

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO.160  
JANUARY 27, 2012**

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT  
1 PERCENT STATE LEADERSHIP FUNDS**

**Background**

To assure that each state provides services for individuals in institutions, the 2006 Perkins Act requires the state to determine an amount for services, up to 1 percent of the state allotment for Title I, for individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities.

During Perkins reauthorization in 2007, the Board designated the Offender Employment Services (OES) Division of the Employment Security Department as sub-recipient of the 1 percent funds. OES subcontracted these funds to provide additional career and technical training and employment opportunities. As of July 1, 2011 the OES division was eliminated.

Both the secondary and postsecondary systems expressed interest in providing career and technical education programs that meet the intent of the Perkins Act. Workforce Board staff solicited proposals from each interested party. (Attachment 1)

The two proposals (Attachment 2) for the Board's consideration serve both youth and adults respectively. The Office of Superintendent of Public Instruction proposes to serve youth in three institutions, offering IT Academy classes along with two Network Cabling introductory courses, leading to industry-based certifications. The State Board for Community and Technical Colleges proposes to provide I-BEST programs in two adult institutions: a Building Maintenance Program at Cedar Creek Corrections Center and a Horticulture Program at the Washington Corrections Center for Women. These two I-BEST programs will offer GED completions as well as short-term industry-certifications.

Both proposals are aimed at the appropriate populations and meet the intent of the Perkins Act.

**Recommendation**

Staff recommends that the Board fund both proposals, dividing the available funds, \$203,353, equally between secondary and postsecondary populations.

**Board Action Requested:** Adoption of the recommended motion.

**RECOMMENDED MOTION**

**WHEREAS,** At the June 2011 meeting, the Board adopted the federal Perkins budget, which included 1 percent funding for individuals in state institutions; and

**WHEREAS,** The Office of Superintendent of Public Instruction proposes to use these funds to provide IT Academy and Network Cabling Introductory programs toward industry certifications; and

**WHEREAS,** The State Board for Community and Technical Colleges proposes to use these funds to provide I-BEST Industrial Maintenance and I-BEST Horticulture programs leading to industry-based certifications;

**NOW, THEREFORE, BE IT RESOLVED,** The Board determines that the proposed programs will benefit the individuals in institutions where these programs will be offered;

**BE IT FURTHER RESOLVED,** The Board elects to divide the available 1 percent funds equally between the two proposed program providers.



STATE OF WASHINGTON

Workforce Training and Education Coordinating Board  
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**October 25, 2011**

**TO:** Dixie Simmons  
Kathleen Lopp  
Betty Klattenhoff  
Dean Mason

**FROM:** Terri Colbert

**SUBJECT:** Perkins One-Percent Leadership Funds

The Carl D. Perkins Act sets aside one percent of the State Leadership funds to serve individuals in state institutions, such as state correctional institutions or institutions that serve individuals with disabilities.

In the past these funds were administered by Employment Security's Offender Employment Services, whose programs served incarcerated individuals. However, because this division of Employment Security no longer exists, this year we will consider other options.

You are invited to submit a proposal for CTE activities, including I-BEST efforts where appropriate, for the use of these funds, which will be approximately \$200,000. Your proposals and the resulting staff analysis will be presented to our Board in January.

The funds must be used for activities within Section 124 of the Act [State Leadership Activities]. These funds must be used for activities that serve individuals in state institutions, and may not be used to fund administrative functions or activities.

Your proposal should outline the activities to be funded; the population to be served; the number of individuals who will benefit from these funds; and the outcomes anticipated by those who are served with these funds. Please use the attached form for proposal details.

Please submit your proposals by November 30, 2011, to my attention at the Workforce Board, PO Box 43105, Olympia, WA 98504-3105.

Attachment

c: Tiffany Merkel  
Phouang Hamilton

## **Perkins 1 Perkins Leadership Proposal for 2011-12**

*(Please use a 12 pt. font and limit your proposal to a maximum of 3 pages.)*

**Proposed use of the funds:**

**Population to be served:**

**Number of individuals to be served:**

**Intended outcomes:**

**The Perkins Act requires that these funds be expended to serve individuals in institutions. The Act further requires an annual report each December, and these activities and the outcomes will be included. How will you monitor use of these funds and collect the appropriate outcomes?**

**Who will be responsible for providing the report in December 2012?**

**Agency submitting this proposal:**

**Contact information (name, address, phone, email):**

## State Board for Community and Technical Colleges I-Best Programs within State Correctional Facilities

### **Proposed use of the funds:**

These funds will be used to change the mode of instruction of two vocational programs from a traditional instruction mode to an I-BEST mode, which moves people further, faster, sooner. Research has proven that the I-BEST model helps adult learners with literacy proficiency and job skills simultaneously and that this model has a synergetic effect on both areas. I-BEST programs demand at least a fifty percent overlap of instruction in basic skills and the vocational curriculum, which means that at least fifty percent of the time two instructors are in all courses. They also have added instructional hours to increase success. I-BEST students earn vocational certificates and college credits toward a degree. They also increase reading, writing, math, speaking and listening skills while receiving hands-on training. The two vocational programs selected to convert to an I-BEST mode are the Building Maintenance Program at Cedar Creek Corrections Center (CCCC), a minimum-security male institution, and the Horticulture Program at Washington Corrections Center for Women (WCCW), a multi-custody level women's facility.

Both the horticulture industry and construction trades tend to be good employers for people with criminal histories and Workforce Explorer list occupations in each of these fields as "In Demand."

The certificate program for horticulture can lead to employment in landscaping and grounds keeping with average hourly wages of \$14.78. This program can provide an entry to the career path that can be built upon with further education and experience. Career Bridge website ([careerbridge.wa.gov](http://careerbridge.wa.gov)) lists five training providers within the community and technical college system that offer certificates, associate and applied transfer degrees, four apprenticeships in this field, and job titles that include turf management, tree trimmers, and pesticide handlers.

The college level courses in Building Maintenance can lead to employment in maintenance and repair with national mean hourly wages for maintenance and repair workers (excluding machinery maintenance) of \$17.61 and an annual mean wage of \$36,630 ([www.bls.gov](http://www.bls.gov)). Workers are able to use the foundation knowledge and skills for these services across most industries. Workers may be employed in companies of any size, by owners and lessors of commercial and residential buildings or self-employed.

This year, two major correctional institutions for adult males in Washington are piloting I-BEST programs. One program started fall quarter with full enrollment and currently has 21 students on a waitlist. The other I-BEST pilot will be starting winter quarter. It is intended that this grant will expand this pilot project into one minor male institution (minimum-security facility) and the one major women's facility.

Total amount requested \$200,000. Funding pays for part-time Adult Basic Education (ABE) faculty wages and benefits for five quarters. It also supports part-time classified staffs who work directly with students in the intake process and the Comprehensive Adult Student Assessment System (CASAS) pre-/post-testing for four quarters (\$184,000). Additionally, funding pays for

instructional materials, computers, textbooks, office supplies by instructors and supplies needed for ABE/ESL/GED classrooms (\$16,000).

**Population to be served:**

This grant will allow minimum-security inmates boarded at CCCC and incarcerated women lodged at WCCW to participate in an I-BEST program. Eligible students will have scored above 210 on the CASAS in reading as well as math and do not have a High School diploma or GED. They will be at least 18 years of age. In addition, all participants will be between six months and seven years from their release back into the community. Participants will be able to use their skills from the horticulture and building maintenance programs by placement on work crews providing services to state agencies and the community while still incarcerated.

**Number of individuals to be served:**

We anticipate that 40 women will be served in the Horticulture Program at WCCW and 60 men will be served in the Building Maintenance Program at CCCC.

**Intended outcomes:**

By using the I-BEST model of instruction for the Building Maintenance Program at CCCC and for the Horticulture Program at the WCCW, we intend to increase GED completions and vocational certifications at both sites. Earning both a GED and a vocational certificate increase employability after release and decreases the likelihood individuals will recidivate; making our communities safer, better places to live. We expect the following increases:

- 20 additional Vocational Certificates
  - 10 at CCCC (21% increase)
  - 10 at WCCW (50% increase)
- 18 additional GED Completions
  - 8 at CCCC (19% increase)
  - 10 at WCCW (13% increase)

Both these programs offer college level credits that can transfer to colleges in the community as part of a two-year degree pathway. The Building Maintenance program offers two short certificates that can be used as part of a constructor trades pathway. The Horticulture program offers a one-year certificate that can be used as part of a horticulture, floriculture, or botany pathway.

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Education at CCCC is provided by Centralia College (CC). At WCCW, the education provider is Tacoma Community College (TCC). Grant and budget management will be done through the SBCTC online grant, budget and reimbursement systems and include final reports on activities. Washington Adult Basic Education Reporting System (WABERS+) and the Student Management System (SMS) will be used to monitor quarterly and annual enrollments and completions. All these systems currently collect this data for the Washington State Board of

Community and Technical Colleges (SBCTC) on a quarterly and annual basis. Therefore, all the grant funds will be used on start-up and the supplemental ABE instructional costs.

Timeline:

Winter Qtr. 2012	Grant awarded Hiring of new instructors
Spring Qtr. 2012	Required Dept. of Corrections Training for new workers (6 weeks) Curriculum development with integrated outcomes Team Teaching Training Purchasing of instructional materials
Summer Qtr. 2012	Begin I-BEST programs
Fall Qtr. 2012	Continue offering I-BEST programs First Annual Report Due
Winter 2013	Continue offering I-BEST programs
Spring Qtr. 2013	Continue offering I-BEST programs
Fall Qtr. 2012	Final Report Due

**Who will be responsible for providing the report in December 2012?**

Tiffany Merkel, Program Administrator for Workforce Education  
Jacquie Armstrong, Policy Associate for Adult Basic and Corrections Education

**Agency submitting this proposal:**

State Board for Community and Technical Colleges

**Contact information (name, address, phone, email):**

Tiffany Merkel  
P.O. Box 42495  
Olympia, WA 98504  
360.704.4332  
[tmerkel@sbctc.edu](mailto:tmerkel@sbctc.edu)

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360.704.4358  
[jarmstrong@sbctc.edu](mailto:jarmstrong@sbctc.edu)

## Office of Superintendent of Public Instruction CTE/JRA Project

### **Proposed use of the funds:**

In collaboration with the Juvenile Rehabilitation Administration (JRA) and the juvenile justice institution schools, Echo Glen, Naselle Youth Camp and Green Hill School, OSPI selected to focus on two programs that will offer students in those institution schools an immediate certification.

### **1. IT academy**

The IT academy is designed to help students and teachers learn information technology skills that can be translated into jobs. The IT Academy features:

- Training and certification in Microsoft products, such as Word, Excel, and PowerPoint, as well as programming, Web development, and database development. Specifically, they can receive Microsoft Office Specialist, Microsoft Technology Association, or Microsoft Certified Professional certifications;
- Microsoft software for technology labs, classrooms, and PCs used by students;
- Access to Microsoft e-learning courses and the Instructor Learning Management System for the instructor to help track student progress;
- Discounts on courseware available to academic institutions only;
- TechNet subscriptions, which provide resources for teachers looking to expand their professional development, and students mastering IT professional concepts and skills;
- Downloadable and customizable lesson plans to help the instructor save class preparation time, personalized course completion certificates, and a free tool that enables teachers to create online courses;
- Microsoft Digital Literacy, which includes four computer basics curriculum: the Internet and World Wide Web, Productivity Programs, Computer Security and Privacy, and Digital Lifestyles; and
- Five hours per month per school of mentoring from a Microsoft employee.

In addition to the many features of IT Academy, the program also gives students equal access to the IT skills and certification they need to both prepare for advanced studies and to improve career opportunities with higher earning potential.

### **2. C-Tech: Copper-Cabling and Fiber-Optic Cabling**

- a. *Introduction to Network Cabling—Fiber Optic-Based Systems* (C-Tech Fiber) provides students with a theoretical and hands-on knowledge of Fiber Optics. Students learn the basics of cable termination, testing and troubleshooting using sophisticated electronic equipment. They terminate fiber optic cables with ST and SC connectors, two of the industry standards, and perform a mechanical splice. They get into the theory of fiber optics and calculate a system loss budget.

*b. Introduction to Network Cabling—Copper-Based Systems* (C-Tech Copper) provides students with the knowledge and skills needed to become certified entry-level technicians in the Network Cabling industry. The course focuses on:

- Proper tool use and construction techniques
- Characteristics of various industry standards
- Troubleshooting and repair

Students construct, test, and troubleshoot copper-based cabling systems that are the basis of today's networking, cable television and satellite communications systems. The industry standards include both commercial and residential structures. Troubleshooting includes a whole chapter on testing copper-based systems.

C-Tech courses will prepare students for jobs or additional education by employing a unique entry-level, hands-on, gender neutral approach to training. Students who complete a C-Tech course will be certified as network cabling specialist, voice communication professionals, or smart home professions.

**Population to be served:**

The CTE JRA Project will serve male and female incarcerated youth at Echo Glen, Green Hill and Naselle Youth Camp.

**Number of individuals to be served:**

Grade	Expected # To Be Served	Gender		Race/Ethnicity
7	5	Male	5	1 Black, 4 White
		Female	-	
8	22	Male	22	5 Black, 17 White
		Female	-	
9	117	Male	94	5 American Indian, 2 Asian, 26 Black, 33 Hispanic, 5 Multiracial, 46 White
		Female	23	
10	67	Male	59	14 Black, 18 Hispanic, 2 Multi, 33 White
		Female	8	
11	45	Male	37	1 Asian, 10 Black, 12 Hispanic, 22 White
		Female	8	
12	48	Male	4	10 Black, 12 Hispanic, 26 White
		Female	44	
<b>Expected Total # To Be Served</b>			<b>304</b>	

**Intended outcomes:**

According to the Models for Change: Systems Reform in Juvenile Justice, most young people who get into trouble with the law do not need to be formally processed or held in custody. In fact, such measures often do serious damage by disrupting the bonds that connect youth to their families and communities. Much like the model for change system, the goal of the CTE JRA Project is to preserve the vital connections between youth, families and communities by providing courses that will offer students an opportunity to enroll in a program that will lead

to an industry based certification. The intent is to build on the strengths of young people, families and communities in order to instill hope and to ensure secondary students are given the same opportunities for life and contribute to the community, State and the Nation's economy.

**The Perkins Act requires that these funds be expended to serve individuals in institutions. The Act further requires an annual report each December, and these activities and the outcomes will be included. How will you monitor the use of these funds and collect the appropriate outcomes?**

OSPI staff and the institutions will meet every other month to discuss and report on the status of the project and track all outcomes. Below are tentative meeting dates scheduled for staff from the institutions and OSPI to have a discussion on activities and outcomes of the project. These meeting dates will keep all parties abreast of local activities and will provide OSPI staff a progress report of the project.

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**Who will be responsible for providing the report in December 2012?**

Phouang Hamilton, OSPI

**Agency submitting this proposal:**

Office of Superintendent of Public Instruction (OSPI), Olympia, WA

**Contact Information:**

Office of Superintendent of Public Instruction Staff			
Phouang Hamilton	Career and Technical Education	(360) 725-6253	<a href="mailto:Phouang.hamilton@k12.wa.us">Phouang.hamilton@k12.wa.us</a>
Kathleen Sande	Institutional Education Program	(360) 725-6046	<a href="mailto:Kathleen.sandee@k12.wa.us">Kathleen.sandee@k12.wa.us</a>
Venetia Willis-Holbrook	Career and Technical Education	(360) 725-6258	<a href="mailto:Venetia.Willis-Holbrook@k12.wa.us">Venetia.Willis-Holbrook@k12.wa.us</a>
Denny Wallace	Career and Technical Education	(360) 725-6241	<a href="mailto:Dennis.wallace@k12.wa.us">Dennis.wallace@k12.wa.us</a>
Institution School Staff:			
Lisa Nelson	Naselle Youth Camp	(360) 484-3269 x6	<a href="mailto:lnelson@naselleschools.org">lnelson@naselleschools.org</a>
Tim Touhey	Green Hill School	(360) 740-3521	<a href="mailto:ttouhey@chehalis.k12.wa.us">ttouhey@chehalis.k12.wa.us</a>
Mike Williams	Echo Glen	(425) 831-2525	<a href="mailto:williamsm@issaquah.wednet.edu">williamsm@issaquah.wednet.edu</a>



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# Office of Superintendent of Public Instruction

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Venetia Willis-Holbrook	Career and Technical Education	(360) 725-6258	<a href="mailto:Venetia.Willis-Holbrook@k12.wa.us">Venetia.Willis-Holbrook@k12.wa.us</a>
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Tim Touhey	Green Hill School	(360) 740-3521	<a href="mailto:ttouhey@chehalis.k12.wa.us">ttouhey@chehalis.k12.wa.us</a>
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instructional materials, computers, textbooks, office supplies by instructors and supplies needed for ABE/ESL/GED classrooms (\$16,000).

**Population to be served:**

This grant will allow minimum-security inmates boarded at CCCC and incarcerated women lodged at WCCW to participate in an I-BEST program. Eligible students will have scored above 210 on the CASAS in reading as well as math and do not have a High School diploma or GED. They will be at least 18 years of age. In addition, all participants will be between six months and seven years from their release back into the community. Participants will be able to use their skills from the horticulture and building maintenance programs by placement on work crews providing services to state agencies and the community while still incarcerated.

**Number of individuals to be served:**

We anticipate that 40 women will be served in the Horticulture Program at WCCW and 60 men will be served in the Building Maintenance Program at CCCC.

**Intended outcomes:**

By using the I-BEST model of instruction for the Building Maintenance Program at CCCC and for the Horticulture Program at the WCCW, we intend to increase GED completions and vocational certifications at both sites. Earning both a GED and a vocational certificate increase employability after release and decreases the likelihood individuals will recidivate; making our communities safer, better places to live. We expect the following increases:

- 20 additional Vocational Certificates
  - 10 at CCCC (21% increase)
  - 10 at WCCW (50% increase)
- 18 additional GED Completions
  - 8 at CCCC (19% increase)
  - 10 at WCCW (13% increase)

Both these programs offer college level credits that can transfer to colleges in the community as part of a two-year degree pathway. The Building Maintenance program offers two short certificates that can be used as part of a constructor trades pathway. The Horticulture program offers a one-year certificate that can be used as part of a horticulture, floriculture, or botany pathway.

**The Perkins Act requires that these funds be expended to serve individuals in institutions. The Act further requires an annual report each December, and these activities and the outcomes will be included. How will you monitor use of these funds and collect the appropriate outcomes?**

Education at CCCC is provided by Centralia College (CC). At WCCW, the education provider is Tacoma Community College (TCC). Grant and budget management will be done through the SBCTC online grant, budget and reimbursement systems and include final reports on activities. Washington Adult Basic Education Reporting System (WABERS+) and the Student

Management System (SMS) will be used to monitor quarterly and annual enrollments and completions. All these systems currently collect this data for the Washington State Board of Community and Technical Colleges (SBCTC) on a quarterly and annual basis. Therefore, all the grant funds will be used on start-up and the supplemental ABE instructional costs.

Timeline:

Winter Qtr. 2012	Grant awarded
	Hiring of new instructors
Spring Qtr. 2012	Required Dept. of Corrections Training for new workers (6 weeks)
	Curriculum development with integrated outcomes
	Team Teaching Training
	Purchasing of instructional materials
Summer Qtr. 2012	Begin I-BEST programs
Fall Qtr. 2012	Continue offering I-BEST programs
	First Annual Report Due
Winter 2013	Continue offering I-BEST programs
Spring Qtr. 2013	Continue offering I-BEST programs
Fall Qtr. 2012	Final Report Due

**Who will be responsible for providing the report in December 2012?**

Tiffany Merkel, Program Administrator for Workforce Education  
 Jacquie Armstrong, Policy Associate for Adult Basic and Corrections Education

**Agency submitting this proposal:**

State Board for Community and Technical Colleges

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