will improve the academic and technical skills of students participating in CTE programs by:

1. Strengthening academic and CTE components of programs through integration of academics with career and technical programs.
2. Ensuring that students who participate in CTE programs are taught to the same challenging academic proficiencies as are taught for all other students.
3. Developing/maintaining a coherent sequence of courses, such as those found in career and technical programs of study, to ensure learning in the core academic and technical subjects.

- l. How reports will be made on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs in order to adequately evaluate the extent of such integration.

Local recipients will be required in the local planning process to identify how rigorous academic standards will be integrated into the coherent and rigorous CTE program content. Annually the local recipients will need to report progress in integration efforts, including how this is measured and how programs are held accountable. Data will be gathered and analyzed in the accountability activities under this Act.

Secondary

The Office of the Superintendent of Public Instruction conducts Comprehensive Program Reviews at selected districts each year. Teams that include CTE program managers, go on site to the districts to review plans, files, data, accountability measures, and to conduct interviews. Districts that are found non-compliant or where issues are identified must respond with corrective action plans.

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Postsecondary

Postsecondary local applications must describe how the college will improve the academic and technical skills of students participating in CTE programs by:

- ◆ Strengthening academic and CTE components of programs through integration of academics with career and technical programs.
- ◆ Ensuring that students who participate in CTE programs are taught to the same challenging academic proficiencies as are taught for all other students.
- ◆ Developing/maintaining 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.

At the end of each year the postsecondary institutions are required to submit their Report of Accomplishments, providing detail descriptions of the Perkins plan outcomes. Each section of their report described activities and accomplishments and addresses the impact of the activities.

3. Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
 - a. Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
 - b. Increased the percentage of teachers that meet teacher certification or licensing requirements;
 - c. 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;
 - d. Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
 - e. Provides the knowledge and skills needed to work with and improve instruction for special populations;
 - f. Promotes integration with professional development activities that the State carries out under Title II of the ESEA of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

Perkins funds are used at both the secondary and postsecondary levels to conduct professional development activities. At the secondary level, these activities include:

- ◆ Implementation of adopted standards for CTE teacher preparation.
- ◆ Support for Central Washington University's western Washington site for preparation of CTE instructors.
- ◆ Collaborative efforts with each 4-year institution's teacher preparation program.
- ◆ Annual CTE Internship Program for instructors interested in pursuing a director's role.

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- ◆ In-service activities for continued professional development.
- ◆ Collaboration with professional organizations in each of the CTE program areas in offering in-service opportunities as separate curriculum areas, as well as the coordination and implementation of an annual summer conference for secondary CTE educators.
- ◆ Support of in-service for current local directors of CTE through collaborative work with the secondary system's Washington Association of CTE Administrators (WAVA) and the postsecondary system's Workforce Education Council (WEC).

The Washington Center for Teaching Careers (WATeach) was established by OSPI to recruit qualified individuals to the teaching profession in order to alleviate the shortage of credentialed teachers in Washington.

WATeach is a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. WATeach offers a variety of informational and advisor-assisted services to prospective teachers. (See www.wateach.com)

OSPI's website provides numerous links to websites for anyone seeking information about professional development within the secondary system. This site provides information on becoming a teacher in Washington (see www.TeachWashington.org); paid internships for those seeking certification through alternative methods; how military personnel can enter teaching as a second career (see *Troops to Teachers at www.k12.wa.us/certification/ProfEd/troops/*). The site also provides information on various education preparation programs and endorsements available in colleges throughout Washington State that lead to certification for teachers, CTE educators, administrators, and educational staff associates. (See www.k12.wa.us/certification/profeducation.aspx.)

There are 21 regionally-accredited 4-year colleges and universities in Washington with Professional Educator Standards Board approval to offer educator preparation programs. Ten of these institutions are accredited with the National Council for Accreditation of Teacher Education. (See www.k12.wa.us/certification/profed/approvedprograms.aspx)

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 to include 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:

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- ◆ Increase the participant’s knowledge of current practices.
- ◆ 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 an in-depth industry upgrade that will increase knowledge of current practices.

4. Describe efforts that your agency and eligible recipients will make to improve:
 - a. 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
 - b. The transition to teaching from business and industry, including small business.
[Sec. 122(c)(3)(A)-(B)]

Career and Technical Education teachers in Washington State are required to hold a CTE Teaching Certificate at the secondary level. There are two routes to CTE certification:

- ◆ The college/university route prepares someone with the appropriate degree and teacher preparation program and the requisite experience to teach courses within a broad CTE area. Initial CTE certificates are issued in one of the following five broad endorsement areas upon completion of a state-approved teacher preparation program, and documentation of 2,000 hours of paid occupational experience in the broad endorsement area. Washington colleges approved to offer the endorsement as part of a state-approved teacher preparation program are listed below, next to each broad endorsement area:

Agriculture Education	Washington State University
Business Education	Central Washington University Eastern Washington University
Family & Consumer Sciences	Central Washington University Washington State University Seattle Pacific University
Marketing Education	Central Washington University Eastern Washington University
Technology Education	Central Washington University Western Washington University

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- ◆ The business and industry route enables someone with extensive experience and completion of a business and industry route program to teach in one specific subcategory/specialty area. Initial CTE Certificates are issued in one of the specific CTE specialties upon completion of a Washington State Board of Education-approved business and industry route program and documentation of 6,000 hours of paid occupational experience in the specific sub-category/specialty area. Washington colleges approved to offer the program are:

Bates Technical College
Eastern Washington University
Southwest Washington Consortium (Clark County)

Central Washington University
South Seattle Community College

Broad categories for certification include:

- Agriculture and Science pathway
- Business and Marketing pathway
- Diversified Occupations
- Health and Human Services pathway
- Technology and Industry pathway
- Work-based Learning

In November 2007, the Workforce Board adopted a recommendation encouraging OSPI and SBCTC to support professional development activities that focus on teacher preparation and/or retention of career and technical education faculty. Professional development activities funded with Perkins basic grant dollars may be short-term or one-day workshops, but state agencies must ensure these activities are of high quality, sustained, intensive, and classroom-focused.

5. Describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of high education. [Sec. 122(c)(4)]

Both Tech Prep and Programs of Study will include an emphasis on building articulation agreements with four-year baccalaureate programs. Such agreements will be tracked in data compilation and accountability reviews, and in the local planning efforts. While articulation is not a required element of the Program of Study development, it is a component that has been identified as one that 'exceeds minimums.' Postsecondary Perkins applications require each college to describe how they will develop and implement articulation agreements between their college and baccalaureate institutions.

In 2006, the Washington Legislature's passage of SSHB1794 enabled our two-year college system to move forward in creating opportunities for more students to access four-year degrees. The bill authorized the community and technical college system to pilot four applied bachelor's degrees, thus expanding educational opportunities to students. The bill also expanded the role of the university branch campuses by allowing them to offer lower-division classes, and increase their capacity for community and technical college transfer students at the junior and senior levels.

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The four pilot projects that were selected had to show an unmet demand from employers and a demonstrated need from students. The applied bachelor's degrees provide a direct source for employers looking to recruit qualified applicants with a four-year degree and job-specific skills. The pilot degree programs are: South Seattle Community College's Bachelors of Applied Science Degree in Hospitality Management; Bellevue Community College's Bachelor of Applied Science in Radiation and Imaging Sciences; Olympic College's Associate Degree Nursing to Bachelor's of Science Nursing' and Peninsula College's Applied Bachelor's Degree in Applied Management.

Further opportunities for increasing transitions from sub-baccalaureate programs to baccalaureate degree options were established with the same legislation. The bill increased partnerships between the two-year and four-year institutions through contracted agreements. Students can now complete a bachelor's degree, awarded by a public college or university, on a two-year college campus. Three contract pilot projects allow students to remain at their local two-year college campus where they can continue with their junior and senior level courses to complete their bachelor's degree program. The three projects include: Pierce College Fort Steilacoom partnership with Central Washington University to offer a Bachelor of Elementary Education degree on the Pierce campus; Clark College partnership with Eastern Washington University to offer a Bachelor's of Arts in Social Work; and Edmonds Community College partnership with Central Washington University to offer a Bachelor's of Applied Science in Information Technology and Administrative Management.

6. Describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your state. [Sec. 122(c)(5)]

Both secondary and postsecondary CTE programs seat advisory committees that advise, assist and provide support and advocacy for quality CTE programs. Committee members' involvement is voluntary. Advisory members provide information about employer needs, community opportunities, and increase the instructor's knowledge and understanding of the job market. CTE advisory committees:

- Provide information to update, modify, expand, and improve the quality of programs.
- Support and strengthen the partnerships between business, labor, the community, and education.
- Make recommendations that will strengthen and expand the CTE curriculum.
- Identify and validate academic and occupational competencies, determining priorities, and review and evaluate programs.

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- Communicate long-term goals and objectives of the CTE programs to students, parents, employers, and the community.²

Postsecondary local plan applicants must describe how students, instructors, 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 CTE programs assisted under the Perkins Act. (*See Postsecondary Perkins Planning Document, Section 5: Involving Others*)

7. Describe efforts that your agency and eligible recipients will make to –
 - a. Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;
 - b. Provide students with strong experience in, and understanding of, all aspects of an industry; and
 - c. Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Each Perkins local applicant must include in their plan a description of how they will improve the academic and technical skills of students participating in career and technical education programs by strengthening academic and CTE components of programs through integration of academics with career and technical education programs (*Section 1-(1A) Postsecondary Perkins Planning Document*).

Applicants must also describe how they will improve the academic and technical skills of students participating in CTE programs by ensuring that students who participate in CTE programs are taught to the same challenging academic proficiencies as are taught for all other students (*Section 1-(1C) Postsecondary Perkins Planning Document*).

Perkins planning documents require that applicants describe how they will provide students with strong experience in, and an understanding of, all aspects of an industry such as industry skills standards, industry certifications, career progression, management, work-based learning experiences, high skill, high-wage, or high-demand occupations in current or emerging fields (*Section 3-(3.1) Postsecondary Perkins Planning Document*).

² *CTE Advisory Committees*, published by the Office of the Superintendent of Public Instruction, November 2007.

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8. Describe how local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided with technical assistance.

The Workforce Training Board staff works directly with the OSPI CTE Director and the SBCTC Workforce Division's Perkins Program Manager, providing policy direction and clarification; assisting with resolutions to issues as they arise; participating in professional development opportunities to inform stakeholders of Perkins requirements and policies; providing technical assistance as needed or requested; and acting as a liaison to system faculty, counselors, and administrator councils and committees. Secondary and postsecondary agencies provide plan guidance and technical assistance to local recipients through newsletters, websites, presentations, written and oral communications, and staff development training sessions. Secondary and postsecondary administrators receive information throughout the year at the respective conferences including: WA-ACTE Summer Conference, WAOE³ Annual Conference, and WAVA quarterly conferences.

9. Describe how career and technical education in your State relates to your state's and regions' occupational opportunities. [Sec. 122(c)(16)]

Both secondary and postsecondary state agencies have adopted standards for existing and new programs.

Secondary

Secondary districts develop curriculum/programs which must meet standards established by the Office of the Superintendent of Public Instruction. The standards are designed to ensure high quality, consistent, and relevant career and technical education programs as essential components of educational and career pathways. The standards include:

- Career and technical education (CTE) programs are coordinated with other workforce development programs.
- CTE instructors are provided time and resources to connect student learning with work, home, and community.
- An advisory committee actively guides the relevance and continuous improvement of the program.

Postsecondary

Postsecondary districts develop curriculum based on the emerging industries within their workforce sector. The criteria for program approval include:

- Narrative summary of need, including sources –The estimated output of the proposed program and similar programs statewide does not exceed projected employment need. Forecasts endorsed by the Office of Fiscal Management shall be included where they apply. Needs studies or indication of need from employers should support new and

³ Washington Association of Occupational Educators (WAOE)

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emerging occupations not covered by standard forecasts. The technical content of the primary program will support at least entry-level employment or provide the skills needed for maintaining or improving employment. In cases where colleges train students who generally relocate (many times these schools are found in rural communities), the labor market demand may be substantiated using regional data.

- Potential career progression, including job titles.
- Initial assessment of work-based learning/clinical sites (if applicable to the program).
- Labor market projections and data for Washington State and the region should include state and federal economic data; occupational and economic forecasts from federal, state, and local organizations, and original research and surveys conducted by the college in cooperation with industry partners.
- Advisory Committee minutes of meetings showing evidence that the committee determined there is a commitment in the geographic area to employ individuals who have been served by the program.

10. Describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Secondary

Participating local education agencies (LEAs) that receive Perkins funds will need to describe the coordination with other state, federal, district, and school resources in the district's application. Program supervisors within the Career and Technical Education division at the Office of the Superintendent of Public Instruction will begin the dialogue with other state and federal programs within the agency to coordinate efforts in serving special populations, as defined by the Perkins Act of 2006.

Career and technical education programs are held to the same education standards and measures as all programs offered in the secondary schools, including those rigorous academic measures of NCLB.

Postsecondary

Local Tech Prep and Perkins plans are developed collaboratively between consortium partners. Strategies for linkage to other programs are part of the planning process. ABE/ESL and low income students are supported in their educational pursuit through the integrated activities in these plans.

11. Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

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The Workforce Training and Education Coordinating Board has created a web-based system to inform the public about job training opportunities and actual results for people who have recently participated in occupational training programs in Washington State.

The website provides information about **former students** of a training program:

- Where are they working?
- How much are they earning?
- What was their education level prior to enrolling?
- What are their races, genders and ages?

Training program details include:

- Tuition rates and additional costs and fees
- Length of program
- School contact information
- A link to the school's website

The information on employment, earnings, and student characteristics is based on student data reported to the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the Washington Department of Labor and Industries. Program information is provided and maintained by the school/organization. All training programs listed on the State's Eligible Training Provider List are required to be listed on Job Training Results.

The Workforce Training Board's role as both eligible agency for Perkins and as the Workforce Investment Board, assures that issues of coordination and non-duplication are addressed.

B. Other Department Requirements

1. *Local planning documents* for both secondary and postsecondary are included in Appendices. (*Local planning documents are in the revision process.*)
2. Washington's governance structure (*organization charts*) are included in Appendices.
3. Describe the role of postsecondary CTE in the one-stop center delivery system established by Title I of WIA.

Each year the postsecondary institutions include a description of how they will support the one-stop center delivery system with Perkins funds. Colleges address this through their budget narrative section. These plans are updated annually.

In previous years postsecondary plans have included support such as:

- Job placement coordinator
- Center rental
- Resource and materials with program information

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- Assistance with costs for development of recruitment and promotional materials
- Job fairs
- Career services within affiliate site locations

Many of the state’s community and technical colleges provide co-location sites for One-Stops. Besides office space, the colleges may also provide counseling and placement guidance and support to those who seek services at these co-located centers.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Describe program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of special populations – (*“Special populations” means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.*)
 - a. Will be provided with equal access to activities assisted under the Act.
 - b. Will not be discriminated against on the basis of their status as members of special populations; and

Within local planning documents, applicants must describe the efforts that they will make to ensure members of special populations will not be discriminated against on the basis of their status as members of the special populations.

All institutions within the public secondary and postsecondary education systems maintain clear and consistent policies of non-discrimination and equal opportunities. Special population counselors, disability support services coordinators, and multicultural coordinators provide guidance, support, and resources to career and technical education instructors and students to prevent discrimination.

Colleges within the postsecondary system support an annual Students and Staff of Color Conference, which creates a venue for discussion on issues affecting institutional climate, access, educational quality, and diversity.

MOA coordinators at the Office of the Superintendent of Public Instruction and the State Board for Community and Technical Colleges develop annual targeting plans. These plans are used to determine those high schools and colleges that will receive an on-site monitoring and technical assistance visit to ensure compliance with state and federal Civil Rights guidelines. Districts targeted each year receive a letter of finding following the on-site and must respond appropriately with a voluntary compliance plan that outlines how and when compliance will be met. The state agencies are required to follow up to ensure that the districts’ corrective action addresses those areas identified as non-compliant. A biennial report is submitted to the U.S. Department of Education, Office of Civil Rights.

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Personnel who administer the MOA activities for the Workforce Board, the Office of the Superintendent of Public Instruction, and the State Board for Community and Technical College attend the annual training to receive guidance to ensure that the on-sites conducted each year are effective and meaningful.

- c. Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how they will be prepared for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Within the local planning document, districts are required to describe how they will provide programs that are designed to enable special populations to meet the local adjusted levels of performance. Secondary school districts and postsecondary institutions have personnel positions that provide support services to their special populations students, such as:

- Disabled Student Services
- Title IX Coordinators
- Section 504 Coordinators
- ABE/ESL Departments/Instructors
- Displaced Homemaker Program Coordinators
- Multicultural Coordinators

Postsecondary college coordinators partner with state and local agencies to provide support services and resources, such as:

- Tutoring (one-on-one and tutoring centers/labs)
- Counseling services
- Disability accommodations
- Dropout prevention
- Study skills

2. Describe how you will adequately address the needs of students in alternative education programs, where such programs are available. [Sec. 122(c)(14)]

The state has enacted rules governing alternative learning experiences. These are learning experiences for public school students that are primarily characterized by learning activities that occur away from the regular public school classroom setting. The Office of the Superintendent of Public Instruction has posted the guidelines on alternative learning experiences. A student's specific requirements and expectations of an away-from-school learning activity are detailed in a written student learning plan developed and supervised by a public school teacher.

In general there are three primary types of alternative learning experiences (some overlap may occur):

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- Contract-based learning
- Digital/on-line learning
- Parent partnership programs

Enrolling a student in an alternative learning experience is enrolling a student in a public education program. Thus, all the special education requirements contained in Washington Administrative Code (WAC 392-172) apply. These include, but are not limited to evaluations to determine special educational needs, individual education program development (IEP) requirements, and delivery of specially designed instruction, related services, and accommodations in accordance with the IEP. Alternative learning experience programs work with a school district's special education staff and IEP teams to determine the appropriateness of placement of a student in an alternative learning experience, and to determine what, if any, additional services or modifications are necessary to ensure that the special population student has access to the program.

3. Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

The Act requires funds to be used to promote preparation for high skills, high wage, or high demand occupations and nontraditional fields. The Act further requires the state to provide support for career guidance and academic counseling programs designed to promote improved career and education decision making by students (and parents, as appropriate) regarding education (including postsecondary education) and training options and preparations for high skills, high wage, or high demand occupations and nontraditional fields. The state must also provide academic and career and technical education instructors and career guidance counselors with the knowledge, skills, and occupational information needed to assist parents and students, especially special populations, with career exploration, education opportunities, education financing, and exposure to high skills, high wage, or high demand occupations and nontraditional fields, including occupations and fields requiring a baccalaureate degree.

The Workforce Board supports the full setaside amount of \$150,000 to target statewide nontraditional leadership activities to promote preparation for high skills, high wage, or high demand occupations and nontraditional fields. The Office of the Superintendent of Public Instruction and the State Board for Community and Technical Colleges will each receive \$75,000. These funds will be focused on recruitment, retention and completion efforts (*as adopted by the Workforce Board in November 2007, for inclusion in the state's five-year plan*).

In the local plans, institutions are required to describe how they will use funds to promote preparation for nontraditional fields, and support of training and activities such as mentoring and outreach, as permissible.

The Workforce board has cross-walked the goals, objectives, and strategies of *High Skills, High Wages* with the required and permissive uses of Perkins, showing alignment

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between the two. Through the local plan review process, the operating agencies can evaluate how the plans incorporate programs that meet these strategies.

4. Describe how funds will be used to serve individuals in state correctional institutions. Sec. 122(c)(19)]

Washington’s Workforce Training Board sets aside the full one percent of leadership funding to service individuals in state correctional institutions and to explore a more coherent and integrated system for career and technical training. Employment Security Department/Offender Employment Services administers these funds and focuses on system change activities that target institutionalized services that blend correctional issues and disability issues. The projects funded through their request for proposal (RFP) process support high skills, high wage occupational training and educational services. Projects that are funded can be either replication of a best or promising practice, or an innovative program/activity, and are designed to improve the career and technical education services for offender or at risk individuals with learning challenges and barriers. In past years services have included:

- WorkKeys assessment for individuals who have been or are about to be released from county, state or federal institutions.
- Breaking the cycle of recidivism and incarceration for high risk 16-21 year olds through education support.
- Support of a College Life Scholarship fund for vocational education for offenders who complete the Life-Skills to Work Program.
- Expansion of the “Get Employment Today” program for offenders.

5. Describe how each applicant will be required to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participating in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

In compliance with GEPA 247B, institutions offering programs under programs funded through the Perkins grants will ensure that barriers to participation in the program for special populations will be addressed. Program materials will be made available in alternative formats; physical barriers will be removed to ensure that the program, when viewed in its entirety, is accessible.

Secondary school districts and postsecondary institutions staff provide support services to special populations, such as:

- Disabled Student Services
- Title IX Coordinators
- Section 504 Coordinators
- ABE/ESL Departments/Instructors

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- Displaced Homemaker Program Coordinators
- Multicultural Coordinators

Accommodations include, but are not limited to:

- Interpreters
- Note takers
- Tutoring (one-on-one and tutoring centers/labs)
- Counseling services
- Alternative testing
- Disability accommodations

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Describe procedures used to obtain input from eligible recipients in establishing measurements definitions and approaches for the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]

The Workforce Board staff convened accountability teams – one for secondary and the other postsecondary. These teams included both program and data staff. During these meetings, agreement was reached on definitions for the measurements, including numerator and denominator definitions. Strategies for measurements were also discussed and consensus reached.

2. Describe procedures that will be used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), Sec. 113(b)(3)(B)]

During the transitional period, meetings were convened with accountability teams for both the secondary and postsecondary eligible recipients. These meetings provided a venue for input and analysis in establishing our state's adjusted level of performance for each of the core indicators of performance.

3. Identify the valid and reliable measurement definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as any additional indicators of performance, identified by the eligible agency, that are valid and reliable. This description must include how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

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Definitions

CTE Postsecondary Participant – A student enrolled with a vocational intent (Note: This includes students with an F, J, H, exit 9, or formal vocational award code.)

CTE Secondary Concentrator – A student who has completed 2 or more CTE courses above the exploratory level in a single cluster

CTE Postsecondary Concentrator – A CTE participant who has completed at least 12 vocational credits. (Note: This includes an exit code 9 or a formal award.)

CTE Secondary Completer – A secondary student who has completed a CTE instructional program.

CTE Postsecondary Completer – A CTE concentrator who has attained a formal award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA (Note: This includes exit code 9.)

Core Measures

ISI Academic Achievement OVAE Required Definition (OVAE requires separate measures of reading and mathematics.)

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school assessment administered under NCLB and who have left secondary education in the reporting year.

Denominator: Number of CTE concentrators who took the NCLB assessment and who have left secondary education in the reporting year.

Validity/Reliability: This measure is based on the Washington Assessment of Student Learning (WASL), a validated test of high school reading/language arts proficiency. The test is delivered to all high school sophomores, with retests in subsequent years for those who do not meet proficiency standards on first administration of the assessment. CTE concentrators and year of leaving secondary education will be identified, using data submitted by grantees in the Core Student Record System (CSRS) – the state’s on-line reporting system for collection of student accountability data.

2S1 Technical Skill Attainment

Numerator: Number of CTE completers who have passed an industry-based assessment and who have left secondary education in the reporting year

Denominator: Number of CTE completers of programs with industry assessments and who have left secondary education in the reporting year.

Validity/Reliability: Validity and reliability will be part of the standard for tests chosen to be used in this measure. Skill attainment results will be collected from grantees using the CSRS, which is being modified to accept this information.

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3S1 Secondary School Diploma

Numerator: Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year

Denominator: Number of CTE concentrators who have left secondary education during the reporting year

Validity/Reliability: Data will be reported using CSRS. High schools maintain valid data on attainment of high school diplomas. Currently, they do not have good data on GED receipt, unless it is reported to the grantee by the student. The other forms of high school credentialing are not included in this measure because they do not exist in Washington.

4S1 Student Graduation Rates (OVAE Required Definition)

Numerator: Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESAEA accountability workbook."

Denominator: Number of concentrators who have left secondary education in the reporting year."

Validity/Reliability: Data will be reported using CSRS, based on the same reporting system used to report information used to calculate graduation rates, as described in ESEA.

5S1 Placement

Numerator: Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.

Denominator: Number of CTE concentrators who have left secondary education during the reporting year.

Validity/Reliability: Reporting will be based on match of administrative records with Unemployment Insurance wage records and administrative records of enrollment in further education. These records cover most employment and public further education in Washington State, and constitute a valid measure of employment and further education. Social security numbers (SSNs) used for matching will be gathered from grantees through CSRS, where possible, and from vocational students who take SAT and ACT tests. School districts that do not submit SSNs will be required to participate in a student survey which will be designed to produce valid and reliable results.

6S2 Nontraditional Participation and Completion

Numerator: Number of students in underrepresented gender groups who completed a non-traditional program during the reporting year.

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

Validity/Reliability: Data will be collected from CSRS, which should include valid and reliable measures of student gender and program participation and completion. Identification of instructional programs leading to employment in nontraditional fields will be based on OVAE-approved crosswalks.

Negotiations with Local Recipients

If a local recipient does not accept the state adjusted level of performance for an indicator, then the local recipient may negotiate an adjusted level of performance that is 3 percent above the average performance of the local recipient for that indicator during the past 3 years (fewer than 3 years may be used, if data is unavailable).

1P1 Technical Skill Attainment

Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. (Note: This includes exit code 9.)

Validity/Reliability: Skill standards are built into the assessment system for CTE programs approved by the State Board for Community and Technical Colleges. Award of a degree, certificate, apprenticeship completion, or industry certification from an approved program constitutes a valid measure of skill attainment. Similarly, completion of 45 vocational credits with a 2.0 GPA is a valid measure of skill attainment. Grantees reliably report the data identifying concentrators, receipt of awards, or completion of vocational credits using the Student Management Information System (SMIS).

2P1 Industry Certificate Attainment

Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification)

Validity/Reliability: Records on degrees, certificates, apprenticeships, and industry certifications awarded are maintained by the grantees, and will be reported using the SMIS system.

3P1 Student Retention

Numerator: Number of CTE participants who became CTE concentrators or enrolled in other higher education during the reporting year

Denominator: Number of CTE participants during the reporting year

Validity/Reliability: These data will be obtained through administrative match using data collected in SMIS for subsequent CTE concentration and by the Educational Data Service Center (EDSC), which collects data on public postsecondary education in Washington State. Matching in SMIS and EDSC further education records constitutes a valid and reliable measure of student retention.

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4P1 Student Placement

Numerator: Number of vocational concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit.

Denominator: Number of vocational concentrators exiting during the reporting period and not enrolled in higher education during the 3rd quarter after exit.

Validity/Reliability: Reporting will be based on match of administrative records with Unemployment Insurance wage records. These records cover most employment in Washington State, and constitute a valid measure of employment SSNs used for matching will be gathered from grantees through SMIS.

5P1 Nontraditional Participation

Numerator: Number of CTE concentrators from underrepresented gender groups who enrolled in a non-traditional program during the reporting period

Denominator: Number of CTE concentrators in non-traditional programs during the reporting period

Note: OVAE intends to publish a nationwide list of nontraditional fields that states must use for the measure. States must also use a CIP cross-walk endorsed by OVAE.

Validity/Reliability: Data will be collected from SMIS, which should include valid and reliable measure of student gender and program participation. Identification of instructional programs leading to employment in nontraditional fields will be based on OVAE-approved crosswalks.

5P2 Nontraditional Completion

Numerator: Number of vocational completers from underrepresented gender groups who enrolled in a nontraditional program during the reporting period

Denominator: Number of vocational completers in nontraditional programs during the reporting period.

Validity/Reliability: Data will be collected from SMIS, which should include valid and reliable measure of student gender and program completion. Identification of instructional programs leading to employment in nontraditional fields will be based on OVAE-approved crosswalks.

State Additional Indicators

Earnings

Median annualized earnings of former participants with employment recorded in UI and other administrative records during the third quarter after leaving the program, measured *only* among the former participants not enrolled in further education during the quarter.

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Validity/Reliability: This measure is based on matches to Unemployment Insurance wage records and further education records using SSNs contained in the administrative records used for placement and retention measures. Unemployment Insurance wage records provide a valid measure of earned income.

Employer Satisfaction

Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses. (Not required at the local level.)

Validity/Reliability: This measure is based survey data obtained from a large sample of Washington employers who indicated that they hired employees who completed vocational education some time during the prior year. Sample sizes are not sufficient to report this for grantees or sub-state areas. The survey is conducted every other year.

Student Satisfaction

Percentage of former students who report satisfaction with the program as evidenced by survey responses. (Not required at the local level.)

Validity/Reliability: This measure is based survey data obtained from a large sample of Washington secondary and postsecondary CTE students who completed vocational education during the prior year. Sample sizes are not sufficient to report this for grantees or sub-state areas. The survey is conducted every other year.

Negotiations with Local Recipients

If a local recipient does not accept the state adjusted level of performance for an indicator, then the local recipient may negotiate an adjusted level of performance that is 3 percent above the average performance of the local recipient for that indicator during the past 2 or 3 years (depending on available data).

4. Describe how the indicators will be aligned, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Perkins IV indicators are aligned, as much as possible, with state performance measures included in *High Skills High Wages, Washington's Strategic Plan for Workforce Development*. This plan describes a set of common State Core Measures used across 11 workforce development programs. Secondary Career and Technical Education and Postsecondary Career and Technical Education, the two programs funded by Perkins IV, are included among those eleven programs.

Employment rates measured under Perkins IV are similar in definition to the state core measures for employment. We measure both using unemployment insurance and further education matching based on social security numbers and propose measuring both during the third quarter after student exit.

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Postsecondary numeric prepared for the workforce counts proposed in Washington's IP1 are similar to the Washington State Board for Community and Technical College's Performance Reporting Plan System and college goals for Workforce Education. The fact that Washington State's system uses numeric, rather than percentage goals, for counts of students prepared for work, is the reason that we propose numeric rather than percentage targets for this measure (consistent with Perkins law).

Washington also proposes additional measures of performance – for annualized earnings, employer satisfaction, and participant satisfaction. These are State Core Measures of performance included in *High Skills, High Wages*.

One of the chief differences between the Perkins IV approach and Washington's State Core Measures approach is that Perkins IV measures performance for concentrators, while Washington's Core Measures report performance for all exiting participants. The measurement approach for these measures will be aligned, but the results themselves could differ as a result. We also have no measures analogous to the Perkins IV Nontraditional Participation or Completion Measures.

5. Include accountability forms with baseline data and the first two years covered by the state plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), and the performance levels for each of the core indicators of performance. For performance levels that are required, the states' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the state to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

See Appendices – Accountability Forms (*The baselines and performance levels will be added following meetings to be scheduled in January and February 2008.*)

6. Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the state adjusted levels of performance under section 113(b)(3) of the Act.

If a local recipient does not accept the state adjusted level of performance for an indicator, then the local recipient may negotiate an adjusted level of performance that is 3 percent above the average performance of the local recipient for that indicator during the past three years (fewer than three years may be used, if data is unavailable).

7. Describe the objective criteria and methods that will be used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

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Secondary

A district will be able to request revisions to its local adjusted levels of performance by contacting OSPI in writing and by providing appropriate documentation for the special circumstance. Data will be review in light of the circumstance and appropriate levels will be negotiated between OSPI and the requesting district. The Workforce Training and Education Coordinating Board will be notified at the time of the request and may participate in establishing a newly negotiated performance level.

Postsecondary

An eligible recipient will be able to request revisions to its local adjusted levels of performance by contacting the SBCTC in writing and by providing appropriate documentation for the special circumstance. Data will be reviewed in light of the circumstance and appropriate levels will be negotiated between the SBCTC and the requesting recipient. The Workforce Training and Education Coordinating Board will be notified at the time of the request and may participate in establishing a newly negotiated performance level.

8. Describe how data will be reported, relating to students participating in CTE programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how to ensure that the data reported from local education agencies and eligible institutions, and the data reported to the Secretary, are complete, accurate, and reliable.

Secondary and postsecondary systems gather enrollment data through on-line data.

The Office of the Superintendent of Public Instruction (OSPI) has developed an on-line portal for grant applications and data collection - Education Data Systems (EDS). Resource tools and manuals for grant applications will be located within the application site in EDS. Districts may apply for authorization to access the applications in EDS through their Data Security Manager. OSPI provides technical support through their Customer Support staff.

The Washington two-year community and technical colleges report their enrollment information to the State Board for Community and Technical Colleges (SBCTC) quarterly. This data is then used to generate the annual Carl Perkins report. Part of the process of reporting the data to SBCTC requires the colleges to run preliminary edit checks. These checks are used to validate the data and ensure accurate and reliable information. Once the SBCTC receives the data, further data validation is performed prior to using the data for reporting and analysis.

9. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators describe in section 113(b) and 203(e) of the Act.

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The secondary system has approximately 100 districts that do meet the minimum \$15,000 Perkins grant. Of those, the majority request and are granted waivers.

Each consortium receiving Perkins funding will describe how they will evaluate its program(s) of study. In addition, beginning in the 2008-2009 school year, all participating districts will describe how they will hold secondary schools accountable for meeting a minimum level of performance for each of the performance indicators, as described in section 113(b) and 203(e) of the Act.

The postsecondary system has only one institution that does not qualify (based on enrollment) for a \$50,000 minimum grant, so there are no postsecondary consortia.

10. Describe how the state will annually evaluate the effectiveness of CTE programs, and describe, to the extent practicable, how the state is coordinating those programs with other Federal programs to ensure non-duplication.

Secondary

The Office of the Superintendent of Public Instruction has five program supervisors who work closely with the secondary institutions utilizing Perkins funds to improve career and technical education programs. Providing technical assistance throughout the planning process and implementation of the plan enables OSPI staff to address barriers to CTE program effectiveness. These staff members participate in the annual Comprehensive Program Reviews conducted by that agency. These review teams conduct district-wide on-site evaluations of both state and federal programs on an annual basis. Districts to be targeted are placed on a rotating schedule, assuring that all districts received periodic review.

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.

As required by the Workforce Investment Act, the Workforce Board maintains an Eligible Training Provider List (ETPL). The Board established program effectiveness criteria which must be met by any training providers who request inclusion on the ETPL. This list is used to identify approved training programs for by Washington's WorkSource Centers. The effectiveness criteria include accreditation, an assurance of demonstrated effectiveness in operating an occupational training program, and annual student data reporting requirements.

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V. TECH PREP PROGRAMS

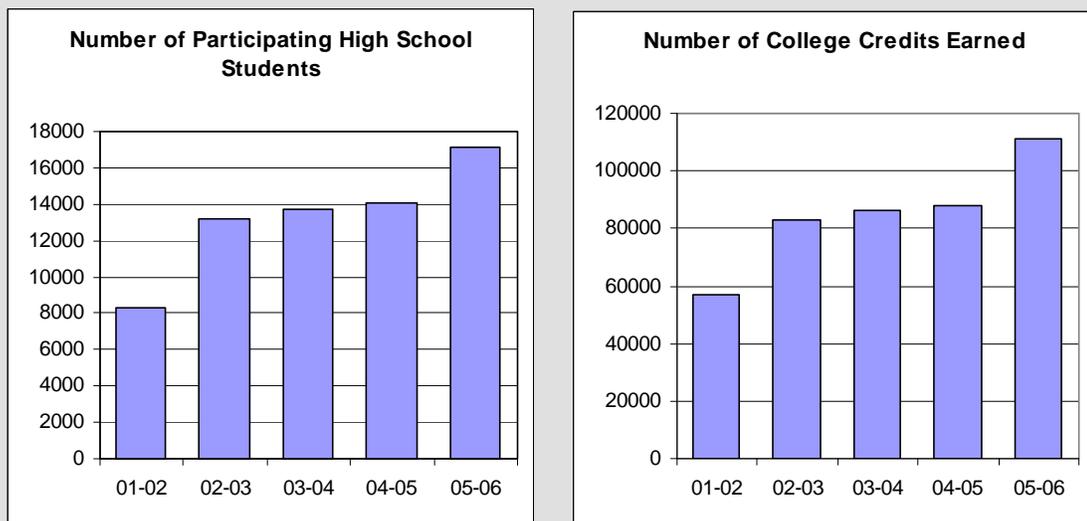
In November 2007 the Workforce Board reviewed background information about Tech Prep in Washington State (*see below*). Based on that information, the Board adopted a recommendation to *maintain Tech Prep as a separate title within the guidelines of the Act and assign the role of fiscal agent to the State Board for Community and Technical Colleges. In maintaining Tech Prep as a separate funding stream, the Board also authorizes the Tech Prep directors in each consortium to assume the role of facilitator in linking secondary and postsecondary institutions in the development of approved Programs of Study. The Board will analyze the system's ability to gather and report data for the required Tech Prep performance indicators during the first and successive reporting years of the Act and will base decisions about continued separation of the funds on these reported outcomes.* (As adopted by the Board in November 2007)

Background

States have the flexibility under Perkins 2006 to maintain Tech Prep (Title II) as a separate line-item or to consolidate some or all of their Tech Prep funds with funds received under the Basic Grant. Combined funds must be distributed by formula to local recipients and used in accordance with the Basic Grant funds. The decision of whether to merge or not can be made during any one of the six years that the law is in effect. If a state does not use this flexibility, the provisions of Title II will apply.

Since Tech Prep was first introduced in the Perkins legislation, Washington State has seen the program grow from a little recognized funding stream into a successful dual credit program for career and technical education students in our schools. In 2005-2006 there were over 17,000 high school students in the state's 22 consortia who earned over 110,000 credits at our community and technical colleges. This saved parents over \$6 million in college tuition.

Statewide Growth for Tech Prep Programs



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Tech Prep remains a separate Title under the Perkins legislation. During the 1998 reauthorization process, legislators considered merging Perkins Title I and Title II into a block grant, eliminating the separate title for Tech Prep. In 2006 that same discussion took place during reauthorization. In the end, while Congress did not merge Tech Prep into the Basic Grant, they provided states the option to do so.

From the funds made available through the 2006 Act, consortia are awarded Tech Prep grants on a competitive basis or on the basis of a formula. Consortia members include secondary schools and postsecondary institutions and programs are carried out under an articulation agreement among the consortium members.

The Act defines a Tech Prep program and the required activities to be conducted under this Title. Consortia must develop Tech Prep programs that meet academic standards developed by the state; link secondary schools and two-year postsecondary institutions, and if possible four-year institutions, through non-duplicative sequences of course, the use of articulation agreements, and dual and concurrent enrollment; use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and used educational technology and distance learning, as appropriate, to more fully involved all the participants of the consortium. Tech Prep programs must connect secondary and postsecondary career and technical education programs through Programs of Study.

A. Statutory Requirements

1. Describe the competitive basis or formula that will be used to award grants to tech prep consortia.

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.

Current Tech Prep Funding Formula

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

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

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

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.

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2. Describe how special consideration will be given to applications that address the areas identified in section 204(d) of the Act.
 - a. Provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
 - b. Are developed in consultation with business, industry, institutions of higher education, and labor organizations;
 - c. Address effectively the issues of school dropout prevention and reentry, and the needs of special populations;
 - d. Provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state under section 118;
 - e. Demonstrate how Tech Prep programs will help students meet high academic and employability competencies; and
 - f. Demonstrate success in, or provide assurances of, coordination and integration with eligible recipients describe in part C of Title I.

Recipients are required to address these issues in their local Perkins and Tech Prep plans. The plans undergo a peer review to ensure that strategies in the plans are appropriate for the goals and of sufficient size and scope. The peer review also serves as an opportunity for administrators to learn about the activities and strategies that are used by others within the system and to consider using similar activities through replication.

3. Describe how equitable distribution of assistance between urban and rural consortium participants will be ensured.

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.

All of the 32 colleges and 236 school districts are served by at least one consortium. The funding process balances between urban and rural, and large and small consortia by providing a base to ensure each consortium can operate, plus additional funds, proportional to the number of students served.

4. Describe how the state agency will ensure that each funded tech prep program –
 - a. Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

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Washington State's 22 Tech Prep consortia provide an articulated, coordinated sequence of learning experiences involving partnerships with secondary and postsecondary education, business, labor, government and communities.

There are 334 public high schools from 204 school districts and 34 community and technical colleges that participate through articulation agreements. There are 25 four-year partnerships including seven agreements with Washington public colleges, two agreements with Washington private colleges, and two agreements with out-of-state colleges.

The 22 consortia work with more than 185 partners from business, education, labor, trade and professional associations, ranging from small firms to larger business such as Boeing, Microsoft, and Weyerhaeuser. Their partner representatives discuss industry needs, define workplace competencies, set skill standards, and provide work-based learning experiences for students.

There are more than 5,000 active articulation agreements throughout the state.

The Tech Prep plan requires that consortia *"Describe how you will support the development and implementation of articulation agreements, including articulations in high-skill, high-wage, or high-demand program areas."*

- b. Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Washington's Tech Prep planning document, requires consortia to:

- List the programs of study that are currently in place in the consortium and indicate which college each program links.
- List of programs of study that the consortium will develop during the coming year.
- 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.
- Describe how they will maintain or increase 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.
- 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 experience, if appropriate and available.
- Describe program elements that support student transition to high-skill, high-wage/high-demand employment or to further education.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges. The SBCTC convenes a review panel to read and review each plan

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to assure that it addresses each aspect of the required elements, and that the plans meet the intent of the Legislation.

- c. Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Washington's Tech Prep planning document, requires consortia to:

- Describe how their Tech Prep program provides support and facilitation for curricula and assessments to be aligned with the state's academic standards and industry standards, including the Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs).
- Describe how the consortium will 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.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges for review and approval.

- d. Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

Washington's Tech Prep planning document, requires consortia to describe how the consortium will provide professional development that:

- Supports effective implementation of Tech Prep programs by teachers, faculty, and administrators.
- Supports joint training of teachers, faculty, and administrators in the Tech Prep consortium.
- Supports teachers, faculty, and administrators understanding of the needs, expectations, and methods of business and all aspects of an industry.
- Supports the use of contextual and applied curricula, instruction, and assessment by teachers, faculty, and administrators.
- Supports the use and application of technology by teachers, faculty, and administrators.
- Assists teachers, faculty, and administrators in accessing and utilizing data, occupational and employment information and information on student achievement, including assessments.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges for review and approval.

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- e. Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act.

Washington's Tech Prep planning document, requires consortia to describe how the consortium will provide professional development programs designed to enable counselors to:

- Be more effective in providing information to students regarding Tech Prep programs, comprehensive career guidance and academic counseling to participating students, including special populations.
- 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.
- 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.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges for review and approval.

- f. Provides 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.

Washington's Tech Prep planning document requires consortia to describe how the consortium 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.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges for review and approval.

- g. Provides for preparatory services that assist participants in tech prep programs.

Washington State's Tech Prep planning document requires consortia to describe how the consortium will develop and implement preparatory services, tools, or plans to assist participants.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges for review and approval.

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- h. Coordinates with activities under Title I.

The Act defines a Tech Prep program and the required activities to be conducted under this Title. Consortia must develop Tech Prep programs that meet academic standards developed by the state; link secondary schools and two-year postsecondary institutions, and if possible four-year institutions, through non-duplicative sequences of course, the use of articulation agreements, and dual and concurrent enrollment; use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and used educational technology and distance learning, as appropriate, to more fully involved all the participants of the consortium. Tech Prep programs must connect secondary and postsecondary career and technical education programs through Programs of Study. Because of this strong linkage with the Title I requirements, the state's Tech Prep directors/coordinators will take on the role of facilitators of the Programs of Study development.

The Tech Prep annual plans are submitted to the State Board for Community and Technical Colleges for review and approval.

5. Describe how the state plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act.

The SBCTC will have each consortium describe their strategies for meeting minimum performance levels in their local plan which is developed in collaboration with the postsecondary consortium partners. The SBCTC will require an assurance from the consortium that they will direct funding or join with colleges that are funding activities to support achieving the minimum levels or performance.

- B. Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

See Appendices.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Describe how the agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that may be consolidated under section 202(2) of the Act, will be allocated among CTE at the secondary level and CTE at the postsecondary level, including rationale for such allocation.

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Approximately \$19.6 million of Perkins Title I Basic Grant funds for Washington State is distributed to the local level for required and permissive local uses of funds. The Workforce Training and Education Coordinating Board determines the relative portion of funds provided to the secondary and postsecondary career and technical education programs. The two operating agencies are the Office of Superintendent of Public Instruction (secondary) and the State Board for Community and Technical Colleges (postsecondary).

Both agencies have utilized the funds to make a difference for their respective local institutions, and have used the funds in accordance with the Act's guidelines and intent.

In determining the secondary and postsecondary split, the Board examined enrollment and full-time equivalents for both systems' career and technical education students, as well as the comparison of other states' distribution splits. Based on data history, the Board has determined that the split between secondary and postsecondary will be set at 44/56 percent, respectively. The Board will retain the authority to reexamine the data should additional information become relevant to this issue.

The Title II funds are allocated to the Tech Prep consortia through the State Board for Community and Technical Colleges

2. Provide the specific dollar allocations made available by the eligible agency for CTE programs under section 131 (a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state.

Secondary formula:

The secondary distribution will be based on:

1. 70 percent – the number of 5-17 year olds who reside in the school district from families with incomes below the poverty line (as defined by the Office of Management and Budget); and
2. 30 percent – the number of 5-17 year olds who reside in the school district.

2006-07 Carl Perkins Vocational and Technical Education Act Secondary Awards

ABERDEEN	41,709.00	BAINBRIDGE	16,272.00
ADNA	4,115.00	BATTLE GROUND	61,114.00
ALMIRA	1,192.00	BELLEVUE	88,951.00
ANACORTES	18,222.00	BELLINGHAM	95,289.00
ARLINGTON	26,002.00	BETHEL	125,270.00
ASOTIN-ANATONE	6,242.00	BICKLETON	596.00
AUBURN	106,830.00	BLAINE	16,112.00

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BREMERTON	69,833.00	EASTMONT	36,440.00
BREWSTER	16,074.00	EASTON	517.00
BRIDGEPORT	9,801.00	EATONVILLE	12,496.00
BURLINGTON EDISON	24,336.00	EDMONDS	159,992.00
CAMAS	20,830.00	ELLENSBURG	26,042.00
CAPE FLATTERY	8,123.00	ELMA	17,771.00
CASCADE	8,167.00	ENDICOTT	1,525.00
CASHMERE	9,439.00	ENTIAT	3,206.00
CASTLE ROCK	10,822.00	ENUMCLAW	23,882.00
CENTRAL KITSAP	70,752.00	EPHRATA	22,394.00
CENTRAL VALLEY	55,652.00	EVERETT	158,816.00
CENTRALIA	34,406.00	EVERGREEN (CLARK)	169,119.00
CHEHALIS	19,831.00	FEDERAL WAY	154,622.00
CHENEY	34,437.00	FERNDALE	50,150.00
CHEWELAH	15,040.00	FIFE	20,287.00
CHIMACUM	10,480.00	FINLEY	5,103.00
CLARKSTON	31,921.00	FRANKLIN PIERCE	73,087.00
CLE ELUM-ROSLYN	6,423.00	FREEMAN	3,332.00
CLOVER PARK	139,737.00	GARFIELD	1,988.00
COLFAX	4,418.00	GLENWOOD	745.00
COLTON	1,039.00	GOLDENDALE	15,965.00
COLUMBIA (STEV)	3,641.00	GRAND COULEE DAM	12,849.00
COLUMBIA (WALLA)	5,295.00	GRANDVIEW	38,085.00
COLVILLE	20,528.00	GRANGER	24,222.00
CONCRETE	12,735.00	GRANITE FALLS	16,708.00
COULEE/HARTLINE	2,709.00	HARRINGTON	1,325.00
COUPEVILLE	6,903.00	HIGHLAND	11,659.00
CRESCENT	3,481.00	HIGHLINE	121,232.00
CRESTON	1,135.00	HOCKINSON	5,779.00
CURLEW	3,758.00	HOQUIAM	26,714.00
CUSICK	4,268.00	INCHELIUM	2,314.00
DARRINGTON	4,996.00	ISSAQUAH	60,738.00
DAVENPORT	3,093.00	KAHLOTUS	1,303.00
DAYTON	5,866.00	KALAMA	9,419.00
DEER PARK	15,655.00	KELSO	48,631.00
EAST VALLEY (SPK)	25,032.00	KENNEWICK	93,481.00
EAST VALLEY (YAK)	12,538.00	KENT	192,510.00

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KETTLE FALLS	12,387.00	NACHES VALLEY	6,485.00
KIONA BENTON	12,534.00	NAPAVINE	6,275.00
KITTITAS	4,769.00	NASELLE GRAYS RIV	2,691.00
KLICKITAT	1,810.00	NEWPORT	14,914.00
LA CONNER	6,402.00	NINE MILE FALLS	7,362.00
LACENTER	7,734.00	NOOKSACK VALLEY	17,132.00
LACROSSE	979.00	NORTH BEACH	6,028.00
LAKE CHELAN	15,693.00	NORTH FRANKLIN	18,236.00
LAKE STEVENS	37,189.00	NORTH KITSAP	38,596.00
LAKE WASHINGTON	115,957.00	NORTH MASON	13,842.00
LAKESWOOD	12,579.00	NORTH RIVER	561.00
LIBERTY	4,999.00	NORTH THURSTON	78,421.00
LIND	2,292.00	NORTHPORT	3,698.00
LONGVIEW	83,291.00	NORTHSHORE	100,126.00
LOPEZ	3,177.00	OAK HARBOR	49,732.00
LYLE	5,490.00	OAKVILLE	4,533.00
LYNDEN	21,261.00	OCEAN BEACH	11,461.00
MABTON	15,234.00	OCOSTA	10,056.00
MANSFIELD	656.00	ODESSA	2,469.00
MANSON	10,480.00	OKANOGAN	14,435.00
MARY M KNIGHT	2,658.00	OLYMPIA	54,716.00
MARY WALKER	10,272.00	OMAK	21,893.00
MARYSVILLE	70,056.00	ONALASKA	9,755.00
MEAD	43,964.00	ORCAS	6,076.00
MEDICAL LAKE	12,221.00	OROVILLE	9,839.00
MERCER ISLAND	18,651.00	ORTING	9,518.00
MERIDIAN	10,322.00	OTHELLO	36,960.00
METHOW VALLEY	6,312.00	PALOUSE	1,018.00
MONROE	30,668.00	PASCO	108,958.00
MONTESANO	9,418.00	PATEROS	2,410.00
MORTON	4,514.00	PE ELL	4,103.00
MOSES LAKE	61,952.00	PENINSULA	46,663.00
MOSSYROCK	5,204.00	POMEROY	3,074.00
MOUNT ADAMS	16,187.00	PORT ANGELES	25,990.00
MOUNT BAKER	25,999.00	PORT TOWNSEND	15,429.00
MT VERNON	68,736.00	PRESCOTT	4,763.00
MUKILTEO	111,760.00	PROSSER	28,376.00

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PULLMAN	19,207.00	STANWOOD	37,679.00
PUYALLUP	91,307.00	STEHEKIN	229.00
QUILCENE	3,613.00	STEILACOOM HIST.	15,268.00
QUILLAYUTE VALLEY	13,122.00	STEVENSON-CARSON	11,701.00
QUINAULT	3,473.00	SULTAN	18,771.00
QUINCY	26,701.00	SUMNER	36,937.00
RAINIER	5,492.00	SUNNYSIDE	87,364.00
RAYMOND	7,871.00	TACOMA	390,257.00
REARDAN	5,072.00	TAHOLAH	3,506.00
RENTON	115,430.00	TAHOMA	20,740.00
REPUBLIC	5,811.00	TEKOA	1,867.00
RICHLAND	49,844.00	TENINO	9,670.00
RIDGEFIELD	11,388.00	THORP	1,221.00
RITZVILLE	3,654.00	TOLEDO	8,619.00
RIVERSIDE	17,924.00	TONASKET	14,091.00
RIVERVIEW	15,932.00	TOPPENISH	49,770.00
ROCHESTER	13,679.00	TOUCHET	2,223.00
ROSALIA	3,086.00	TOUTLE LAKE	4,374.00
ROYAL	19,672.00	TROUT LAKE	1,048.00
SAN JUAN	5,132.00	TUKWILA	23,253.00
SEATTLE	528,652.00	TUMWATER	21,097.00
SEDRO WOOLLEY	34,145.00	UNIVERSITY PLACE	28,025.00
SELAH	22,979.00	VANCOUVER	229,969.00
SELKIRK	3,798.00	VASHON ISLAND	9,185.00
SEQUIM	21,935.00	WAHKIAKUM	3,560.00
SHELTON	53,027.00	WAHLUKE	16,834.00
SHORELINE	49,639.00	WAITSBURG	3,081.00
SKYKOMISH	1,193.00	WALLA WALLA	73,424.00
SNOHOMISH	48,102.00	WAPATO	46,326.00
SNOQUALMIE VALLEY	24,597.00	WARDEN	11,138.00
SOAP LAKE	10,944.00	WASHOUGAL	19,472.00
SOUTH BEND	5,269.00	WASHTUCNA	1,114.00
SOUTH KITSAP	71,017.00	WATERVILLE	2,375.00
SOUTH WHIDBEY	13,181.00	WELLPINIT	4,402.00
SPOKANE	347,066.00	WENATCHEE	60,459.00
SPRAGUE	1,523.00	WEST VALLEY (YAK)	21,287.00
ST JOHN	1,949.00	WEST VALLEY(SPOK)	22,821.00

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WHITE PASS	9,443.00	WISHKAH VALLEY	964.00
WHITE RIVER	27,631.00	WISHRAM	833.00
WHITE SALMON	11,915.00	WOODLAND	11,607.00
WILBUR	3,696.00	YAKIMA	163,687.00
WILLAPA VALLEY	3,380.00	YELM	34,248.00
WILSON CREEK	1,411.00	ZILLAH	8,830.00
WINLOCK	10,039.00		

YAKIMA VALLEY TECHNICAL SKILLS CENTER	75,109
SEA-TAC OCCUPATIONAL SKILLS CENTER	78,549
SNO-ISLE SKILLS CENTER	62,493
CLARK COUNTY SKILLS CENTER	68,091
SPOKANE AREA PROFESSIONAL TECHNICAL SKILLS CENTER	65,987
TRI-TECH SKILLS CENTER	56,783
NEW MARKET VOCATIONAL SKILLS CENTER	51,726
WEST SOUND TECHNICAL SKILLS CENTER	35,308
NORTH CENTRAL TECHNICAL SKILLS CENTER	29,781
NORTH OLYMPIC PENINSULA SKILLS CENTER	16,373

During the five-year planning process, the Board considered a recommendation for elimination of waivers for secondary allocations under \$5,000. Following discussion, the Board opted to adopt the following policy for secondary waivers:

OSPI may grant waivers to secondary districts that do not meet the minimum \$15,000 allocation level, and are unable to form a consortium. Such districts must assure that allocations are used to provide programs of sufficient size, scope, and quality to positively impact the quality of CTE.

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3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

POSTSECONDARY
FY07 CARL PERKINS AND TECH PREP AWARDS

Institution	Carl Perkins	Tech Prep
Bates	\$348,466	\$0
Bellevue	\$240,425	\$106,773
Bellingham	\$356,732	\$79,427
Big Bend	\$192,182	\$82,010
Cascadia	\$0	\$0
Centralia	\$220,103	\$76,761
Clark	\$526,710	\$89,981
Clover Park	\$471,982	\$0
Columbia Basin	\$370,104	\$83,302
Edmonds	\$318,542	\$75,744
Everett	\$363,676	\$90,613
Grays Harbor	\$249,263	\$79,922
Green River	\$228,057	\$106,059
Highline	\$295,758	\$0
Lake Washington	\$235,279	\$0
Lower Columbia	\$287,309	\$87,013
Olympic	\$315,094	\$80,169
Peninsula	\$279,315	\$81,818
Pierce District	\$350,222	\$114,358
Renton	\$413,582	\$0
Seattle District	\$775,391	\$174,493
Shoreline	\$240,642	\$0
Skagit Valley	\$348,662	\$99,820
South Puget Sound	\$206,575	\$110,539
Spokane District	\$1,066,277	\$78,960
Tacoma	\$433,112	\$0
Walla Walla	\$467,154	\$75,909
Wenatchee Valley	\$361,933	\$83,989
Whatcom	\$116,185	\$0
Yakima Valley	\$692,904	\$78,795
Total Award	\$10,771,636	\$1,936,455

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4. Describe how the agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation.

Secondary:

In the past, the following districts formed consortia – with their respective applications. Each consortium had a district that assumed the fiscal agency role.

Kennewick School District, Columbia (Walla Walla) School District, Finley School District, Kiona-Benton City School District-\$115,651

Rochester School District, Rainier School District-\$19,226

Shelton School District, McCleary School District-\$56,649

St. John School District, Endicott School District-\$3,696

A consortium must use the allocation to support the consortium’s CTE activities – they may not use the consortium’s allocation as a pass-through of the funds.

5. Describe how the data used will be adjusted to make the allocations to reflect any change in school district boundaries that may have occurred since the populations and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.

The Office of the Superintendent of Public Instruction does not anticipate changes in the school district boundaries.

6. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary.

N/A

7. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Secondary

In the past, the following districts formed consortia – with their respective allocations. Each consortium had a district that assumed the fiscal agency role.

Kennewick School District, Columbia (Walla Walla) School District, Finley School District, Kiona-Benton City School District-\$115,651

Rochester School District, Rainier School District-\$19,226

Shelton School District, McCleary School District-\$56,649

St. John School District, Endicott School District-\$3,696

Postsecondary

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There are no postsecondary consortia, as only one district does not meet the \$50,000 allocation base.

8. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Secondary

The secondary distribution will be based on:

- 70 percent – the number of 5-17 year olds who reside in the school district from families with incomes below the poverty line (as defined by the Office of Management and Budget); and
- 30 percent – the number of 5-17 year olds who reside in the school district.

Postsecondary

Local allocations are formula-based. The formula is based on 90 percent “Pell Plus,” nine percent rural, and one percent high vocational numbers. Numbers used are unduplicated headcount, one-year numbers, with no caps.

The first 90 percent of funds that are distributed to the colleges are based on the “Pell Plus” formula, based on enrollment data. These are unduplicated students with a vocational intent who are Pell/BIA, Worker Retraining, welfare recipients and former welfare recipients, who are attending for employment related basic skills from the two years proceeding the current fiscal year. (Example FY06 awards were based on FY04 enrollment data.)

The remaining ten percent is divided with nine percent for rural schools and one percent to schools with a high percentage of vocational students.

The student intent code must be a vocational intent, the headcount is determined for each postsecondary institution. Those institutions where the headcount would result in an award of \$50,000 or more are allocated funds. The funds are then distributed based on this percent of total headcount.

Rural colleges are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

Colleges with high percentage of vocational students are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college’s annual student headcount.

The “Pell Plus” formula was approved by OVAE for use beginning with Perkins III and continues under Perkins IV

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9. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Secondary

OSPI will use the Rural Education Achievement Program (REAP) guidelines to determine districts that rate as rural. Usually this would be a local education agency (LEA) that is located within an incorporated or unincorporated place that has a district resident population of less than 2,500 or has a population center less than 1,000 persons and is characterized by sparse, widespread populations.

OSPI will distribute the funds to the local districts by a funding formula which will include districts with the OSPI defined rural guidelines, high percentages of career and technical education students, or high numbers of career and technical education students. Qualifying districts will need to meet a minimum dollar threshold to receive funding.

Postsecondary

Rural colleges are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

Colleges with high percentage of vocational students are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

10. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Secondary

OSPI will use the Rural Education Achievement Program (REAP) guidelines to determine districts that rate as rural. Usually this would be a local education agency (LEA) that is located within an incorporated or unincorporated place that has a district resident population of less than 2,500 or has a population center less than 1,000 persons and is characterized by sparse, widespread populations.

OSPI will distribute the funds to the local districts by a funding formula which will include districts with the OSPI defined rural guidelines, high percentages of career and technical education students, or high numbers of career and technical education students. (*OSPI will define the criteria for districts to be considered for reserve funds for high numbers or high percentages of CTE students.*)

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Postsecondary

Rural colleges are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

Colleges with high percentage of vocational students are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

11. Describe the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Secondary

OSPI will use the Rural Education Achievement Program (REAP) guidelines to determine districts that rate as rural. Usually this would be a local education agency (LEA) that is located within an incorporated or unincorporated place that has a district resident population of less than 2,500 or has a population center less than 1,000 persons and is characterized by sparse, widespread populations.

OSPI will distribute the funds to the local districts by a funding formula which will include districts with the OSPI defined rural guidelines, high percentages of career and technical education students, or high numbers of career and technical education students. (*OSPI will define the criteria for districts to be considered for reserve funds for high numbers or high percentages of CTE students.*)

Postsecondary

Rural colleges are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

Colleges with high percentage of vocational students are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

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VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. Provide a written and signed certification that –
 - a. This plan is submitted by the state agency that is eligible to submit the plan. (Workforce Training and Education Coordinating Board)
 - b. The state agency has authority under state law to perform the functions of the state under the program.
 - c. The state legally may carry out each provision of the plan.
 - d. All provisions of the plan are consistent with state law.
 - e. A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse Federal funds made available under the plan.
 - f. The state officer who submits the plan, specified by title in the certification, has authority to submit the plan.
 - g. The agency that submits the plan has adopted or otherwise formally approved the plan.
 - h. The plan is the basis for state operation and administration of the program.
 - i. The state will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act, which may be included as part of an audit of other federal or state programs.
 - j. None of the funds expended under the Act 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 acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
 - k. The state will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
 - l. The state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.
 - m. The state and eligible recipients that use funds under this Act for in-service and pre-service CTE professional development programs for CTE teachers, administrators, and other

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personnel shall, to the extent practicable, upon written request, permit the participation in such programs of secondary CTE school teachers, administrators, and other personnel in nonprofit private schools offering secondary CTE programs located in the geographical area served by such eligible agency or eligible recipient.

- n. Except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
- o. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Signature of Assurance

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B. CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

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Part B

Budget Forms

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PERKINS IV BUDGET TABLE - PROGRAM YEAR 2

(Budget Form included in draft is for Federal Funds that became available on July 1, 2007 for Program Year 1. Budget Table for Program Year 2 will be available upon notification of funding levels from Department of Education.)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$22,629,487
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$22,629,487
D. Local Formula Distribution (not less than 85%) (Line C x 85%)	\$19,235,064
1. Reserve (not more than 10% of Line D)	\$ 1,923,506
a. Secondary Programs (44% of Line D)	\$ 846,343
b. Postsecondary Programs (56% of Line D)	\$ 1,077,163
2. Available for formula allocations (Line D minus Line D.1)	\$17,311,558
a. Secondary Programs (44% of Line D.2)	\$ 7,617,085
b. Postsecondary Programs (56% of Line D.2)	\$ 9,694,473
E. Leadership (not more than 10%) (Line C x 10%)	\$ 2,262,949
a. Nontraditional Training and Employment (\$150,000)	
b. Corrections or Institutions (\$226,295)	
F. State Administration (not more than 5%) (Line C x 5%)	\$ 1,131,474
G. State Match (from non-federal funds) ⁴	\$ 1,131,474

⁴ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

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PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ 2,038,374
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep (Line A less Line B)	\$ 2,038,374
D. Tech-Prep Funds Earmarked for Consortia	\$ 1,936,455
a. Percent for Consortia (Line D divided by Line C) [95%]	
b. Number of Consortia	<u>22</u>
c. Method of Distribution (check one):	
<input checked="" type="checkbox"/> Formula	
<input type="checkbox"/> Competitive	
E. Tech-Prep Administration	\$ 101,919
a. Percent for Administration (Line E divided by Line C) [5%]	

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Part C

Accountability Forms

(Baselines and performance levels will be added following meetings to be scheduled in January and February 2008.)

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II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) – WASHINGTON

SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B: 63.30%</p>	<p align="center">L: 61.50% A:</p>	<p align="center">L: 61.50% A:</p>

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B: 37.90</p>	<p align="center">L: 43.60% A:</p>	<p align="center">L: 43.60% A:</p>
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of CTE concentrators who have passed an industry-based assessment and who have left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators in programs with industry assessments and who have left secondary education in the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B:</p>	<p align="center">L: A:</p>	<p align="center">L: A:</p>
<p align="center">3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)</p>	<p>Numerator: Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators who have left secondary education in the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B:</p>	<p align="center">L: A:</p>	<p align="center">L: A:</p>

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the state’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 78.80%	L: 66.00% A:	L: 67.00% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records or Student Survey	B:	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

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III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) – WASHINGTON

POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. Denominator:	State and Local Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship or an industry certification) Denominator:	State and Local Administrative Records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE participants who became CTE concentrators or enrolled in other higher education during the reporting year. Denominator: Number of CTE participants during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit.</p> <p>Denominator: Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the third quarter after they exit.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B:</p>	<p align="center">L: A:</p>	<p align="center">L: A:</p>
<p align="center">5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional high wage fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional high wage fields during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B:</p>	<p align="center">L: A:</p>	<p align="center">L: A:</p>

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional high wage fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional high wage fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>

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STUDENT DEFINITIONS: WASHINGTON

CTE Secondary Participants –

A secondary student who has passed one or more course in any CTE program area.

CTE Secondary Concentrators –

A secondary student who has passed two or more CTE courses above the exploratory level in a single cluster.

CTE Secondary Completers –

A secondary student who has completed a CTE instructional program.

CTE Postsecondary Participants –

A student enrolled with a vocational intent who has earned one or more college level credits in any career technical education CTE program area.

CTE Postsecondary Concentrators –

Postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate or degree.

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APPENDICES

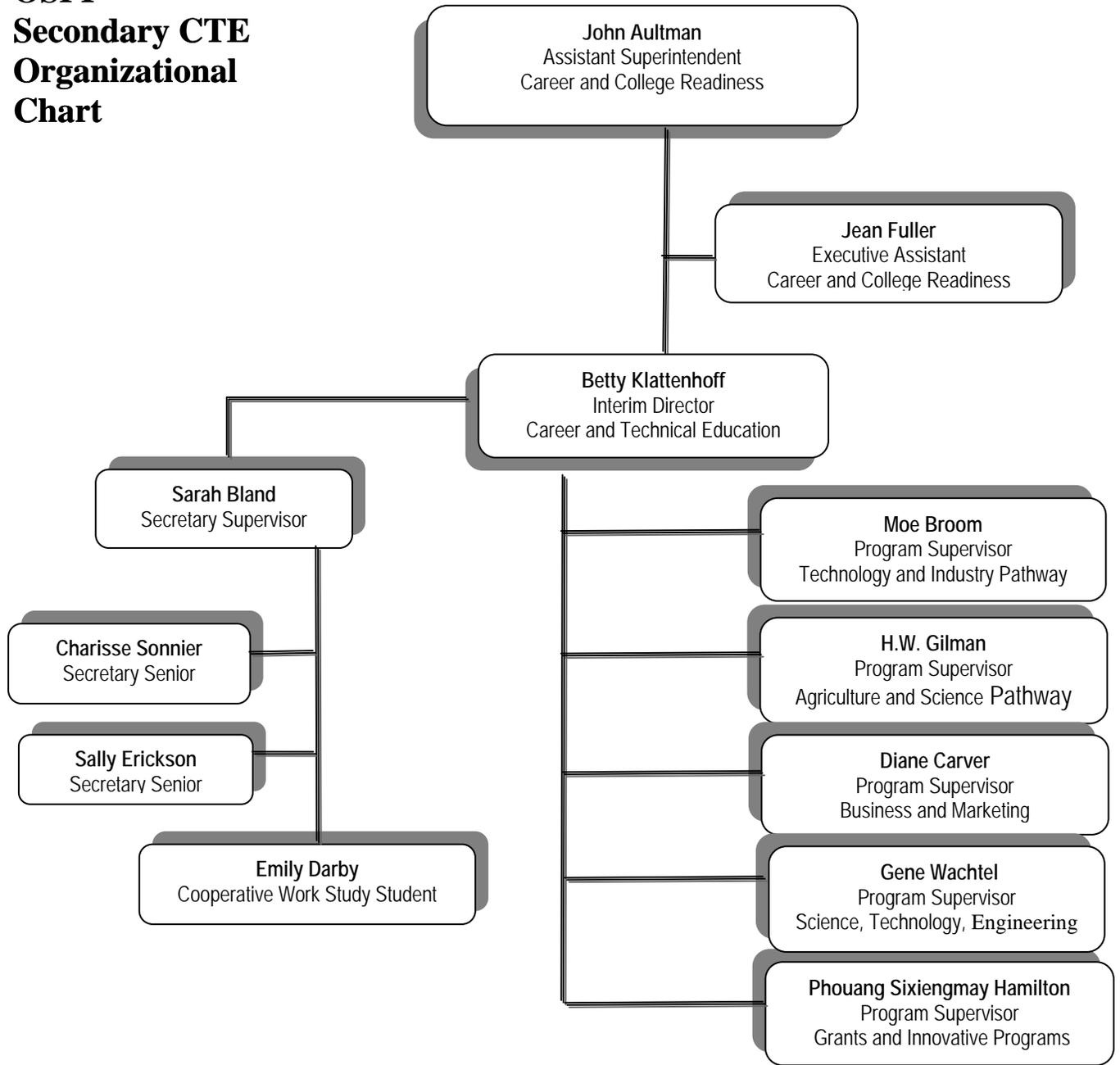
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APPENDIX A

Organizational Charts

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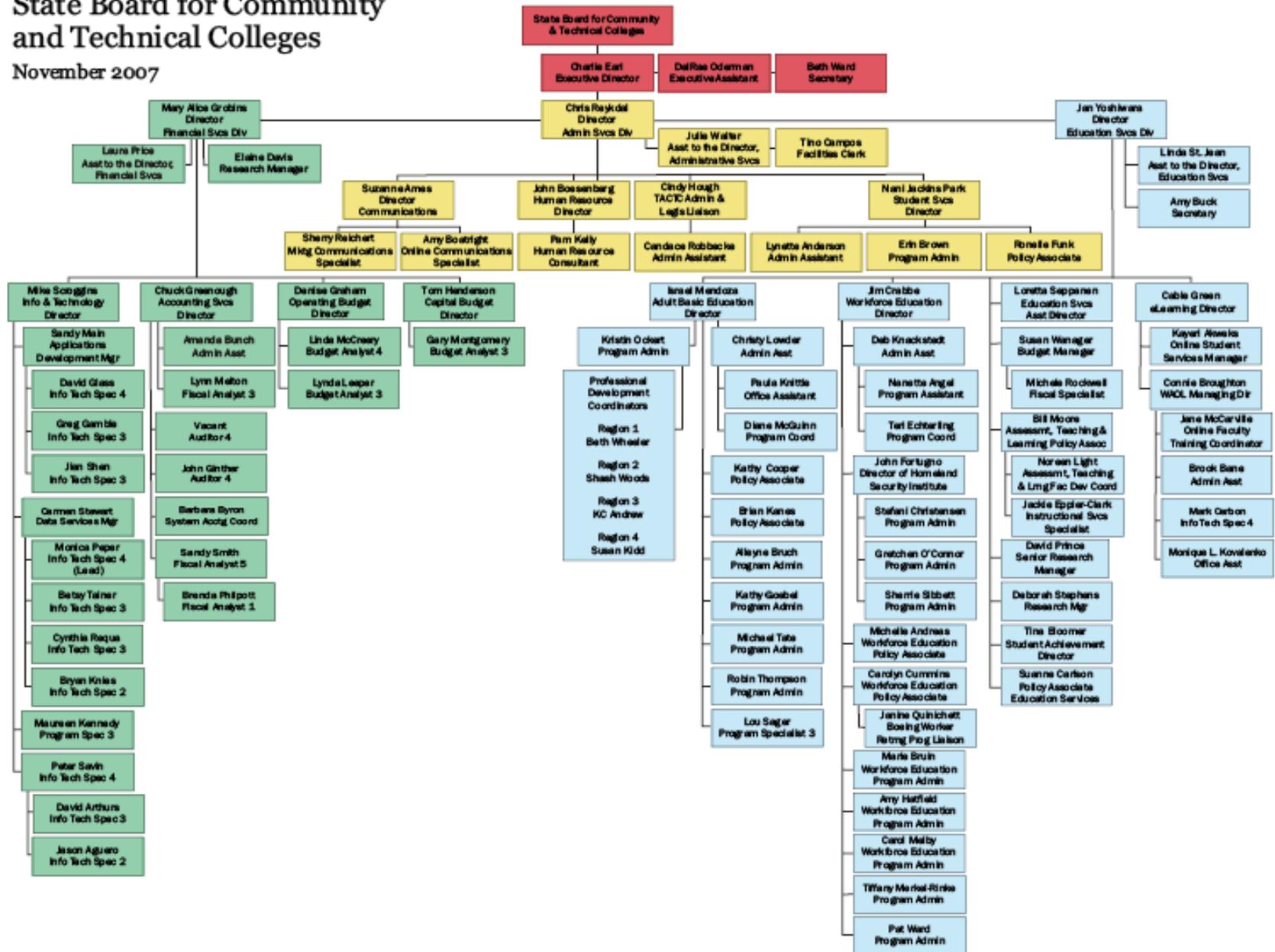
OSPI Secondary CTE Organizational Chart



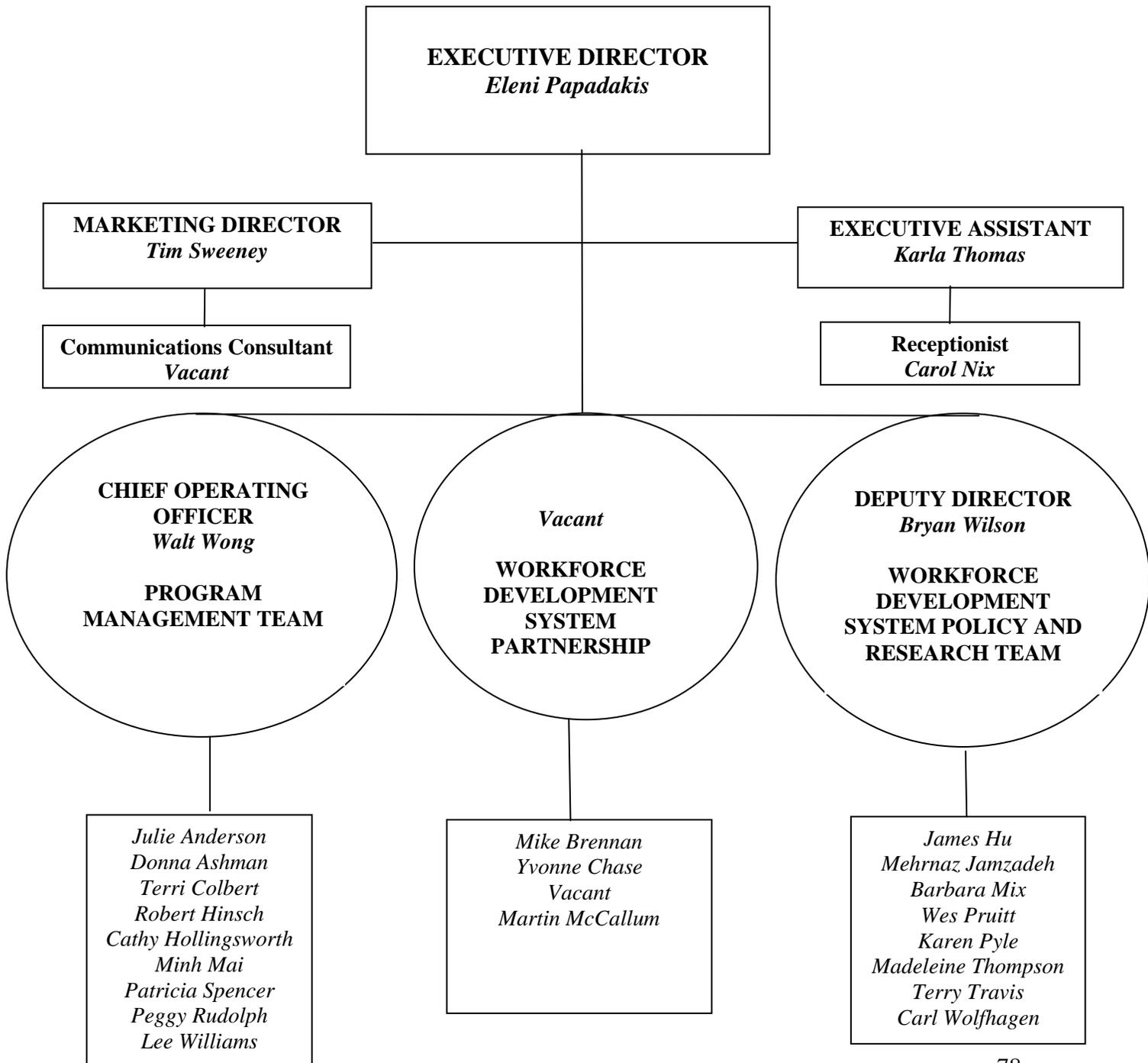
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State Board for Community and Technical Colleges

November 2007



Workforce Training and Education Coordinating Board Organizational Chart



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APPENDIX B

Local Recipients

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Washington State School Districts

Aberdeen	Ephrata	Mount Adams	Rochester
Adna	Everett	Mount Baker	Rosalia
Almira	Evergreen	Mount Vernon	Royal
Anacortes	Federal Way	Mountlake	San Juan Island
Arlington	Ferndale	Mukilteo	SeaTac Occup. SC
Asotin Martin	Fife (02)	N Central SC	Seattle
Auburn	Finley	Naches Valley	Sedro-Woolley
Bainbridge Island	Franklin Pierce	Napavine	Selah
Battle Ground	Freeman	Naselle-Grays River	Selkirk
Bellevue	Garfield	New Market SC	Sequim
Bellingham	Glenwood	Newport	Shelton
Bethel	Goldendale	Nine Mile Falls	Shoreline
Bickleton	Grand Coulee	Nooksack Valley	Skykomish
Blaine	Grandview	North Beach	Snohomish
Bremerton	Granger	North Franklin	Sno-Isle SC
Brewster	Granite Falls	North Kitsap	Snoqualmie Valley
Bridgeport	Harrington	North Mason	Soap Lake
Burlington-Edison	Highland	North Olympic	South Bend
Camas	Highline	Peninsula SC	South Kitsap
Cape Flattery	Hockinson	North River	South Whidbey
Cascade	Hoquiam	North Thurston	Spokane
Cashmere	Inchelium	Northport	Spokane Area Prof.
Castle Rock	Issaquah	Northshore	Tech SC
Central Kitsap	Kalama	Oak Harbor	Sprague
Central Valley	Kalotus	Oakville	St. John
Centralia	Kelso	Ocean Beach	Stanwood-Camano
Chehalis	Kennewick	Ocosta	Steilacoom
Cheney	Kent	Odessa	Stevenson-Carson
Chewelah	Kettle Falls	Okanogan	Sultan
Chimacum	Kiona-Benton	Olympia	Sumner
Clark County SC	Kittitas	Omak	Sunnyside
Clarkston	Klickitat	Onalaska	Tacoma
Cle Elum-Roslyn	La Center	Orient	Taholah
Clover Park	La Conner	Orting	Tahoma
Colfax	Lacrosse	Othello	Tekoa
Colton	Lake Chelan	Palouse	Tenino
Columbia (Stevens)	Lake Stevens	Pasco	Thorp
Columbia (Walla Walla)	Lake Washington	Pateros	Toledo
Colville	Lakewood	Pe Ell	Tonasket
Concrete	Liberty	Peninsula	Toppenish
Coulee-Hartline	Lind	Pomeroy	Touchet
Coupeville	Longview	Port Angeles	Toutle Lake
Crescent	Lopez	Port Townsend	Tri-Tech SC
Creston	Lyle	Prosser	Tukwila
Curlew	Lynden	Pullman	Tumwater
Cusick	Mabton	Puyallup	University Place
Darrington	Mansfield	Quilcene	Vancouver
Davenport	Manson	Quillayute Valley	Vashon Island
Dayton	Mary M. Knight	Quinault	Wahkiakum
Deer Park	Mary Walker	Quincy	Wahluke
East Valley (Spokane)	Marysville	Rainier	Waitsburg
East Valley (Yakima)	Mead	Raymond	Walla Walla
Eastmont	Medical Lake	Reardan-Edwall	Wapato
Easton	Mercer Island	Renton	Warden
Eatonville	Meridian	Republic	Washougal
Edmonds	Monroe	Richland	Washtucna
Ellensburg	Montesano	Ridgefield	Waterville
Elma	Morton	Ritzville	Wellpinit
Entiat	Moses Lake	Riverside	Wenatchee
Enumclaw	Mossyrock	Riverview	West Sound Tech SC

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West Valley (Spokane)
West Valley (Yakima)
White Pass
White River

White Salmon
Wilbur
Willapa Valley
Wilson Creek
Winlock

Wishkah Valley
Wishram
Woodland
Yakima
Yakima Valley Tech SC

Yelm
Zillah

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Washington Postsecondary Institutions

Bates Technical College	Peninsula College
Bellevue Community College	Pierce-Fort Steilacoom
Bellingham Technical College	Pierce-Puyallup
Big Bend Community College	Renton Technical College
Cascadia Community College*	Seattle Central Community College
Centralia College	Seattle Vocational Institute
Clark College	Shoreline Community College
Clover Park Technical College	Skagit Valley College
Columbia Basin College	South Puget Sound Community College
Edmonds Community College	South Seattle Community College
Everett Community College	Spokane Community College
Grays Harbor College	Spokane Falls Community College
Green River Community College	Tacoma Community College
Highline Community College	Walla Walla Community College
Lake Washington Technical College	Wenatchee Valley Community College
Lower Columbia College	Whatcom Community College
North Seattle Community College	Yakima Valley Community College
Olympic College	

*Cascadia did not meet the required \$50,000 level. This college will not receive Perkins Basic funds for 2007-2008.

WA State Tech Prep Consortia

Basin Tech Prep Consortium - Big Bend Community College
Clark-SW Washington Consortium - Clark College
Columbia Basin Consortium - Columbia Basin College
Cowlitz-Wahkiakum Career Development Consortium - Lower Columbia College
Edmonds Tech Prep Consortium - Edmonds Community College
Lewis & So. Thurston Counties Consortium - Centralia College
NE Washington/Spokane Consortium – Community Colleges of Spokane
North Central Washington Consortium - Wenatchee Valley College
North Olympic Peninsula Consortium - Peninsula College
Northeast Tech Prep Consortium - Bellevue Community College
Pierce County Careers Connection - Carlton Center
PrepWork Consortium - Skagit Valley College
Puget Sound Career Consortium -South Seattle Community College
Seattle Tech Prep Consortium - Siegel Center, Seattle Community Colleges
Sno-Isle/Everett Community College Consortium - Everett Community College- Monroe Campus
South King County Tech Prep Consortium - Green River Community College
South Sound Tech Prep Partnership - South Puget Sound Community College
Southeastern Washington Tech Prep Consortium - Walla Walla Community College
Twin County Consortium - Grays Harbor College
West Sound Consortium - Olympic College
Whatcom Tech Prep Consortium - Bellingham Technical College
Yakima Valley Consortium - Yakima Valley Community College

Note: Colleges listed act as fiscal agents to the consortia. All colleges in the CTC system are partners in at least one consortium.

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APPENDIX C

Local Applications

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Secondary Application

In revision for 2008-09 School Year

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Postsecondary Application

In revision for 2008-09 School Year

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*Postsecondary Plan Review Sheets
(as used in 2007 review cycle)*



**Appendix E
REVIEW SHEET
2007-08 PERKINS PLAN**

College Name: _____

Plan Components	Approved?	Strengths	Weaknesses	Required Changes
Improve Academic and Technical Skills				
1.1 Integration of academics with CTE programs	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
1.2 Develop/maintain a coherent sequence of courses	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
1.3 Same challenging academic proficiencies	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Programs of Study				
2.1A Incorporate secondary and postsecondary elements	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.1B Coherent and rigorous content, challenging academic standards, relevant career and technical content, and aligned progression of courses	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.1C Participation in dual/concurrent enrollment programs	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Plan Components	Approved?	Strengths	Weaknesses	Required Changes
2.1D Industry-recognized credential	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.2A Programs of study list	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.2B Programs of study to be developed	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.3 Secondary and postsecondary articulations	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.4 Community and technical colleges and baccalaureate articulations	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
All Aspects of an Industry				
3.1 Providing students with experience and understanding of all aspects of an industry	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.2 Career guidance/academic counseling	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Technology				
4.1 Develop, improve, and expand use of technology in CTE	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Involving Others				
5.1A How others are involved in planning	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Plan Components	Approved?	Strengths	Weaknesses	Required Changes
5.1B How others are informed	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Improvement in Quality				
6.1 Evaluate program performance, student learning, and meeting the needs of special populations	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
6.2 Initiate, improve, expand, and modernize courses and programs, etc.	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Special Populations				
7.1 Provide preparation activities to prepare special populations for occupations that lead to self-sufficiency	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
7.2 Provide programs designed to enable special populations to meeting local adjusted performance levels	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
7.3 How programs will be reviewed to overcome barriers resulting in higher access and success rates	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
7.4 Ensure that special populations will not be discriminated against	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Professional Development, Recruitment and Retention				
8.1A Integration and use of challenging academics and CTE provided jointly with academic instructors	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
8.1B Techniques in effective teaching skills based on research, including promising practices	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Plan Components	Approved?	Strengths	Weaknesses	Required Changes
8.1C Practices to improve community involvement	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
8.1D Support programs to ensure instructors and personnel stay current with all aspects of an industry, etc.	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
8.1E Internships providing business and industry experience to instructors	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
8.1F Programs to train in the effective use/application of technology	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
8.1G Provides knowledge and skills needed to work with and improve instruction for special populations	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
8.2 Recruitment and retention of CTE instructors, etc. and to improved transition to teaching from business/industry	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Performance Indicators for Continuous Improvement				
9.1A Indicator 1 – Student attainment of career and technical skills proficiencies aligned with industry standards	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
9.1B Indicator 2 – Student attainment of industry-recognized credentials, certificates, or degrees	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
9.1C Indicator 3 – Student retention in postsecondary education or transfer to baccalaureate	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
9.1D Indicator 4 – Student placement in military/ apprenticeship programs, placement/retention in employment, etc.	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Plan Components	Approved?	Strengths	Weaknesses	Required Changes
Nontraditional Training and Employment Performance Indicator and Program Promotion				
10.1 Student participation in CTE programs that lead to employment in nontraditional career fields	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
10.2 Student completion of CTE programs that lead to employment in nontraditional career fields	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Tech Prep Application

In revision for 2008-09 School Year

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*Tech Prep Plan Review Sheets
(as used in 2007 review cycle)*



**Appendix D
2007-08 TECH PREP CONSORTIUM GRANT
REVIEW SHEET**

Name of consortium: _____

Plan Components	Approved?	Strengths	Weaknesses	Required Changes
Articulation				
1. Development and implementation of articulation agreements	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Programs of Study and Development of Tech Prep Programs				
2.1 Current programs	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.2 Programs to be developed	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.3 Maintain/increase students in and completing a coherent sequence of courses	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.4 Equal access for special populations	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.5 Technical preparation	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.6 Building student competence through applied, contextual, and integrated instruction	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Plan Components	Approved?	Strengths	Weaknesses	Required Changes
2.7 Supporting student transitions	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.8 Alignment with EALRs, GLEs, and industry standards	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.9 Educational technology and distance learning	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
2.10 Developing and implementing preparatory services, tools, and plans	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Professional Development				
<i>Professional Development for Teachers, Faculty, and Administrators</i>				
3.1A Supporting program implementation	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.1B Joint training of teachers, faculty, and administrators	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.1C Needs, expectations, and methods of business, and all aspects of industry	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.1D Supporting contextual and applied curricula, instruction, and assessment	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.1E Use and application of technology	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Plan Components	Approved?	Strengths	Weaknesses	Required Changes
3.1F Accessing and utilizing data and information	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
<i>Professional Development for Counselors</i>				
3.2A Effective in providing information to students	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.2B Support student progress in completing programs	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
3.2C Stay current with needs of business/industry	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
Accountability and Evaluation				
4.1 Process for evaluation and continuous improvement	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			
4.2 Use of outcome data	<input type="checkbox"/> Approved <input type="checkbox"/> Needs Revisions			

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Programs of Study

Guidelines

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Program of Study Assurances

Minimum Criteria

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards where appropriate.
- The secondary Program of Study includes employability standards where appropriate.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary program or apprenticeship.
- Program of Study courses include appropriate state standards and industry skills standards, where applicable.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Exceeds Minimum Criteria

- There is a dual credit articulation agreement on file for this secondary/postsecondary Program of Study.
- The Program of Study includes multiple entry and/or exit points at the post-secondary level.
- The Program of Study offers course work and skill development for self-employment and/or entrepreneurial opportunities.
- The Program of Study is linked to a comprehensive school counseling program, such as Navigation 101.
- There is program alignment between the community and technical college Program of Study and a baccalaureate program, with a signed articulation agreement on file.
- The Program of Study is linked to a skill panel or a Center of Excellence.

Secondary Institution:

CTE Director:

Postsecondary Institution:

Workforce Dean:

Tech Prep Facilitator:

Date:

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Programs of Study Process

2007-08 Tech Prep directors will be asked to identify those high schools that do not currently have a tech prep articulation or dual credit agreement. We will then have an idea of how large the Programs of Study development process may become.

For high schools that are currently active in a Tech Prep consortium:

1. For each postsecondary program, where there is an articulation or dual credit agreement in place, the Tech Prep directors will be asked to complete the appropriate template (based on cluster).
2. Once complete, this template should be signed by the secondary CTE director and the postsecondary Workforce dean.
3. The completed and signed form will then be held on file by the Tech Prep director. Programs of Study on file will be included in the secondary and postsecondary annual Perkins plan.

For high schools that are not currently active in a Tech Prep consortium:

1. The secondary institution/district can initiate this process for their proposed Program of Study, by completing the appropriate cluster template for their education level.
2. Once the secondary portion has been completed, this form will then be sent to OSPI.
3. OSPI staff will forward it to the appropriate Tech Prep director, who will then facilitate the process as above.

Signed assurances will be maintained at the Tech Prep or at the operating agency office, as determined by OSPI and SBCTC.

(We anticipate that this entire process will eventually be handled through a web-application. However, until that has been developed, the process will be via hardcopy).

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Insert Programs of Study Templates (pdf File)