

2008-09 Perkins Consolidated Annual Report (CAR) Washington State

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

December 2009

Implementation of State Leadership Activities - Required Use of Funds

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

Secondary- Career and technical education programs seat advisory committees that assist and provide support and advocacy for quality CTE programs. The members of these committees recommend modifications and improvements that strengthen the program. Programs are designed to meet the appropriate frameworks to ensure CTE programs are integrated with leadership, employability, and academic skills. CTE programs are reviewed annually and the results are used to provide continuous improvement. In the secondary annual Perkins Plan, the district attests that they have conducted an evaluation of CTE programs using the current state CTE standards.

Postsecondary- Staff members from the State Board for Community and Technical Colleges conduct triennial 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. Each college also conducts program reviews on a three- to five-year rotating schedule. More frequent reviews are conducted if program data warrant additional scrutiny.

With the implementation of Programs of Study (POS), colleges are more closely and frequently examining program competencies that are linked to articulations with secondary programs and developing additional POS and Tech Prep articulations.

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

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

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

Secondary - Due to the high demand in the workforce and future prospect of retiring highly educated math and science employees of the baby boomer generation, the 2008-09 Washington State Legislature mandated the State Education Agency to create a position to explore opportunities in science, technology, engineering, and mathematics (STEM) related careers. One of the key responsibilities of this position is to collaborate directly with community and technical colleges, four-year institutions of higher education, professional organizations, and the Workforce Training and Education Coordinating Board to implement research-based outreach programs that attract middle and high school students to careers in STEM.

In the 2008-09 school year, OSPI hosted various statewide professional development opportunities for teacher training in utilizing technology to enhance teaching and learning of content specific knowledge and skills in the classroom. In addition, the Washington Association of Skilled and Technical Sciences offer various regional in-services across the state in specific technology program areas to facilitate the use of new and emerging technology in the classroom

Washington continues to work collaboratively with local industry and community partners, in particular with the Washington Association of Career and Technical Association, to provide additional resources and professional development opportunities for secondary school instructors. Furthermore, districts have partnered with their city and county agencies to create stronger CTE programs that not only benefit students, but also their local communities.

Postsecondary- In 2008-09, six projects were awarded funds to develop, improve, or expand the use of distance education in CTE programs. Fourteen projects were awarded funds to expand the use of technology

in CTE programs. Five of those grants were for innovative approaches toward meeting the needs of emerging technology.

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

Secondary- Professional development for vocational and academic instructors was delivered chiefly through two methods: 1) workshops and conferences, and 2) technical assistance from program supervisors and other OSPI staff and administrators.

Workshop activities increasingly focused on the development, integration, and implementation of the program standards, based on industry-defined skills standards. The CTE program supervisors work directly with CTE instructors and local instructors to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and the Washington Association for Career and Technical Education (WA-ACCTE). Both organizations provide leadership services and develop visionary and proactive leaders in secondary education.

The WA-ACCTE summer conference is held every August to provide professional development for all CTE directors/teachers and draws an average of 600 participants. The conference provides strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations.

Postsecondary- At the postsecondary level, Perkins Leadership funds are used to support Industry-based Professional Development. Seventy-five 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. Industry-based professional development means any return to industry field work experience or industry sponsored training where the experience is directly related to the program being taught. The purpose of the professional development is to be used to support attendance at recognized hands-on industry sponsored training programs that result in industry certification, or have a hands-on/practice component of sufficient length to result in an in-depth industry upgrade that will increase knowledge of current practices. Leadership funds were further used to support professional development through a Workforce Deans' training, a training program for new career and technical education instructors and a new train-the-trainer session for the individuals leading the program for new faculty.

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

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

Postsecondary- The workforce education council engaged an expert in the field of integration of math in CTE to present to the deans, vice presidents and some upper-level program staff. In addition, funding was used to support a project on CTE programs that integrate and strengthen academics and vocational components. Funding supported 12 projects on curriculum development and five projects designed to support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards.

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

Secondary- Districts have been very creative in providing nontraditional training and employment opportunities in engineering, graphic arts, and health occupations. In many of our school districts enrollments are increasing for females in the engineering and graphic arts programs and more males are enrolling in the nursing and early childhood education programs. State funds were budgeted to assist districts in implementing Project Lead the Way curriculum. In the summer of 2009, scholarships were awarded to teachers of Washington to receive training on Project Lead the Way curriculum.

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

Many of our schools continue to hold annual nontraditional career and college fairs. Women in the trades and apprenticeships, as well as men in nursing and health care fields, continue to be the focus. The Pizza, Pop and Power Tools workshop for female students has shown to be successful throughout the state. The Spokane School District, one of our largest districts, continues to see an increase in female enrollments in the areas of construction as a result of the Pizza, Pop and Power Tools workshop.

Postsecondary- During 2008-09 the State Board released nontraditional funds to the colleges on a RFP basis and funded 24 projects to improve performance in recruitment, retention and success of students in nontraditional occupations. In addition, Leadership funds were further used to support a conference of high school girls to examine nontraditional careers that rely on science, math, and technology. The seven projects that are available for replication by the colleges are outlined below:

✓ *Project: Connections*

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

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

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

✓ *Project: The Road Less Graveled*

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

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

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

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

This is an education-industry partnership that connected manufacturing, construction, and engineering technology with the career goals of high school and community and technical college women via presentation and technology. Successful women industry leaders targeted high school math and science classes and areas serving high concentrations of women (women's centers, apprenticeship programs, multi-cultural and counseling centers) to receive career awareness training. In addition, an excellent website was created and was linked to the participating high school career centers and to the community and technical college career employment centers, multi-cultural and women's centers and advising and counseling centers. The goal was to increase the numbers of females training into high wage high demand jobs.

✓ *Project: Recruitment Tool: Using Video in Nontraditional Recruitment*

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

✓ *Project: Recruitment Tool: Men in Nursing Calendar*

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

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

Secondary- When local community and business organizations are involved throughout the development/planning phase of the CTE programs offered and when clear goals and expectations are set for students, there is an increase in student achievement. OSPI actively supports close connections between career and technical education programs and the state's local and regional industry representatives. OSPI continued to emphasize a different role for local advisory committees. Their primary function is to assist schools in the development of work-based learning opportunities, career awareness exploration activities, and other local implementation issues, and assist/advise the district in how to provide programs that meet the industry standards.

Postsecondary- Every professional-technical program is required to assemble an advisory committee composed of business and industry and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The Advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry. Leadership funds were used to support five projects that were designed to support business and industry partnerships with CTE programs.

Serving individuals in state institutions

In Washington, to ensure that the state provides services for individuals in institutions, the Workforce Training Education Coordination Board (WTECB) provides one percent of these leadership funds to serve individuals in state institutions and to explore a more coherent and integrated system for career and technical education and training. Employment Security Department/Offender Employment Services (ESD/OES) administers this particular fund and focuses on system change activities targeting Institutionalized Services that will blend correctional issues and disability issues; projects that support high skills, high wage careers; and academic and professional development.

During Program Year 2008-2009 Offender Employment Services (OES) initially funded 5 programs. A Request for Proposal was developed and advertised statewide for proposals from organizations that would provide direct client services for career and technical education (CTE) that links to high skill, high wage and high demand occupations and, in particular, *on providing these parameters for Special Populations, specifically youth or adults in correctional institutions.*

OES received 17 proposals for evaluation and from those, 5 were selected for funding and implementation. OES added an additional contract in May 2009 after one of the initial 5 contractors selected closed down due to staffing changes. During 2008-09 there were 397 participants enrolled in the projects and received at least initial services. The following list of projects received funding during Program Year 2008-2009:

- ✓ **FareStart** - \$60,120 + on 1/1/2009 a modification of \$18,500 = \$78,620; 73 Participants enrolled
This Program enhanced an existing, successful collaboration within FareStart's Adult Training Plan. The existing program served as a bridge between the Department of Corrections (DOC), FareStart and Seattle Area Colleges. The project targeted a racially diverse population of men and women who are in need of assistance entering the job market from correctional institutions. The project assessed participants for risk factors of unemployment, under employment and limited work experience; life challenges including substance addiction, criminal history, domestic violence, and/or a lack of basic skills/lack of job skills. All were at imminent risk of releasing homeless from work release facilities coming directly from prison. FareStart's comprehensive program provided each student with sixteen 35-hour weeks of training including culinary, job readiness and life skills; basic needs, access to stable housing and social services; and job placement and retention services. The students enrolled received on-the-job training in FareStart's diverse food service businesses, which provided hands on training while generating operating revenue for the program.
- ✓ **Green Hill Juvenile Rehabilitation Admin. Academic School** - \$48,000; 16 Participants enrolled
C-Tech is the #1 industry recognized certification for telecommunications that enhanced the current computer technology curriculum by replicating successful C-Tech programs offered at many state detention facilities in the nation. C-Tech offered short-term training for long-term careers with potential for professional growth and upward career mobility. The C-Tech program gave the students the skills needed for high skill, high wage, and high demand telecommunication occupations and prepared students in job seeking skills.
- ✓ **Kelso School District** - \$47,982; 66 Participants enrolled
This program provided early intervention services that proposed to decrease the dropout rate, break the cycle of involvement with the judicial system and address low academic achievement. The program served 15½ to 18 year old students who were incarcerated in the Cowlitz County Youth Services Center (CCYS) and/or the Transition classroom located at the CCYS Center. Unfortunately Kelso School District lost their staff member who managed this program in late January, 2009, and did not have the staffing to continue the program after the end of January 2009.

- ✓ **Tacoma-Pierce County Consortium** - \$48,000; 23 Participants enrolled
This project supported partnerships with WorkSource Pierce, educational agencies, institutions of higher education, adult education providers, and other entities such as employers, labor organizations, parents and local partnerships. The project assisted and enhanced the Knowledge Ensures Your Success (KEYS) program, which provides ex-offenders (recently released from prison/jail, on probation or in work release) job readiness training, community resources, employer linkages, support services, job retention and career planning services. The funded proposal allowed KEYS to link participants to subsidized training and expanded services for an increased number of individuals on US/Federal Probation. In addition, the project increased the resources available to local state and federal work release residents.

- ✓ **Department of Corrections/Correctional Industries** - \$15,000; 128 Participants enrolled
Correctional Industries (CI) used the funds to replicate a soft skills program that currently operates at South Seattle Community College. The program created by Learning Resources, Inc (LRI); used video technology to identify and develop soft skills such as customer relations, judgment, problem solving, integrity, self-esteem and self-management. CI used LRIs Workforce Readiness System (WRS) and Customer Skills Program (CSR), which measured broad skills related to personal qualities, customer care and listening.
These two tools assisted CI staff to help offender workers assigned to CI understand interpersonal skills and worker requirements required to modify behaviors and make appropriate workplace decisions.

- ✓ **Department of Corrections** - \$54,000 Award; 91 Participants enrolled
Environmental Management Training (EMT) conducted two training sessions at Washington Corrections Center for Women and one training session at Mission Creek Corrections Center for Women. Each training session included 40 hours of instruction for Hazardous Materials Technician and 32 hours of instruction for Asbestos Worker. Training sessions were presented at the 2 DOC institutions. Each session totaled 72 hours of instruction with certification, based on industry standards and was conducted between May 1, 2009 and June 30, 2009.

In May of 2009 another project opportunity became available with Department of Corrections (DOC), for the women's correctional facilities at Washington Corrections Center for Women (WCCW) and the Mission Creek Correctional Center for Women (MCCCW).

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

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

Secondary - Local educational agency plans are to describe how they will review career and technical education programs to identify and adopt strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in the program for special populations. In many of Washington schools, CTE programs have received technical guidance from OSP staff in their collaborative work with local migrant and bilingual program, special education, and the Title I offices as they review CTE program data.

Efforts in working with secondary language minority students are in progress. Washington State is exploring the Secondary Integrated Basic Education and Skills Training (I-BEST) program. It is structured to carry forth the intent of state and federal requirements to educate language minority students by providing equal and equitable access in all program areas offered in our state's public school system. The program is adapted from the community and technical college system's I-BEST program. As evident at the community colleges, the I-BEST program helps meet employer demands for highly skilled workers and their needs for a multi-lingual workforce. The results of that program have been very positive as indicated in the State Board for Community

and Technical Colleges (SBCTC) research report on the program in 2006-07: “Twenty-four (24) colleges offered I-BEST programs and reported 900 students enrolled (273 ESL and 627 Adult Basic Education (ABE)/General Education Degree (GED)). This represents an increase of 55 percent in these colleges (65 percent for ESL students and 50 percent for ABE/GED) of students who were able to enroll in college-level course work during the same year they enrolled in basic skills.” Since the above report’s release, the program has expanded significantly. There are more than 120 approved I-BEST programs offered throughout the 34 community and technical colleges in Washington State. The Office of Superintendent of Public Instruction along with the State Board for Community and Technical Colleges are looking at the same opportunities for secondary students. OSPI is currently working with a couple of pilot districts and skills centers to adequately create a statewide framework for other districts to use for implementation of the secondary I-BEST program.

Postsecondary- Colleges applied for and were awarded funds for implementing projects designed to specifically support programs for special populations that lead to high skill, high wage careers. Technology integration and on-line course offerings provided extended access to high wage career education, while modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Six projects applied for were directed toward serving economically disadvantaged and/or educationally disadvantaged students. Counseling and advising services for special populations were supported as well as integration of ABE and ESL into CTE course offerings.

Offering technical assistance for eligible recipients.

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

Postsecondary- Staff members from the State Board for Community and Technical Colleges conduct triennial on-site program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans. Staff members are available to provide technical assistance and have composed several guides, manuals on and blogs on budgets, policies and processes.

Permissible Activities

Improving career guidance and academic counseling programs

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

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

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

One key difference between Navigation 101 and students' other classes is that Navigation 101 doesn't always necessarily teach new academic content, but rather helps students reflect on their academic performance and then plan for the future. Students are encouraged to improve their academic performance based on their strengths and weaknesses. They're given information about the coursework required for four-year or community college and then urged to enroll in advanced and "gate-keeping" courses while in middle and high school. And they're frequently asked to make connections between what they're currently learning and how they will use those skills after high school.

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

Secondary – The local district CTE programs are closely aligned with competencies in all articulated dual credit programs for Tech Prep. Further, in each approved Perkins Program of Study signed articulation agreements are a required component. In some instances, local school districts have provided additional transition opportunities by establishing articulation agreements with four-year institutions and with two-year postsecondary programs outside of their local service district. These agreements provide expanded opportunities for their CTE students.

Postsecondary –A career pathways training was conducted for secondary and postsecondary faculty, advisors, administrators and Tech Prep personnel. The Tech Prep directors are facilitators for the Programs of Study (POS) process in the system. Tech Prep directors manage the articulation agreements between the secondary and postsecondary system. There were increased opportunities for collaboration between secondary and post-secondary institutions, enabling students to earn dual credit for competencies gained through instruction in articulated secondary classes for credit in post-secondary programs.

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

Postsecondary–Expansion of articulation activities were conducted under the Perkins basic funds as part of the local five-year plan and yearly update to the plan. There are standing articulations for specific programs to Universities. The Community and Technical College System now offers some baccalaureate programs and supports expansion of upper division capacity at baccalaureate institutions.

Supporting career and technical student organizations

Secondary - OSPI pathway supervisors served as the state advisors to the CTSOs funded in part with Perkins funds including FFA, DECA, Skills USA, FBLA, TSA, FCCLA, and the Washington Vocational Sports Medicine Association. The pathway supervisors and other staff of the unit actively participated in the state conferences and many of the national conferences of these organizations. CTSO activities were closely aligned with the classroom activities of the state's secondary career and technical education programs in most districts. This ensured that the activities of the CTSO also connected with the attainment of industry skills and the education requirements of the state.

Postsecondary- Leadership funds were used to support the following professional-technical student organizations: Skills USA-VICA the vocational student leadership organization; WPAS, the agriculture student leadership organization; PHI BETA LAMBDA, emphasizing business leadership; and DELTA EPSILON CHI, the student leadership organization that emphasizes competency-based activities; student Radiological Technologist organizations; the Teacher's of Tomorrow organization to provide Education Paraprofessional and Early Childhood Education leadership opportunities; Student Nurse Association; Psi Beta, the National Psychology Honor Society, that provided leadership opportunities for human services students; and the Culinary Arts Chef's Club. Over seventeen organizations benefited from Perkins Leadership funding.

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

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

The Running Start for the Trades incentives funded the Construction Careers Academy (CCA) which is a unique interdistrict program serving 12 continuing high schools and has provided opportunities for other schools to model from throughout Washington State. Continuing from previous school years, the planning committee (mostly local contractors and industry association members) met with counselors, superintendents & principals seeking approval to develop a construction academy program. CCA’s focus is to graduate students from the program to earn direct entry into apprenticeship programs.

Postsecondary- An interactive web page for coop/internship students and employers was developed to help students and employers connect for a cooperative work experience and job placement. This project is available for replication and the grant funded by Perkins Leadership. Leadership funds were used to support the vocational student leadership organizations listed in a previous question. These leadership opportunities provided professional development and interactions with industry professionals.

Five colleges were awarded funds for projects designed to support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards.

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

Secondary - OSPI in partnership with the State Labor and Industries office have been working with districts and local businesses in implementing the Running Start for the Trades Apprenticeship grants in the 2008-09 school year. The Pre-Apprenticeship program is a perfect way for students to explore and learn about various skilled trades careers that are available in their local region. Through a partnership with local apprenticeship organizations, students learn skills that will give them an advantage when they apply for an actual apprenticeship.

The Running Start for the Trades provides:

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

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

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

Postsecondary—A statewide career pathways training was conducted for faculty and administrators. Best Practices grant funds were used to improve and develop CTE courses. The colleges used funds for the enhancement of professional technical programs through curriculum development and redesign; integration of technology into instruction with Web-based course offerings; development of competency-based curriculum; provision of internships and work-based learning opportunities; and modularization of courses to provide short-term training certificate options. Special populations were served through counseling and advising and integration of ESL/ABE into professional technical course offerings.

Providing activities to support entrepreneurship education and training;

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

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

Postsecondary- Best Practice grant funds were used to strengthen recruitment, admissions, and retention efforts for ESL/ABE/GED and high school completion students, teen parents, and returning adult students.

Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs

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

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

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

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

Developing valid and reliable assessments of technical skills

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

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

Postsecondary—Tech Prep funds were used to create Tech Prep student enrollment and data collection system. This system was not completed until the fall quarter of 2009. So data from this system is not available until the 2009-10 reporting year. This system will provide student information that is not part of the current data systems. Perkins data is gathered through a central data system for the state. Their data analysts on staff are assigned to manage the Perkins data reporting requirements.

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

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

Supporting occupational and employment information resources

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

Progress in Developing and Implementing Technical Skill Assessments

The Workforce Training Board and OSPI staff met to discuss Technical Skill Attainment (2S1), the core performance measure. Together we developed a plan that not only met the letter of the statute, but one that also would have meaning and benefit our secondary CTE students. Our plan will measure the number of students who actually take and pass the program-specific certificate assessment designed by the industry.

We established baselines for our 2009-10 targets and used a 10-year growth model to attain annual increases to performance, and to expand the measure's breadth of programs annually. Our goal in the future is to have an industry-recognized assessment/certification aligned with all of our secondary CTE program clusters. In 2009-2010 the model will focus on the three ASE certificated programs within the Transportation Cluster. As new programs are added each year to this measure, a baseline will be established in the year indicated. This provides the basis for each program's projected targets, using the 10-year growth model.

Not all of the state's secondary school districts offer CTE programs beyond the exploratory level, nor do they offer the same CTE program options. The state also has a large number of districts where the "N" is very small. Given these factors, the Workforce Board and OSPI designed accountability for all districts, even those who do not offer the specific programs being measured. All districts will be required to provide a plan on how they will aid in the efforts of moving forward in meeting the state's 2S1 measure. The plan will address how they will increase student options/opportunities to take and pass the technical skills assessments available within their program. District data will be pulled annually in December for the CAR and reported back to the district as a gauge for their improvement plans.

Our 2S1 definitions for numerator and denominator were amended and approved as follows: *Numerator - Number of exiting CTE concentrators who took and passed a program specific assessment designed by the*

industry. Denominator - The number of exiting CTE concentrators who were enrolled in a course being measured for technical skills attainment.

Postsecondary

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

A program planning committee composed of employers and employees in the career field must meet and design the program to provide students with the training required for local, state and national skill levels or certifications. This local partnership is necessary for support of the program and placement of co-op work experiences and jobs. This planning committee is the foundation for a program advisory committee, which is a requirement for an approved program. The program approval process requires that data be gathered on the employment outlook in the career field. This verifies need for the program graduates at the educational attainment level of certificate, Associates degree or beyond. The program is based on the skill sets appropriate and necessary for the level of educational attainment in the career field.

CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2008-09	2009-10	2010-11	2011-12
470603	Autobody/Collision Repair	188	20	168	17	37	54	71	88
470604	NATEF ASE Automotive Technician	1295	75	1220	122	197	319	441	563
470605	Diesel Mechanic & Repair	40	21	19	2	23	25	27	29

Successive years the tables will expand, as shown below:

CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2009-10	2010-11	2011-12	2012-13
110201	Computer Programming	Data in 2009-10							
119901	Technical Support Services	Data in 2009-10							
110901	Computer Systems Networking and Telecommunication	Data in 2009-10							
470104	Computer Installation and Repair Technology	Data in 2009-10							
CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2010-11	2011-12	2012-13	2013-14
120503	Culinary Arts/Chefs Training	Data in 2010-11							
120505	Food Production and Services	Data in 2010-11							
120401	Cosmetology	Data in 2010-11							
190708	Early Childhood, Education and Services	Data in 2010-11							
CIP Code	Program Name	# of Concentrator /Completers	Baseline # of Certificates	Gap	# per year increase	2011-12	2012-13	2013-14	2014-15
480503	Machine Shop Technology/Technician	Data in 2011-12							
480508	Welding Technology	Data in 2011-12							
100202	Video Production Technology/Technician	Data in 2011-12							

Implementation of State Program Improvement Plans

Performance Indicator: 3P1 (The target for this measure was 62.4% - the actual level of performance was 55.75%. Ninety percent level: 56.16)

Performance Gaps for Disaggregate Populations : No significant gaps noted for 3P1

Actions Steps: SBCTC will be required to develop an action plan that identifies those college districts that did not make their goal. SBCTC will provide technical assistance to those colleges with deficiencies. SBCTC will review the colleges' current activities; will analyze the impact of those activities, and will encourage the colleges to use additional leadership funds toward activities to improve local performance.

Workforce Board and State Board staff will provide statewide presentations on the Perkins data outcomes with an emphasis on how the data is used, how it can improve performance, and next steps.

Staff Responsible

SBCTC staff: Tiffany Merkel

Workforce Board staff: Terri Colbert

Timelines: January 2010 through June 2010

Disaggregated Performance by Special Populations

While there were some gaps in performance noted in the data analysis within the core indicators, they were not unanticipated. Most frequent disparate performance levels occurred within the American Indian student population. Local data indicates that districts and colleges within the northern Olympic Peninsula and the south central Washington areas had the lowest percentages. These two locations are where our state's largest reservations are located. The performance levels for this population are monitored to assure there are no discriminatory reasons that limit performance. The other population where there were gaps at the secondary level were for English Language Learners (ELL/ LEP) students – again not unanticipated. OSPI CTE programs is working closely with the Migrant and Bilingual office to increase the number of minority and bilingual students in the programs.

OSPI CTE program office is working closely with the Migrant and Bilingual Office to increase the number of minority students in CTE program. Historically, students of ethnic minority and low socio-economic communities have had limited opportunity to participate in CTE programs due to many factors, such as culture and language. OSPI recognizes that low enrollment in CTE programs may be due to the way the programs are promoted. In an effort to increase minority enrollments, OSPI will continue to work with various districts and Community-based Organizations across the state to promote the Secondary Integrated Basic Education and Skills Training program for secondary students.

CTE staff will be making a presentation to the Washington State Bilingual Education Advisory Committee, as well as to the Native American Tribal leaders, to create a CTE program that honors all students.

Implementation of Local Program Improvement Plans

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

Secondary

1S1, 1S2, 3S1: EDEN SUBMISSION

The Education Data Exchange Network (EDEN) captured 1S1, 1S2, and 3S1. N142 CTE concentrator Academic Attainment captures data elements for core indicators 1S1 and 1S2. N082 captures information for CTE concentrators exiting and graduates for core indicator 3S1. In addition to the three core indicators, N148 and N149 require states to supply information on CTE participants and concentrators of nontraditional programs.

At the state level, Washington met and/or exceeded all secondary core indicator targets.

For local districts that did not meet at least 90 percent of one or more performance indicators, one of the following options is required:

1. Districts with an existing district improvement plan could integrate a Perkins improvement plan within the district improvement plan that details the various steps the district will take to address the performance deficit(s) for each unmet core indicator.
2. Districts that do not have an existing district improvement plan must complete a Perkins Performance Improvement Plan(s) (PIIP) for each of the unmet core indicators.

Districts must submit a signed copy of the plan to OSPI prior to the start of the 2009-10 school year.

Postsecondary

Upon reviewing the data of which colleges missed multiple performance measures, no trend is definable by location, size or program mix. Colleges that do not meet 90 percent of one or more performance indicators are required to include a performance improvement plan within their annual Perkins plan and must report progress in their annual year-end reports, which are approved and reviewed by the SBCTC. Successive years' data will be analyzed to identify any trends.

- Performance Indicator 1P1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.
 - ✓ Ten of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. Of those ten colleges, two missed their target for the second year in a row.
- Performance Indicator 2P1 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
 - ✓ Fourteen of 35 colleges did not meet 90 percent of their local performance goal established for this performance indicator. Of those 14 colleges, five missed their target for the second year in a row.
- Performance Indicator 3P1 - Activities will improve student retention in postsecondary education, or transfer to a baccalaureate degree program.
 - ✓ Eight of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. Two of the eight missed the target for the second year in a row.

This performance indicator is affected by the current economic downturn. The community and technical college system has seen an influx of students. Not only an increase in students coming from the secondary system but also returning students that have lost jobs and are seeking to retrain in a different field or those hoping to keep jobs by upgrading their skill sets. Students are coming for training and not completing degrees due in part to cost of education and leaving if offered a job prior to completion of educational goal.

- Performance Indicator 4P1 - Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.
 - ✓ Ten of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. Of the 10 colleges, six missed their target for the second year in a row.

This performance indicator is affected by the current economic downturn. The community and technical college system has seen an influx of students. Not only an increase in students coming from the secondary system but also returning students that have lost jobs and are seeking to retrain in a different field or those hoping to keep jobs by upgrading their skill sets. We expect performance to remain lower on this measure until more jobs are available. Data on placement in the military is missing due to an error in file matching.

- Performance Indicator 5P1 - Activities will improve student participation in career and technical education programs that lead to employment in nontraditional fields.
 - ✓ Three of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. Of the three, two missed their target for the second year in a row.
- Performance Indicator 5P2 - Activities will improve student completion of career and technical education programs that lead to employment in nontraditional fields.
 - ✓ Nine of 35 colleges did not meet 90 percent of their local performance goals established for this performance indicator. Of the nine, three missed their target for the second year in a row.

Colleges were required to write a performance plan regarding each missed performance goal and include it in their end of year reporting documents. Each improvement plan outlines the college activities that are tied to individual performance measures and at the end of the year they review the impact of the activities. In the following year's annual update of the college's five-year plan, the college will be required to address what additional or different activities will be undertaken to improve performance. The plan is reviewed by SBCTC staff and college peers as part of the approval of the college's overall Perkin's plan for funding. Colleges that miss the same performance goals three years in a row will be required to direct Perkins funds towards improving upon the deficiencies. The budget and narrative documents are set up to show the amount of funds and activities directed toward performance improvement.

Tech Prep Grant Award Information

Tech Prep funds are distributed, according to formula, to the 22 Tech Prep consortia in the state. Tech Prep plans are developed within each consortium, with input and guidance from the consortium partners, including members of the secondary and postsecondary institutions. Each of the state's 22 consortia receive a base grant of \$70,000, plus an adjustment based on each 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. The funding formula is:

Consortium \$ = variable \$ for the consortium + \$70,000 base
\$70,000 base available for each of 22 consortia
 $\$70,000 \times 22 = \$1,540,000$
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

FY 2008-09 TECH PREP

District	Grant Award	
Bellevue	\$107,537	College Credit and Careers Network (C3N)
Bellingham	\$85,842	Whatcom Tech Prep Consortium
Big Bend	\$87,168	Basin Tech Prep Consortium
Centralia	\$76,950	Lewis and South Thurston Counties Consortium
Clark	\$82,802	Clark-Southwest Washington Consortium
Columbia Basin	\$83,579	Columbia Basin Consortium
Edmonds	\$77,224	Edmonds Tech Prep Consortium
Everett	\$94,072	Sno-Isle/Everett Community College Consortium
Grays Harbor	\$79,304	Twin County Consortium
Green River	\$115,035	South King County Tech Prep Consortium
Lower Columbia	\$83,533	Cowlitz-Wahkiakum Career Development Consortium
Olympic	\$107,195	West Sound Education Consortium
Peninsula	\$78,505	North Olympic Peninsula Consortium
Pierce District	\$139,747	Pierce County Careers Connection (PC3)
Seattle District	\$88,608	Tech Prep Seattle
Skagit Valley	\$101,731	Skagit/Island PrepWork Consortium
South Puget Sound	\$102,508	South Sound Tech Prep Partnership
South Seattle	\$82,231	Puget Sound Career Consortium
Spokane District	\$78,002	Northeast Washington Tech Education Consortium (NEWTEC)
Walla Walla	\$75,555	Southeastern Washington Tech Prep Consortium
Wenatchee Valley	\$81,544	North Central Washington Consortium
Yakima Valley	\$76,607	Yakima Valley Community College
System Total	\$1,985,279	

Tech Prep Accountability Data

With the reauthorization of Perkins in 2006, the State Board for Community and Technical Colleges undertook the development of a new Tech Prep accountability enrollment and reporting system. It has been a significant project and as of fall 2009, the state's Tech Prep consortia will use the Student Enrollment and Reporting System (SERS). Student enrollment information will be consistent. Tech Prep student records will include program area by CIP, grade achieved, credits earned. Once a secondary Tech Prep student enters a community or technical colleges, the student management system (SMS) will track postsecondary enrollment data. This is a truly unique data system, and one for which we applaud and thank the State Board. The development in this system took far longer than originally scheduled. This year's CAR includes the data results and targets for 2009-10. Subsequent consolidated reports will include an analysis of performance gaps where indicated, and consortia will be held to performance levels and expectations.

Tech Prep Performance Measure	Numerator	Denominator	Actual Percentage
1STP1	2,986	11,361	26.28%
1STP2	404 ¹	11,361	3.56.0%
1STP3	284 ²	11,361	2.5%
1STP4	1056 ³	11,361	9.29%
1STP5	1600	2,986	53.58%
1PTP1	1006	142	74.65%
1PTP2	10	142	7.04%
1PTP3	74	157	47.13%
1PTP4	9	580	1.55%

Consortia met targets this year. There were no significant gaps in performance. Washington will annually collect and report percentages and numbers for all of the Tech Prep performance measures. Targets are set and the performance measures and trends in coming years will be noted. Technical assistance will be provided to consortia when performance expectations are not met.

The Tech Prep consortia directors are actively involved in connecting high school CTE programs with postsecondary workforce training programs through the development of articulation agreements based on competency alignments. They are instrumental in making the connection between secondary and postsecondary for graduating high school seniors. The consortia directors can play a role in affecting the secondary Tech Prep measures, but once students enroll in postsecondary CTE programs (workforce training) the directors' activities have relatively little consequence on student performance. The postsecondary Tech Prep performance measures are more reflective of student choices and circumstances.

Postsecondary Performance Measures

1PTP1 - The number and percent of postsecondary education Tech Prep students who are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program.

¹ Our state's data reporting system uses the CIP classifications to identify program areas and clusters. This classification system is limited in its ability to determine those CIP codes which belong in more than one cluster, such as a business course, which could be required in several different clusters. As a result of this limitation, the reported number of Tech Prep secondary students who enrolled into postsecondary education in a related field may or may not reflect the accurate cluster.

² This measure is linked to the secondary performance measure 2S1. While increased emphasis is being placed on industry-recognized certification or licensure, this is not a requirement for secondary students in Washington.

³ Students enrolled in secondary Tech Prep courses in Washington can earn dual credit, if they earn a B or better. When state data is reported, it generally reflects all students who were enrolled in a Tech Prep articulated course and who earned dual credit, grades 9-12 inclusive. The data reported in this CAR reflects those senior Tech Prep students who received dual credit. (Tech Prep students are those who enrolled in two or more courses in a Tech Prep program.)

The aggregate of all consortia produced a performance level of 74.65 percent for this measure. The state will aim to attain the goal of 75 percent of students entering a related field of employment after graduation.

As a general comparison, in 2007-08, of students completing a job preparatory degree (class of 2006-07), 83 percent attained employment in any field, whether it was related to their educational program or not.⁴

IPTP2 - The number and percent of postsecondary education Tech Prep students who complete a State or industry-recognized certification or licensure

The aggregate of all consortia produced a performance level of 7.04 percent for this measure. Postsecondary CTE programs are developed with input and on-going guidance from business, industry and organized labor through program advisory committees. The state will continue to monitor this measure and report the data.⁵

IPTP3 - The number and percent of postsecondary education Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program (three years).

The aggregate of all consortia produced a performance level of 47.13 percent for this measure. This measure does not reflect the differences in the course-load patterns between community and technical college students and those enrolled in universities. Two-year college students are more likely to be part-time and maybe delay educational goals due to the demands of family and work, affecting not only on-time completion of an associate degree, but also the number of students who attempt or complete on-time graduation of a baccalaureate degree. The state will continue to monitor and report the data

IPTP4 - The number and percent of postsecondary education Tech Prep students who complete a baccalaureate degree program within the normal time for completion of such program-

The aggregate of all consortia produced a performance level of 1.55 percent for this measure. Due to the nature of the community and technical college CTE programs, students enrolled in CTE degree or certificate programs may not continue on into a baccalaureate program. Most technical associate degrees are terminal degrees and seldom articulate to baccalaureate degree programs. The state will continue to monitor and report the data

⁴ Source: *SBCTC Academic Year Report 2007-08. SBCTC Data Warehouse, Data Linking for Outcomes Assessment files.* Current negative economic conditions may be a barrier to students seeking jobs within their field of study within a short time frame, such as a year. Additionally, the data source for this measure produces results at nine months after graduation; therefore our data is looking at a shorter time frame than that suggested by the performance measure language. Therefore, a smaller number of students may gain employment during this timeframe than if the full 12 months had come to pass. It is also noted that there is a flaw in employment data, which will report the industry the person is employed in but the person may hold a job that is specific to another area. For example, a school nurse maybe reported as an educational employee not a healthcare employee. Therefore the actual number of students getting jobs in their educational program area may be higher than indicated by the data.

⁵ The state does not mandate that students take industry certification exams after most training programs nor does the state have funds to provide industry testing by third parties for students.