

# WENATCHEE LEARNS

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# STRATEGIES

- *Strategy One - Personalized Learning*
- *Strategy Two – Tapping into the Power of the Community*
- *Strategy Three – Use Best Tools & Resources to Advance Learning*
- *Strategy Four – Balance Change for All with Excellence for All*

**215 Perkins (5-Year) Application Plan (District Package)**

**Fiscal Year:** 18-19

**Milestone:** Draft (Printed 10/17/2018)

**District:** Wenatchee School District

**Organization Code:** 04246

**ESD:** North Central Educational Service District 171

**Page 1**

**GRANT TIMELINE**

**Purpose:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2018; the remaining amount is available October 1, 2018, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2019.

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

<b>Step 1:</b>	Complete the Budget Overview below.
<b>Step 2:</b>	Press the <b>Mark Completed</b> icon on this page.

Budget Overview	
<b>Preliminary Perkins Allocation: \$0</b>	
Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	\$0
Object 2 (Salaries Certificated)	\$0
Object 3 (Salaries Classified) These funds support a paraprofessional who works with Special education students in CTE classrooms to ensure full access, safety and appropriate accommodations.	\$11,640

Object 4 (Benefits)	\$8,784
Object 5 (Supplies Instructional Resources) These funds will be used purchasing equipment and software to keep up with industry standards.	\$21,848
Object 7 (Purchased Services)	\$0
Object 8 (Travel)	\$0
Object 9 (Capital Outlay)	\$0
Indirects	\$1,619
Total	\$43,891

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ASSURANCES (Terms and Conditions)

Instructions:

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district files for monitoring/auditing purposes.

Yes Upon written request, will the district consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)]

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements under each section:

FEDERAL

- The Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- Education Department General Administrative Regulations (EDGAR>
- Perkins Act of 2006 Requirements
- Perkins Act of 2006 Program Non-Regulatory Guidance
- Perkins Act of 2006 Non-Regulatory Guidance for Accountability

STATE

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- State Administrative and Accounting Manual (SAAM)



**OSPI**

- Career and Technical Education Program Standards
- Agency Application Assurances
- Accounting Manual for Public School Districts in the State of Washington

By accepting these funds and signing below, your district agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Block	
<b>Superintendent:</b>	Brain Fones
<b>Section 504 Coordinator:</b>	Lisa Turner
<b>Title IX Officer:</b>	Mark Helm
<b>General Advisory Chair:</b>	Susan Adams
<b>Board Chair:</b>	Michelle Price
<b>Career and Technical Education Director/Administrator:</b>	Dennis Conger
<b>Date: (MM/DD/YY)</b>	10/23/18

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**PERKINS PERFORMANCE IMPROVEMENT PLAN (PPIP)**

Section 123(b) of the Carl D. Perkins Act of 2006 requires that districts meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core performance indicators. Districts who fail to meet this requirement must submit a Perkins Performance Improvement Plan (PPIP).

Performance data to be used when determining the need for a Perkins Performance Improvement Plan (PPIP) can be found on the Perkins IV tab within the Career and Technical Education application on EDS.

**Please complete a separate PPIP for each of the core performance indicators for which you have failed to meet 90 percent of an agreed upon local adjusted level of performance.**

**Press the "NEW" button to complete information for each NEW record.  
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

**UNMET CORE PERFORMANCE INDICATOR: 1S2**

A. Provide any information or data that may explain why the district did not meet the 90 percent performance level for this indicator. This may include a discussion of the accuracy and completeness of the data.

*Response:*  
Wenatchee SD is a high poverty school district (57.5%) as well as having a large population of ESL (24.5%) and Migrant students (15.8%). These are challenges we are working diligently to address.

B. Describe any disparities or gaps in the performance of different categories of students using the data provided by OSPI (Perkins IV, Section 113(b)(4)). Consider the following:

- o Performance trends and maintaining continuous improvement
- o Overall results
- o Results for special populations and other disaggregate groups:

*Response:*  
While we have achievement Gaps based on Gender and Ethnicity, we are working hard to close those gaps and we have seen a continuous improvement our scores.

In 15-16 our score was 21.8%  
In 16-17 our score was 25.9%  
In 17-18 our score was 30%

- Race
- Ethnicity
- Gender
- Disability Status
- Migrant Status



- English Proficiency
- Economically Disadvantaged Status
- Results for high schools or campuses
- Results for individual programs

C. Clearly describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met. Consider the following:

- Specific, achievable interventions
- Measurable activities
- Proven Practices
- Scientifically-based research
- How strategies will address the needs of special population students

*Response:*  
Wenatchee has instituted several actions to improve the Districts math performance.

1. Interventions for Special Populations
  - A. Added an intervention Specialist
  - B. Added a "push-in " Certified Math Teacher
  - C. Increased our inclusion with Para support
2. Supports for all
  - A. Created a new course " Bridge to Algebra "
  - B. Created a Year and a half long algebra track
  - C. Imbedded the COE in a Financial Algebra course
  - D. Use the ACT as a formative assessment of students current skills
  - E Increased Technology in the classrooms to aid instruction

D. Provide the name of the lead contact for each action item identified under response C.

*Response:*  
All interventions under 1 are supervised by Donna Moser, Assistant Principal , All interventions under 2 are supervised by Ricardo Iniguez, Associate Principal.

E. Project a date of completion for each action item identified under response C.

*Response:*

1. Interventions for special populations
  - A. Added an intervention Specialist 8/29/18
  - B. Added a push in Certified Math teacher 8/29/18
  - C. Using more inclusion model with Para support 6/14/19
2. Interventions general
  - A. Created a new Bridge to Algebra course 8/29/18
  - B. Created a repeat Geometry course 8/29/18
  - C. Have a COE course imbedded in Applied Financial Algebra 8/29/18
  - D. Extended Algebra to a Year and a

half 6/14/19  
 E. Use ACT as a formative assessment of student learning 6/14/19  
 F. Purchased new technology for the classrooms, to aid in instruction 8/29/18  
 G. Purchased new curriculum 8/29/18

F. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations Section 123(b)(2).

*Response:*  
 This plan was created by the Math Curriculum team in consultation with the ESD, Teachers, OSPI Data Analysis, and Parents.

G. Describe any budget allocations that will be utilized to support the improvement actions and identify the funding source.

*Response:*  
 \$250,000 from the High Poverty Grant has been allocated to these efforts.

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.



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## WAIVER REQUEST

**ATTENTION:** Districts with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, districts must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins IV funding will be used to strengthen existing programs.

**4.1** Is your district located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

**4.2** What effort did the district make to enter into a consortium during the 2017-2018 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district.

**4.3** Describe how the district will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The district's statutory eligibility for a waiver, per responses to the above questions
- The quality of the district's entire Perkins Local Plan
- The district's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews)
- The district's ongoing performance on Perkins Performance Indicators

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**Final Allocation Amount: \$43,891**

**REQUIRED USES OF THE FUNDS (Section 134 and Section 135)**

Districts must provide a brief description of how Perkins IV funding will be used to support the following required uses of the funds for the following questions. All narrative sections must be completed in order to be considered for funding. When answering multiple part questions, the narrative must address all topics covered to be accepted.

**Improve Academic and Technical Skills of Students Enrolled in Career and Technical Education Programs (Sec. 134(b)(4)(B) Sec. 135)**

- 5.1** Provide a description of how the district will improve programs through the integration of CTE and core academic programs. (e.g., course equivalency, framework alignment to standards, programs of study) **Please provide 2 examples.**

Wenatchee currently has 17 CTE courses receiving Academic course equivalency. This was accomplished by aligning CTE course frameworks with state and local academic standards. Wenatchee also has aligned every CTE program of study with Wenatchee Valley College where students receive tech prep credits in a pathway that is then completed at the college ending with an AA or a transfer degree.

Example 1. Computer Science Programming. This course is Articulated with WVC and Advanced Placement.

Example 2. Medical Occupations is articulated with WVC for Tech Prep, and is a local equivalent for Science and Health

Please specify the amount of Perkins funds to be used. Amount: \$0

- 5.2** Provide a description of how the district will encourage CTE students at the secondary level to enroll in challenging core academic subjects. (e.g., Navigation 101, student led conferences, programs of study) **Please provide 2 examples.**

Students work with Career Cruising and Counselors to determine interests and aptitude. They then choose a program of study and schedule their courses. Counselors encourage students to reach high. We have an AVID program and a college mentor program to help assist students in making course selections and support for them while taking the courses.

Example 1. Program of study is identified in the High School and Beyond Plan.

Example 2. The use of XELLO to expose students to careers and the academic requirements of those careers.

Please specify the amount of perkins funds to be used. Amount: \$0



- 5.3** Describe how the district will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. (e.g., state approved frameworks, articulation agreements, professional development)  
**Please provide 2 examples.**

All teachers in the District are receiving the same professional development in teaching strategies as well as course specific standards and strategies. The course equivalency process has ensured that student in CTE are taught the sam rigorous academic standards as non-CTE students. STATE approved frameworks are used for all courses where they are available.

Example 1. State approved Frameworks are reviewed for core competencies on an annual basis  
Example 2. CTE teachers participate in Core academic Professional development for curriculum alignment

Please specify the amount of Perkins funds to be used. Amount: \$0

- 5.4** Describe how the district will provide students with strong experience in, and understanding of, all aspects of an industry (e.g., industry skill standards, CTSO experiences, certifications, advisory committees, field trips, career progression, and management). **Please provide 2 examples.**

Wenatchee is a leader in career Connected learning providing all students with opportunities for job shadows, internships, career events, work based learning, CTSO competitions and leadership activities, field trips and guest speakers. We have dedicated 2 staff members to provide career connections for students and have created a Wenatchee Learns Connect Center in our Chamber of Commerce to facilitate community and business engagement with our students.

Example 1. Industry Guest Speakers in the classrooms

Example 2. We have strong advisory committees reviewing frameworks, classroom equipment, and providing job shadows and field trip opportunity

Please specify the amount of Perkins funds to be used. Amount: \$0

- 5.5 This is a multiple part question:** How will the district identify, assess, and certify skills for successful careers to increase workplace and life skills development for students **and** how the district will increase the use of industry-based skill standards, assessments, and credentials.

Workplace and Life skills are part of the curriculum of every CTE class and reinforced in the CTSO. These are reinforced with Career Connected Learning events where students get an opportunity to practice these skills and get further instruction . We use all industry based certifications that are appropriate to our courses. Examples are the Microsoft Academy, Certified Nursing Assistant, First aid and CPR, Food Handler, Welding certification, Precision Exams etc.

Example 1. CNA Program

Example 2. Microsoft Academy

Please specify the amount of Perkins funds to be used. Amount: \$0

### **Community and Educational Partnerships (Sec. 134(b)(5) Sec. 135)**

- 5.6** Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members, IEP and advisory committee meetings) are involved in the development, implementation,



and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act. **Please provide 2 examples.**

Students, teachers and parents are informed of CTE programs through the WHS website, and counselors. We also inform the community with open houses, and District newsletters. Wenatchee SD through the Wenatchee Learns Connect center, the WL Connect website and in person; attending community meetings, networking with professional organizations, work to inform our parents, communities, businesses and students. Advisory committees are utilized for every program holding 3 meetings a year and maintaining ongoing informal conversations throughout the year. The advisory committees, students and parents are provide information that is used to develop and implement CTE programs.

Example 1. Wenatchee Learns Connect partnership with the Chamber of Commerce

Example 2. Advisory Committee meetings for each program 3 times a year

Please specify the amount of Perkins funds to be used. Amount: \$0

**5.7 This is a multiple part question:** Describe how the district will increase work-integrated learning by increasing the number and types of workplace experiences available to students and out-of-school youth **and** how the district will bring more work experiences into the classroom by engaging employers and workers.

The District has two staff members who are dedicated to accomplishing (HSHW: Goal 1, Objective 4, a-b). We have a Wenatchee Learns Connect coordinator and our Career Connected Learning Liaison who work with the community and the students to create these experiences for students. These two staff members work closely with the CTE Director to develop and deliver these work experiences.

Example 1. We offer Job shadows to all students

Example 2, College and Career Expo, with 100 employers and colleges

Please specify the amount of Perkins funds to be used. Amount: \$0

### Special Populations (Sec. 134(b)(8 & 9)(A-B))

**NOTE:** Special populations mean individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals who are limited English proficient.

**5.8** Describe how individuals who are members of the special populations are given full access to CTE programs without discrimination. **Please provide 2 examples.**

Wenatchee is using an inclusion model for the delivery of Special Education. All students are welcome to register for any CTE course. CTE and SPED share a Para Professional to support IEP students in the classroom. Our registrations will show equal opportunity and access.

Example 1. Special Education Para for student support

Example 2. Student choice in registration,



Please specify the amount of Perkins funds to be used. Amount: \$0

### Preparation for Nontraditional Training and Employment (Sec. 134(b)(10))

**5.9** Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies. **Please provide 2 examples.**

An annual non-traditional job fair is held every spring for 8th grade students as they prepare to register for courses in the high school. Efforts are also made to have non-traditional professionals come into the classroom as guest presenters. Career Cruising software is also used to support exploration and promotion of all career pathways which includes non-traditional choices.

Example 1 All girl event Pizza, pop and Power tools to expose girls to non traditional career feilds in the trades

Example 2. Guys and Guts event to expose boys to Medical careers

Please specify the amount of Perkins funds to be used. Amount: \$0

### Professional Development/CTE Personnel

**5.10** Describe how comprehensive professional development, **including professional development offered to guidance and counseling personnel**, promotes the integration of coherent and rigorous content aligned with challenging academic standards relevant to CTE programs will be provided to teaching, guidance, and administrative personnel. **Please provide 2 examples.**

The school district supplies 3 days of professional development for all staff , bringing nationally recognized trainers, before the school year starts. This year the trainer was Eric Jensen, last year it as Marcia Tate. During the school year the learning and teaching department provides teacher workshops for clock hours that are by teacher choice, and also specific subject training, in Math . Science and language that may be mandatory depending on subject and grade level. CTE staff participates in all of these opportunities. The CTE department also supports CTE Teachers with funding to attend WA-ACTE and OSPI trainings specific to their teaching assignment.

1. Staff attend WA-ACTE/ OSPI conferences
2. Staff have Learning and Teaching Professional development built into their late start Monday schedules.

Please specify the amount of Perkins funds to be used. Amount: \$0

**5.11 This is a multiple part question:** Describe how the district will enhance and improve the availability and quality of career guidance to students in the middle school, high school, and postsecondary institutions **and** how the district will partner with employers to help students explore careers and the workplace.

CTE has supported counselors to attend Career Connected Learning events and conferences. There is a ongoing communication with counselors about the labor market, and career and technical education opportunities. As part of our High school and Beyond plan students all complete modules in Career Cruising software and work with a Gear-up staff member to discuss career choices and scheduling. Our counselors are involved holding student meetings and meetings for parents after school. Course catalogs and program flyers are printed and distributed

to all students at school and to the parents who attend the evening program. Wenatchee School District works closely with Wenatchee Valley College. We have a significant number of students in Running Start, all of our CTE programs have an articulated program of study with Tech Prep Credit. We have also work with WVC as committee members to help develop a Bachelor of Nursing degree and a degree in Applied Engineering.

Example 1. We have all students use XELLO software Platform for Career exploration and HSBP

Example 2. Our Wenatchee Learns Connect provides At least 10 carrier Connected Learning events a year, involving our business and industry community

Please specify the amount of Perkins funds to be used. Amount: \$0

**5.12 Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and counseling personnel, including underrepresented groups, and the transition to teaching from business and industry. Please provide 2 examples.**

Retention of staff is a high priority because of the difficulty of recruiting staff. We make sure all new staff have a mentor for two years. We have monthly new staff meetings around breakfast and the focus is answering their questions. We celebrate their success and support hem in attending professional development. Recruiting staff, we use our advisory committee members and or Wenatchee Learns connect Staff to recruit local industry professionals who may be interested in teaching. We post job opening locally state wide and occasionally nationally. As CTE director s we share information on possible teacher recruits. We also directly contact teacher training schools, and have a presence at job fairs.

Example 1. All teachers are given a mentor for their first 2 years

Example 2 . Financial support is in the contract to help teachers earn their certification and further their education.

Please specify the amount of Perkins funds to be used. Amount: \$0



PERMISSIBLE USES OF THE FUNDS

As long as all required uses are being addressed, a recipient may, but is not required, to use Perkins IV funding for the following permissible uses.

NOTE: All fields must have a value. If a field has not been identified with a "yes" or "no" the application will be sent back to the district for corrective action.

For each activity, please:

- Indicate whether or not you will use Perkins funding for this activity by selecting "yes" or "no" from the drop down.
- If no Perkins funding will be used and "no" has been selected from the drop down, no narrative is required.
- Indicate the amount of funding that will be allocated to the activity.
- Provide a detailed description of how the funding will be used and the anticipated outcomes.

6.1 To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in such programs.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.2 To provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

6.3 For local education and business (including small business) partnerships, including work-related experiences for students, such as internships, cooperative education, school- based enterprises, entrepreneurship, and job shadowing that are related to CTE programs and industry experience for teachers and faculty.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.4** To provide programs for special populations.

Perkins funding used for this activity? Yes      Amount: \$20,424

This money is used to fund a para professional for academic support to special population CTE students in CTE courses.

**6.5** To assist career and technical student organizations.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.6** For mentoring and support services.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.7** For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

Perkins funding used for this activity? Yes      Amount: \$23,467

These funds will be used purchasing equipment and software to keep up with industry standards.

**6.8** To provide for teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.9** To provide activities to support entrepreneurship education and training.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.10** For improving or developing new CTE courses, including the development of new proposed career and technical programs of study and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding



**6.11** To develop and support small, personalized career themed learning communities.

Perkins funding used for this activity? No      Amount:

This is not currently an direction in Wenatchee School District

**6.12** To provide support for family and consumer sciences programs.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.13** To support training and activities (such as mentoring and outreach) in nontraditional fields.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.14** To provide support for training programs in automotive technologies.

Perkins funding used for this activity? No      Amount:

Wenatchee SD does not currently have a automotive program.

**6.15** To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include:

- a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
- b. establishing, enhancing, or supporting systems for:
  - I. accountability data collection under the Perkins Act; or
  - II. reporting data under the Perkins Act;
- c. implementing career and technical programs of study; or
- d. implementing technical assessments.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

**6.16** To support other CTE activities that are consistent with the purpose of the Perkins Act.

Perkins funding used for this activity? No      Amount:

This will be accomplished through State CTE funding

## ADVISORY COMMITTEES

**General Advisory Committee (GAC)** – The GAC provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution. The GAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with district, school-level staff, and administration to carry out long term planning and implementation of career and technical education program goals. GAC duties may include:

- Assisting in the development and implementation of the District-Wide Plan for CTE.
- Assisting in the facilitation of the program renewal process on a district-wide basis.
- Making facilities and equipment recommendations.
- Providing business and industry guidance to CTE instructors and administrators.

**Program Specific Advisory Committee (PSAC)** – PACs provide direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a district or institution. The PSAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with district, school-level staff, and administration to guide the program area through continual improvement using their expertise in the occupational area. PSAC duties may include:

- To facilitate the program renewal process by carrying out the following tasks using expertise in the program areas:
  - Strengthen the relationship between business, industry, the community, and education.
  - To monitor current and predicted occupational trends and identify curriculum implications.
  - To identify community resources that may be used to enrich CTE programs.

Please identify the program areas in which you are offering courses:

- Agricultural Education
- Business & Marketing
- Family and Consumer Sciences Education
- Health Science Education
- Science, Technology, Engineering & Mathematics (STEM)
- Skilled & Technical Sciences

The strategic or District Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the GAC.

Please upload your District Wide Plan for CTE

- I certify that there is an active General Advisory council that holds regular meetings throughout the school year.
- I certify that the District Wide Plan for CTE was developed in coordination with and approved by General Advisory Committee.
- I certify that the District Wide Plan for CTE has school-board approval.

**UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE**

Uploaded Files	Uploaded By	Uploaded At
CTE Plan Signed (1).pdf	DENNIS CONGER	10/17/2018 10:27 AM
CTE program plans and evaluations.pdf	DENNIS CONGER	10/17/2018 10:31 AM



CTE DUAL CREDIT / PROGRAM(S) OF STUDY

CTE Dual Credit

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement – must include:
  - Name of secondary/post-secondary institutions
  - Name of secondary/post-secondary course(s)
  - Credits offered
  - All authorizing signatures

**UPLOAD SUPPORTING DOCUMENTATION HERE. File names may not include symbols, including #.**

Uploaded Files	Uploaded By	Uploaded At
Tech Prep 1..pdf	DENNIS CONGER	10/17/2018 10:38 AM
TP 2..pdf	DENNIS CONGER	10/17/2018 10:38 AM
TP 4..pdf	DENNIS CONGER	10/17/2018 10:39 AM
TP 6..pdf	DENNIS CONGER	10/17/2018 10:39 AM
TP 7..pdf	DENNIS CONGER	10/17/2018 10:39 AM
TP3..pdf	DENNIS CONGER	10/17/2018 10:39 AM
TP5..pdf	DENNIS CONGER	10/17/2018 10:39 AM

Programs of Study

[https://eds.ospi.k12.wa.us/iGrants/\(S\(5r2ql555hryiffnmire2a0eq...d=3113&Number=10&PNumber=10&Hid=100290&PHid=-1&GM=0&FPID=2858](https://eds.ospi.k12.wa.us/iGrants/(S(5r2ql555hryiffnmire2a0eq...d=3113&Number=10&PNumber=10&Hid=100290&PHid=-1&GM=0&FPID=2858)



The following are minimum criteria for program of study assurances:

- 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, through 21st Century skills.
- 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 opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

**8.1** Describe how the district will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework. **Please provide one example.**

Students are shared CTE Programs of study as part of the registration process and the High School and Beyond plan. This information is shared with parents on with the registration Packet and the High school and Beyond Plan. Parent Teacher conferences are conducted where this information is also shared. Our WHS website also includes this information.

**8.2** Describe how the district will expand programs of study and strengthen articulations with local post-secondary institutions. **Please provide one example.**

WSD is currently working on a special project team sponsored by Microsoft and working with The ESD and Washington STEM to develop a clear and approved at all levels a computer science Program of study/. Partners in this effort include Wenatchee School District, Qunicy School District, Wenatchee Valley College, Big Bend Community College, and Central Washington University.

**List a Minimum of One Program of Study**

**Press the "NEW" button to complete information for each NEW record.  
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

**Please identify your current program of study:**

**Career Cluster:** Health Science

**Pathway:** Therapeutic Services

[Link To Pathways](#)

**In the list below, check the appropriate box(es) and identify the name of the institution(s):**

Wenatchee Valley College BA Program  
Wenatchee Valley College

- 4-year Institution
- Community College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Certified Nurse

Please identify the current high school building code where this program of study is offered:  
**Bldg. Codes (CO/DIST/BLDG)**

High  
School  
Bldg.  
Code  
402

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.



## CORE INDICATORS OF PERFORMANCE

Districts are required report their performance on the Perkins Core Indicators of Performance. Districts may accept the state negotiated level of performance or negotiate their own. Districts opting to negotiate must set a performance level that is three (3) full percentage points above the district's performance level in the reporting year. Districts are required to meet 90% of the final agreed upon performance level, whether they have adopted the state target or negotiated their own.

Indicator	State Target	District Negotiated Proposed Target
<b>Indicator 1S1</b> Academic Attainment in Reading/Language Arts	82.00%	78.76
<b>Indicator 1S2</b> Academic Attainment in Mathematics	26.00%	77.76
<b>Indicator 2S1</b> Technical Skill Attainment State proposed target. Subject to change based on counter proposal from OVAE.	92.00%	78.56
<b>Indicator 3S1</b> Secondary School Completion	89.00%	82.41
<b>Indicator 4S1</b> Student Graduation Rate	89.00%	80.70
<b>Indicator 5S1</b> Secondary Placement	74.00%	64.64
<b>Indicator 6S1</b> Nontraditional Participation	57.00%	64.64
<b>Indicator 6S2</b> Nontraditional Completion	57.00%	69.98

Describe how the district will use Perkins funds and local program activities to meet the state-defined Adjusted Performance Level assigned to each of the following indicators:

- 9.1 Indicator 1S1:** Describe how the district will increase the number of CTE Concentrators who meet proficiency standards on the English Language Arts (ELA) section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in ELA. Each of our CTE courses has ELA standards in their frameworks where they reinforce and support the building ELA efforts.

- 9.2 Indicator 1S2:** Describe how the district will increase the number of CTE Concentrators who meet proficiency standards on the Mathematics section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in Mathematics. Each of our CTE courses has mathematics standards in their frameworks where they reinforce and support the building math efforts.

- 9.3 Indicator 2S1:** Describe how the district will increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards.

To increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards, students will be given more opportunities to take industry certifications. Ways to eliminate barriers to industry certification testing such as transportation and certification fees are being explored.

- 9.4 Indicators 3S1:** Describe how the district will increase the number of CTE Concentrators who earn a General Education Development (GED) credential.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency graduation. Each of our CTE courses has academic standards in their frameworks where they reinforce and support the graduation efforts. Our GED program is operated by our Open Doors program with SkillSource. We have a contract with SkillSource for these services and WSD provides some staffing to support our special populations students who are attending Open Doors SkillsSource.

- 9.5 Indicator 4S1:** Describe how the district will increase the number of CTE Concentrators who earn a High School Diploma.

Increased Graduation rate is a Building CIPP goal. This will be accomplished by early identification and intervention for students who are behind. Provided tutoring and other supports for students, and working with Parents and students to increase attendance.

- 9.6 Indicator 5S1:** Describe how the district will increase the Number of CTE concentrators who enroll in a postsecondary education or advanced training program, enlist in the military, or secure full-time employment in the second post-exit-quarter.

WHS and Wenatchee Valley College have created a program where every WHS graduate is automatically enrolled in WVC and receive a letter of admission. This is called The Acceptance Guarantee, (TAG )program. We also have Tech Prep articulations and programs of study in or CTE courses giving the students College credit for their CTE courses. Wenatchee School District also uses Career Cruising for student career exploration , to guide course scheduling , and provide direction for the high school and beyond plan. These efforts are intended to make high school more relevant and to make the next step beyond high school well planned out.

- 9.7 Indicator 6S1:** Describe how the district will increase the Number of CTE participants from underrepresented gender groups who participate in a program that leads to employment in nontraditional fields.



The CTE department has created a non-traditional career experience for all 8th grade girls , to encourage them to explore non tradition career fields before they enroll in the high school. Non-traditional role models are brought in to the school as guest speakers and we encourage all students to complete at least one job shadow where the student can observe the workplace and see people in non traditional roles.

**9.8 Indicator 6S2:** Describe how the district will increase the Number of CTE concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.

CTE instructors will recruit non-traditional students to their courses, and then help those nontraditional students connect with employers. Wenatchee SD offers several career connected learning experiences to assist students at this stage of their career exploration and preparation. for example the NCW Career and College Expo, Careers after school, ( a series of industry tours, with hands on activities) job shadows, guest speakers, field trips, etc.

INSTRUCTOR DATA

**NOTE:** This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional planning and trainings.

**10.1** How many teachers in your district are teaching CTE courses? (Headcount *not* FTE)

**Press the "NEW" button to complete each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record. Allow SAVE to complete before pressing the "NEW" button again.**

<b>First Name</b>	<b>Last Name</b>
Matt	Asplund
<b>Email:</b> Asplund.m@wenatcheeschools.org	
<b>Certification #:</b> 359651G	<b>Certification Type:</b> Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Dale	Blair
<b>Email:</b> blair.d@wenatcheeschools.org	



Certification #: 251370C

Certification Type: Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Frank	Brandt
<b>Email:</b> brandt.f@wenatcheeschools.org	

Certification #: 346128B

Certification Type: Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Loren	Brown
<b>Email:</b> brown.l@wenatcheeschools.org	

Certification #: 472767C

Certification Type: Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Reed	Carlson

**Email:** carlson.r@wenatcheeschools.org

<b>Certification #:</b> 499641R	<b>Certification Type:</b> Initial
---------------------------------	------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Tracey	Day-Koch

**Email:** day.t@wenactheeschools.org

<b>Certification #:</b> 380404D	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM



Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Dan	Ellwood
<b>Email:</b> ellwood.d@wenatcheeschools.org	
<b>Certification #:</b> 260671C	<b>Certification Type:</b> Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Scott	Feil
<b>Email:</b> feil.s@wenatcheeschools.org	
<b>Certification #:</b> 423485B	<b>Certification Type:</b> Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Brian	Johnson
<b>Email:</b> johnson.b@wenatcheeschools.org	
<b>Certification #:</b> 456114H	<b>Certification Type:</b> Initial

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Jeff	Leavitt
<b>Email:</b> leavitt.j@wenatcheeschools.org	
<b>Certification #:</b> 286697H	<b>Certification Type:</b> Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Margaret	Lovercamp



**Email:** lovercamp.m@wenatcheeschools.org

**Certification #:** 262189D

**Certification Type:** Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Doug	Merrill

**Email:** merrill.d@wenatcheeschools.org

**Certification #:** 292016C

**Certification Type:** Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Stephen	Preist

**Email:** priest.s@@wenatcheeschools.org

**Certification #:** 358770F

**Certification Type:** Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Mitzi	Southard
<b>Email:</b> southard.m@wenatcheeschools.org	
<b>Certification #:</b> 496616D	<b>Certification Type:</b> Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Travis	Williams
<b>Email:</b> williams.t@wenatcheeschools.org	
<b>Certification #:</b> 520415A	<b>Certification Type:</b> Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences



- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Sheena	Zacherle
<b>Email:</b> zacherle.s@wenatcheeschools.org	

<b>Certification #:</b> 509440D	<b>Certification Type:</b> Initial
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Brock	Hurt
<b>Email:</b> hurt.b@wenatcheeschools.org	

<b>Certification #:</b> 314587G	<b>Certification Type:</b> Conditional
---------------------------------	--

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Dan	Meyers
<b>Email:</b> myers.d@wenatcheeschools.org	
<b>Certification #:</b> 394467E	<b>Certification Type:</b> Select

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Aaron	Hanson
<b>Email:</b> hansen.a@wenatcheeschools.org	
<b>Certification #:</b> 409644B	<b>Certification Type:</b> Conditional

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.



<b>First Name</b>	<b>Last Name</b>
Seirra	Larkin
<b>Email:</b> larkin.s@wenatcheeschools.org	
<b>Certification #:</b> 527265C	<b>Certification Type:</b> Initial

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Cori	Montfomery
<b>Email:</b> montgomery.c@wenatcheeschools.org	
<b>Certification #:</b> 500047F	<b>Certification Type:</b> Initial

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
Hannah	Schneider
<b>Email:</b> schneider.hannah@wenatcheeschools.org	

Certification #: 517047G

Certification Type: Initial

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Larry	Howe

Email: Howe.l@wenatcheeschools.org

Certification #: 367816G

Certification Type: Initial

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Marney	McMahon

Email: mcmahon.Marney@wenatcheeschools.org

Certification #: 416856C

Certification Type: Probationary

Check program areas that the instructor is teaching under.



- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

**PERKINS RESERVE SPECIAL PROJECTS (PRSR)**

**NOTE:** Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds vary per PRSR Grant Award.

Districts may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each PRSR your district has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing district efforts to strengthen CTE programs, and the value to the district of being able to participate in the PRSR:

**Proposed Budget - Perkins Reserve**

	Perkins Reserve	Perkins Basic	State Enhanced CTE	Match/ In-Kind (optional)	Total
<b>Travel</b>					\$0
<i>Narrative:</i>					
<b>Supplies/ Instructional Materials</b>					\$0
<i>Narrative:</i>					
<b>Technology/ Equipment</b>					\$0
<i>Narrative:</i>					



<b>Purchased Services</b>						\$0
<i>Narrative:</i>						
<b>Classified/ Certificated Staff Salary/ Benefits</b>						\$0
<i>Narrative:</i>						
<b>Perkins Reserve Total</b>		\$0				<b>Total</b> \$0

**Press the "NEW" button to complete information for each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

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**ESD:** North Central Educational Service District 171  
**CoDistID:** 04246  
**Organization:** Wenatchee School District  
**Grant Number:**

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**Form Package Name:** 215 Perkins (5-Year) Application Plan (District Package)  
**Program Number:** 38  
**Revenue Account Number:** 6138  
**Sub Program Number:**  
**Fiscal Period:** 18-19  
**Beginning:** 7/1/2018  
**Ending:** 8/31/2019

---

**Fiscal Officer:** KAREN WALTERS 509.663.8161  
**Budget Contact Name:**  
**Budget Contact Phone:**  
**Category:** 2018-19 Funding  
**Budget Type:** Original

**Object of Expenditure**

Activity	Total	Object of Expenditure								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources. & Non-Capitalized 5	Purchased Services 7	Capital Travel 8	Outlay 9
15 Public Relations	\$0		XXXX							
21 Superv. - Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$42,272		XXXX		11,640	8,784	21,848			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
44 Food Services Oper.	\$0		XXXX	XXXX						
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
91 Public Activities	\$0									
<b>Budgeted Expenditures</b>	<b>\$42,272</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$11,640</b>	<b>\$8,784</b>	<b>\$21,848</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Budgeted Indirect Expenditures: \$1,619

Total Budgeted Expenditures: \$43,891

FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

**Comments:**

<b>Modified By</b>	<b>Modified On</b>	<b>Modified By</b>	<b>Modified On</b>
By Org.	By Org.	By OSPI	By OSPI
DENNIS	10/17/2018		
CONGER	11:10 AM		



**274 Perkins (5-Year) Application Plan (Skill Centers Only)**

**Fiscal Year:** 18-19

**Milestone: Draft** (Printed 10/18/2018)

**District:** Wenatchee School District

**Organization Code:** 04246

**ESD:** North Central Educational Service District 171

**Page 1**

**Grant Timeline**

**PURPOSE:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2018; the remaining amount is available October 1, 2018, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2019.

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the Skill Center if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

<b>Step 1:</b>	Complete the Budget Overview below.
<b>Step 2:</b>	Press the Mark Completed icon on this page.

<b>Budget Overview</b>	
<b>Preliminary Perkins Allocation: \$0</b>	
<b>Object</b> (cite activities in narrative text)	<b>Estimated Cost</b>
Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated)	
Object 3 (Salaries Classified)	

Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources) Instructional Technology, New Equipment, technology, curriculum, and educational technology.	\$12,212
Object 7 (Purchased Services) Equipment repair and maintenance.	\$2,000
Object 8 (Travel) Professional Growth/Conferences	\$3,000
Object 9 (Capital Outlay) Major equipment purchases to replace outdated equipment	\$3,000
Indirects State directed percentage	\$774
<b>Total</b>	<b>\$20,986</b>



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## Assurances (Terms and Conditions)

### Instructions:

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the Skill Center has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in Skill Center's files for monitoring/auditing purposes.

Yes Upon written request, will the Skill Center consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)]

**NOTE:** The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This Skill Center hereby assures compliance with the following requirements under each section:

### FEDERAL

- [The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Perkins Act of 2006 Requirements](#)
- [Perkins Act of 2006 Program Non-Regulatory Guidance](#)
- [Perkins Act of 2006 Non-Regulatory Guidance for Accountability](#)

### STATE

- [Washington State Perkins Plan Requirements](#)
- [Washington Administrative Code \(WAC\)](#)
- [Revised Code of Washington \(RCW\)](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)

**OSPI**

- [Career and Technical Education Program Standards](#)
- [Agency Application Assurances](#)
- [Accounting Manual for Public School Skill Centers in the State of Washington](#)

By accepting these funds and signing below, your Skill Center agrees to abide by all federal, state, and agency rules and regulations required of this money.

<b>Authorized Representatives Signature Block</b>	
<b>Superintendent:</b>	Brian Flonos
<b>Section 504 Coordinator:</b>	Lisa Turner
<b>Title IX Officer:</b>	Mark Helm
<b>General Advisory Chair:</b>	Brian Flonos
<b>Board Chair:</b>	Michele Sandberg
<b>Career and Technical Education Director/Administrator:</b>	Peter Jelsing
<b>Date:</b> (MM/DD/YY)	



**PERKINS PERFORMANCE IMPROVEMENT PLAN (PPIP)**

Section 123(b) of the Carl D. Perkins Act of 2006 requires that districts meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core performance indicators. Districts who fail to meet this requirement must submit a Perkins Performance Improvement Plan (PPIP).

Skill Centers are regional secondary schools that serve high school students from multiple school districts. To avoid reporting duplicate student information, local performance data from the host/assigned district will be used to determine the Skill Center’s adjusted levels of performance for all core indicators.

**Please complete a separate PPIP for each of the core performance indicators your host/assigned district has failed to meet 90 percent of an agreed upon local adjusted level of performance.** PPIPs can include how Skill Center’s will increase access to equivalencies and/or academic professional development training for teachers.

**Press the "NEW" button to complete information for each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

<b>UNMET CORE PERFORMANCE INDICATOR: 1S2</b>	
<p>A. Provide any information or data that may explain why the district did not meet the 90 percent performance level for this indicator. This may include a discussion of the accuracy and completeness of the data.</p>	<p><i>Response:</i>                      Wenatchee SD is a high poverty school district (57.5%) as well as having a large population of ESL (24.5%) and Migrant students (15.8%). These are challenges we are working diligently to address.</p>
<p>B. Describe any disparities or gaps in the performance of different categories of students using the data provided by OSPI (Perkins IV, Section 113(b)(4)). Consider the following:</p> <ul style="list-style-type: none"> <li>o Performance trends and maintaining continuous improvement</li> <li>o Overall results</li> <li>o Results for special populations and other disaggregate groups:                             <ul style="list-style-type: none"> <li>▪ Race</li> </ul> </li> </ul>	<p><i>Response:</i>                      While we have achievement Gaps based on Gender and Ethnicity, we are working hard to close those gaps and we have seen a continuous improvement our scores.</p> <p>In 15-16 our score was 21.8%                      In 16-17 our score was 25.9%                      In 17-18 our score was 30%</p>

<ul style="list-style-type: none"> <li>▪ Ethnicity</li> <li>▪ Gender</li> <li>▪ Disability Status</li> <li>▪ Migrant Status</li> <li>▪ English Proficiency</li> <li>▪ Economically Disadvantaged Status</li> <li>◦ Results for high schools or campuses</li> <li>◦ Results for individual programs</li> </ul>	
<p>C. Clearly describe the agency’s goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met. Consider the following:</p> <ul style="list-style-type: none"> <li>◦ Specific, achievable interventions</li> <li>◦ Measurable activities</li> <li>◦ Proven Practices</li> <li>◦ Scientifically-based research</li> <li>◦ How strategies will address the needs of special population students</li> </ul>	<p><i>Response:</i> Wenatchee has instituted several actions to improve the Districts math performance.</p> <p>1. Interventions for Special Populations  A. Added an intervention Specialist  B. Added a "push-in " Certified Math Teacher  C. Increased our inclusion with Para support</p> <p>2. Supports for all  A. Created a new course " Bridge to Algebra "  B. Created a Year and a half long algebra track  C. Imbedded the COE in a Financial Algebra course  D. Use the ACT as a formative assessment of students current skills  E Increased Technology in the classrooms to aid instruction</p>
<p>D. Provide the name of the lead contact for each action item identified under response C.</p>	<p><i>Response:</i> All interventions under 1 are supervised by Donna Moser, Assistant Principal , All interventions under 2 are supervised by Ricardo Iniguez, Associate Principal.</p>
<p>E. Project a date of completion for each action item identified under response C.</p>	<p><i>Response:</i>  1. Interventions for special populations  A. Added an intervention Specialist 8/29/18  B. Added a push in Certified Math teacher 8/29/18  C. Using more inclusion model with Para support 6/14/19  D. Extended Algebra to a Year and a half 6/14/19  E. Use ACT as a formative assessment of student learning 6/14/19</p>

	<p>F. Purchased new technology for the classrooms, to aid in instruction 8/29/18</p> <p>G. Purchased new curriculum 8/29/18</p>
<p>F. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations Section 123(b)(2).</p>	<p><i>Response:</i> This plan was created by the Math Curriculum team in consultation with the ESD, Teachers, OSPI Data Analysis, and Parents.</p>
<p>G. Describe any budget allocations that will be utilized to support the improvement actions and identify the funding source.</p>	<p><i>Response:</i> \$250,000 from the High Poverty Grant has been allocated to these efforts.</p>

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.



## WAIVER REQUEST

**ATTENTION:** Skill Centers with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, Skill Centers must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins IV funding will be used to strengthen existing programs.

**4.1** Is your Skill Center located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

**4.2** What effort did the Skill Center make to enter into a consortium during the 2017-2018 school year? If no effort was made, please explain why joining a consortium was not a viable option for your Skill Center.

**4.3** Describe how the Skill Center will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc):

Receipt of a waiver will be contingent on the following:

- The Skill Center's statutory eligibility for a waiver, per responses to the above questions.
- The quality of the Skill Center's entire Perkins Local Plan.
- The Skill Center's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).
- The Skill Center's ongoing performance on Perkins Performance Indicators.

**Allocation Amount: \$20,986**

### Required Uses of the Funds (Section 134 and Section 135)

Skill Centers must provide a brief description of how Perkins IV funding will be used to support the following required uses of the funds for the following questions. All narrative sections must be completed in order to be considered for funding. When answering multiple part questions, the narrative must address all topics covered to be accepted.

#### **Improve Academic and Technical Skills of Students Enrolled in Career and Technical Education Programs (Sec. 134(b)(4)(B) Sec. 135)**

- 5.1** Provide a description of how the Skill Center will improve programs through the integration of CTE and core academic programs. (e.g., course equivalency, framework alignment to standards, programs of study) **Please provide 2 examples.**

All CTE programs at WVTSC have academic course equivalency(s). The equivalencies were accomplished by having program frameworks reviewed and then aligned with state and local academic standards. Each of WVTSC programs is aligned with with a community college within the state so that students receive tech prep credits within its pathway.

Please specify the amount of Perkins funds to be used: Amount:

- 5.2** Provide a description of how the Skill Center will encourage CTE students at the secondary level to enroll in challenging core academic subjects. (e.g., Navigation 101, student led conferences, programs of study) **Please provide 2 examples.**

Once a student chooses to come to a Skill Center, we feel that they have a high interest in a particular field. However to continue to guide these students into different options within a certain field, all students work within Xello (formerly known as Career Cruising) to identify skills, professions, and additional education. Students are also required to do job shadows their Junior and Senior years, to help them continue to identify professions that are out in our community With industry advisors and partnerships students also have the potential to work in industry settings through internships.

Please specify the amount of Perkins funds to be used: Amount:

- 5.3** Describe how the Skill Center will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. (e.g., state approved frameworks, articulation agreements, professional development) **Please provide 2 examples.**

All our instructors in the district are receiving the same professional development in teaching strategies. A majority of our instructors are from industry and so their path to certification is a little different. All instructors are required within two years to start a State Endorsed CTE Program. Instructors are now required to get 100 additional hours over a 5 year period. Advisories are used to help guide our instructors on the most up to date standards and requirements that are in the industry. Advisories are also used to help guide the State Frameworks. The state frameworks require that academic requirements meet the most updated content requirements from OSPI.

Please specify the amount of Perkins funds to be used: Amount:

- 5.4** Describe how the Skill Center will provide students with strong experience in, and understanding of, all aspects of an industry (e.g., industry skill standards, CTSO experiences, certifications, advisory committees, field trips, career progression, and management). **Please provide 2 examples.**

WVTSC works hard to insure that students have many opportunities to experience all aspects of our local, state and national industries. All programs are apart of SkillsUSA. SkillsUSA requires students to participate in competitions related to specific industries as well as the employability skills that are needed for students success. As a part of our Leadership commitment to students the WVTSC Director facilitates our Xello, Career Success Program. Within each program there are many guest industry speakers that come in and present to students. Students are also required to do job shadows their Junior and Senior years, to help them continue to identify professions that are out in our community With industry advisors and partnerships students also have the potential to work in industry settings through internships.

Please specify the amount of Perkins funds to be used: Amount:

- 5.5 This is a multiple part question:** How will the Skill Center identify, assess, and certify skills for successful careers to increase workplace and life skills development for students **and** how the Skill Center will increase the use of industry-based skill standards, assessments, and credentials.

Workplace and life skills are all part of each of our programs, these are reinforced by our CTSO. The CTSO is a requirement of each program and the specifics of the CTSO and 21st century skills are broken out in each program framework. We also solidify this by implementing a few strategies that have come out of PBIS. We feel that by recognizing students for their success, and positive attitudes/actions is important. We have a quarterly most employability wall where each program recognizes one student. We also hand out blue tickets to students randomly based on kindness, effort, and helpfulness. Once a student earns 4 tickets they are add to our hall-of fame wall. They continue to collect stars on their pictures for each positive action that is recognized. Each program also offers certifications that are directly related to each program field. Each Certification gives students a leg-up in their ability to get a related job.

Please specify the amount of Perkins funds to be used: Amount:

### **Community and Educational Partnerships (Sec. 134(b)(5) Sec. 135)**

- 5.6** Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members, IEP and advisory committee meetings) are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such



individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act. **Please provide 2 examples.**

There are several different ways that we parents, students and students are informed about WVTSC programs. All 8th grade students from Wenatchee, as well as several other school around the valley bring students through on tours. I present on average 4 times a year to different community organizations. We also continue to reach out to businesses and organizations to have meetings and trainings at WVTSC. Last year we had just about 50 events held on site. I also present at at WHS's parent night for incoming freshman. Advisory committees are utilized for every program holding at least 3 meetings a year and maintaining ongoing informal conversations throughout the year. The advisory, students and parents provide information that is used to develop and implement CTE programs.

Please specify the amount of Perkins funds to be used: Amount:

**5.7 This is a multiple part question:** Describe how the Skill Center will increase work-integrated learning by increasing the number and types of workplace experiences available to students and out-of-school youth **and** how the Skill Center will bring more work experiences into the classroom by engaging employers and workers.

It is a requirement for WVTSC 11th and 12th grade students to do a job shadow. The Tech Center is a great opportunity for students to take part in internships. While most of the programs have students in the community regularly we will be working specifically this year to have our Computer Tech/Video Game Programming course place students in internships. Our instructor is working with our ESD's Co-Director of the Apple Stem Network to place students. It is a professional goal of several of our instructors to bring in industry leaders to share their story and needs.

Please specify the amount of Perkins funds to be used: Amount:

### **Special Populations (Sec. 134(b)(8 & 9)(A-B))**

**NOTE:** Special populations mean individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals who are limited English proficient.

**5.8** Describe how individuals who are members of the special populations are given full access to CTE programs without discrimination. **Please provide 2 examples.**

WVTSC has an open enrollment. All students are granted access as long as they are attached to high school level program and it fits their educational needs. This year we have partnered with the WSD Special Education Transition House, to provide skilled training to students.

Please specify the amount of Perkins funds to be used: Amount:

### **Preparation for Nontraditional Training and Employment (Sec. 134(b)(10))**

**5.9** Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies. **Please provide 2 examples.**

Through all of the school tours that we have on our site we include students that are in non-traditional fields in the presentations. These students share their experiences. All students on these tours see all programs and get to see the non-traditional student working and interacting in the program. Also when we have presenters from different industries/businesses we have them speak to the need for nontraditional employees.

Please specify the amount of Perkins funds to be used: Amount:

### **Professional Development/CTE Personnel**

- 5.10** Describe how comprehensive professional development, **including professional development offered to guidance and counseling personnel**, promotes the integration of coherent and rigorous content aligned with challenging academic standards relevant to CTE programs will be provided to teaching, guidance, and administrative personnel. **Please provide 2 examples.**

This year WVTSC Instructors get the benefit of the Wenatchee School Districts Professional Development. Our instructors have joined Teachers Association. This means the school district supplies 3 days of professional development for all staff , bringing nationally recognized trainers, before the school year starts. This year the trainer was Eric Jensen, last year it as Marcia Tate. During the school year the learning and teaching department provides teacher workshops for clock hours that are by teacher choice, and also specific subject training, in Math . Science and language that may be mandatory depending on subject and grade level. CTE staff participates in all of these opportunities. The CTE department also supports CTE Teachers with funding to attend WA-ACTE and OSPI trainings specific to their teaching assignment.

Please specify the amount of Perkins funds to be used: Amount:

- 5.11 This is a multiple part question:** Describe how the Skill Center will enhance and improve the availability and quality of career guidance to students in the middle school, high school, and postsecondary institutions **and** how the Skill Center will partner with employers to help students explore careers and the workplace.

First for us at the Skill Center the guidance starts in the 8th grade (sometimes earlier) by bringing students to the Tech Center to not only see the options that they have in high school, but the possibilities of careers. We talk through the idea of pathways and how students can make an interest into a job. All students create a portfolio in Xello which guides students through a personalized plan. Our instructors and Advisory members are also a great source of help. Since all of them come from industries students have access to people who see the needs now.

Please specify the amount of Perkins funds to be used: Amount:

- 5.12** Describe efforts to improve the recruitment and retention of **CTE teachers, faculty, and career guidance and counseling personnel**, including underrepresented groups, and the transition to teaching from business and industry. **Please provide 2 examples.**

Retention of staff is a high priority because of the difficulty of recruiting staff. We make sure all new staff have a mentor for two years. We have monthly new staff meetings around breakfast and the focus is answering their questions. We celebrate their success and support hem in attending professional development. Recruiting staff, we use our advisory committee members

and or Wenatchee Learns connect Staff to recruit local industry professionals who may be interested in teaching. We post job opening locally state wide and occasionally nationally. As CTE director s we share information on possible teacher recruits. We also directly contact teacher training schools, and have a presence at job fairs.

Example: I think the biggest support that is given is to understand not to dump all the information at once. To have patience and flexibility when managing all staff, but specifically new staff.

Example: I also advise and connect new instructors with another instructor in the same field from a different Skill Center.

Example: Financial support is in the contract to help teachers earn their certification and further their education.

Please specify the amount of Perkins funds to be used: Amount:



**Permissible Uses of Funds**

**As long as all required uses are being addressed,,** a recipient *may, but is not required,* to use Perkins IV funding for the following permissible uses.

**NOTE:** All fields must have a value. If a field has not been identified with a "yes" or "no" the application will be sent back to the Skill Center for corrective action.

For each activity, please:

- Indicate whether or not you will use Perkins funding for this activity by selecting "yes" or "no" from the drop down.
- If no Perkins funding will be used and "no" has been selected from the drop down, no narrative is required.
- Indicate the amount of funding that will be allocated to the activity.
- Provide a detailed description of how the funding will be used and the anticipated outcomes.

**6.1** To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in such programs.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.2** To provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.3** For local education and business (including small business) partnerships, including work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs and industry experience for teachers and faculty.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

- 6.4** To provide programs for special populations.  
Perkins funding used for this activity? No Amount:  
This will be accomplished through State CTE funding
- 6.5** To assist career and technical student organizations.  
Perkins funding used for this activity? Yes Amount:
- 6.6** For mentoring and support services.  
Perkins funding used for this activity? No Amount:  
This will be accomplished through State CTE funding
- 6.7** For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.  
Perkins funding used for this activity? Yes Amount:
- 6.8** To provide for teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.  
Perkins funding used for this activity? No Amount:  
This will be accomplished through State CTE funding
- 6.9** To provide activities to support entrepreneurship education and training.  
Perkins funding used for this activity? No Amount:  
This will be accomplished through State CTE funding
- 6.10** For improving or developing new CTE courses, including the development of new proposed career and technical programs of study and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities.  
Perkins funding used for this activity? No Amount:  
This will hopefully be funded through Grants
- 6.11** To develop and support small, personalized career themed learning communities.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.12** To provide support for family and consumer sciences programs.

Perkins funding used for this activity? Yes Amount: \$500

To continue to grow and meet the needs of Cosmetology and Culinary Arts.

**6.13** To support training and activities (such as mentoring and outreach) in nontraditional fields.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.14** To provide support for training programs in automotive technologies.

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.15** To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include:

- a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
- b. establishing, enhancing, or supporting systems for:
  - i. accountability data collection under the Perkins Act; or
  - ii. reporting data under the Perkins Act;
- c. implementing career and technical programs of study; or
- d. implementing technical assessments; and

Perkins funding used for this activity? No Amount:

This will be accomplished through State CTE funding

**6.16** To support other CTE activities that are consistent with the purpose of the Perkins Act.

Perkins funding used for this activity? Yes Amount:



## ADVISORY COMMITTEES

**General Advisory Committee (GAC)** – The GAC provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a Skill Center or institution. The GAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with Skill Center, school-level staff, and administration to carry out long term planning and implementation of career and technical education program goals. GAC duties may include:

- Assisting in the development and implementation of the Skill Center-Wide Plan for CTE.
- Assisting in the facilitation of the program renewal process on a Skill Center-wide basis.
- Making facilities and equipment recommendations.
- Providing business and industry guidance to CTE instructors and administrators.

**Program Specific Advisory Committee (PSAC)** – PACs provide direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a Skill Center or institution. The PSAC, whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers, should work with Skill Center, school-level staff, and administration to guide the program area through continual improvement using their expertise in the occupational area. PSAC duties may include:

- To facilitate the program renewal process by carrying out the following tasks using expertise in the program areas:
  - Strengthen the relationship between business, industry, the community, and education.
  - To monitor current and predicted occupational trends and identify curriculum implications.
  - To identify community resources that may be used to enrich CTE programs.

Please identify the program areas in which you are offering courses:

- Agricultural Education
- Business & Marketing
- Family and Consumer Sciences Education
- Health Science Education
- Science, Technology, Engineering & Mathematics (STEM)

Skilled & Technical Sciences

*The strategic or Skill Center Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the GAC.*

Please upload your Skill Center Wide Plan for CTE.

- I certify that there is an active General Advisory council that holds regular meetings throughout the school year.
- I certify that the Skill Center Wide Plan for CTE was developed in coordination with and approved by General Advisory Committee.
- I certify that the Skill Center Wide Plan for CTE has school-board approval.

**UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE**

**Uploaded Files**

**Uploaded By**

**Uploaded At**

**Files have not been uploaded**

**CTE DUAL CREDIT / PROGRAM(S) OF STUDY**

**CTE Dual Credit**

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement – must include:
  - Name of secondary/post-secondary institutions
  - Name of secondary/post-secondary course(s)
  - Credits offered
  - All authorizing signatures

**UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE**

<b>Uploaded Files</b>	<b>Uploaded By</b>	<b>Uploaded At</b>
AutoDualCredit.pdf	PETER JELSING	10/18/2018 8:51 AM

**Programs of Study**

The following are minimum criteria for program of study assurances:

- 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, through 21st Century skills.
- 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 opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

**8.1** Describe how the Skill Center will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework. **Please provide one example.**

This year we are creating a detailed pathway that connects high school CTE Programs that can be taken before moving to the Skill Center. We are also including a creative pathway that would move students to Wenatchee Valley College. The pathway will be located on our web-site and will be presented in our presentations and tours.

**8.2** Describe how the Skill Center will expand programs of study and strengthen articulations with local post-secondary institutions. **Please provide one example.**

We are specifically having conversation with Wenatchee Valley College to create an intentional pathway so that students not only get dual credits, but then are guided into CTE programs at the College regardless if we have the same program or not. We would be looking at similar clusters.

**List a Minimum of One Program of Study**

**Press the "NEW" button to complete each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record.**  
**Allow SAVE to complete *before* pressing the "NEW" button again.**

**Please identify your current program of study:**

**Career Cluster:** Transportation, Distribution and Logistics

**Pathway:** Automotive Technician

[Link To Pathways](#)

**In the list below, check the appropriate box(es) and identify the name of the institution(s):**

- |   |                                    |
|---|------------------------------------|
| <input type="checkbox"/> 4-Year Institution           |                                    |
| <input checked="" type="checkbox"/> Community College | Wenatchee Valley Community College |
| <input checked="" type="checkbox"/> Technical School  | Perry Technical College            |
| <input type="checkbox"/> Apprenticeship               |                                    |



Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. NATEF

Please identify the current high school building code where this program of study is offered:  
Bldg. Codes (CO/DIST/BLDG)

**High  
School  
Bldg.  
Code  
4105**

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

## CORE INDICATORS OF PERFORMANCE

Skill Centers are required report their performance on the Perkins Core Indicators of Performance. Skill Centers may accept the state negotiated level of performance or negotiate their own. Skill Centers opting to negotiate must set a performance level that is three (3) full percentage points above the Skill Center's performance level in the reporting year. Skill Centers are required to meet 90% of the final agreed upon performance level, whether they have adopted the sate target or negotiated their own.

To avoid reporting duplicate student information, the local performance data from the host/assigned district will be used to determine the Skill Center's adjusted levels of performance for all core indicators.

Indicator	State Target	Skill Center Negotiated Proposed Target
<b>Indicator 1S1</b> Academic Attainment in Reading/Language Arts	82.00%	78.76
<b>Indicator 1S2</b> Academic Attainment in Mathematics	26.00%	77.76
<b>Indicator 2S1</b> Technical Skill Attainment	92.00%	78.56
<b>Indicator 3S1</b> Secondary School Completion	89.00%	82.41
<b>Indicator 4S1</b> Student Graduation Rate	89.00%	80.70
<b>Indicator 5S1</b> Secondary Placement	74.00%	64.64
<b>Indicator 6S1</b> Nontraditional Participation	57.00%	64.64
<b>Indicator 6S2</b> Nontraditional Completion	57.00%	69.98

**Describe how the Skill Center will use Perkins funds and local program activities** to meet the state-defined Adjusted Performance Level assigned to each of the following indicators, this can include greater access to equivalency and academic professional development training for teachers:

**9.1 Indicator 1S1:** Describe how the Skill Center will increase the number of CTE Concentrators who

meet proficiency standards on the English Language Arts (ELA) section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in ELA. Each of our CTE courses has ELA standards in their frameworks where they reinforce and support the building ELA efforts.

**9.2 Indicator 1S2:** Describe how the Skill Center will increase the number of CTE Concentrators who meet proficiency standards on the Mathematics section of the Smarter Balanced Assessment.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency in Mathematics. Each of our CTE courses has mathematics standards in their frameworks where they reinforce and support the building math efforts.

**9.3 Indicator 2S1:** Describe how the Skill Center will increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards.

To increase the number of CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards, students will be given more opportunities to take industry certifications. Ways to eliminate barriers to industry certification testing such as transportation and certification fees are being explored.

**9.4 Indicators 3S1:** Describe how the Skill Center will increase the number of CTE Concentrators who earn a General Education Development (GED) credential.

Wenatchee High School has the AVID program, a Homework center with tutoring after school, and Gear-up teams to help students reach proficiency graduation. Each of our CTE courses has academic standards in their frameworks where they reinforce and support the graduation efforts. Our GED program is operated by our Open Doors program with SkillsSource. We have a contract with SkillsSource for these services and WSD provides some staffing to support our special populations students who are attending Open Doors SkillsSource.

**9.5 Indicator 4S1:** Describe how the Skill Center will increase the number of CTE Concentrators who earn a High School Diploma.

Increased Graduation rate is a Building CIPP goal. This will be accomplished by early identification and intervention for students who are behind. Provided tutoring and other supports for students, and working with Parents and students to increase attendance.

**9.6 Indicator 5S1:** Describe how the Skill Center will increase the Number of CTE concentrators who enroll in a postsecondary education or advanced training program, enlist in the military, or secure full-time employment in the second post-exit-quarter.

WHS and Wenatchee Valley College have created a program where every WHS graduate is automatically enrolled in WVC and receive a letter of admission. This is called The Acceptance Guarantee, (TAG )program. We also have Tech Prep articulations and programs of study in or CTE courses giving the students College credit for their CTE courses. Wenatchee School District also uses Career Cruising for student career exploration , to guide course scheduling , and provide direction for the high school and beyond plan. These efforts are intended to make high school more relevant and to make the next step beyond high school well planned out.

**9.7 Indicator 6S1:** Describe how the Skill Center will increase the Number of CTE participants from underrepresented gender groups who participate in a program that leads to employment in nontraditional fields.

The CTE department has created a non-traditional career experience for all 8th grade girls , to encourage them to explore non tradition career fields before they enroll in the high school. Non-traditional role models are brought in to the school as guest speakers and we encourage all students to complete at least one job shadow where the student can observe the workplace and see people in non traditional roles.

**9.8 Indicator 6S2:** Describe how the Skill Center will increase the Number of CTE concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.

CTE instructors will recruit non-traditional students to their courses, and then help those nontraditional students connect with employers. Wenatchee SD offers several career connected learning experiences to assist students at this stage of their career exploration and preparation. for example the NCW Career and College Expo, Careers after school, ( a series of industry tours, with hands on activities) job shadows, guest speakers, field trips, etc.



**INSTRUCTOR DATA**

**NOTE:** This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional planning and trainings.

**10.1** How many teachers in your Skill Center are teaching CTE courses?  
9 (Headcount not FTE)

**Press the "NEW" button to complete each NEW record.  
To avoid losing data, press the "SAVE" button after completion of each NEW record. Allow SAVE to complete before pressing the "NEW" button again.**

First Name	Last Name
Terry	Fike

**Email:** fike.t@wenatcheeschools.org

**Certification #:** 474684H

**Certification Type:** Continuing

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
David	Young

**Email:** young.david@wenatcheeschools.org

<b>Certification #:</b> 547549f	<b>Certification Type:</b> Probationary
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Eric	Link

**Email:** link.e@wenatcheeschools.org

<b>Certification #:</b> 336454D	<b>Certification Type:</b> Probationary
---------------------------------	---

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Tonya	Cortez

**Email:** cortez.t@wenatcheeschools.org

<b>Certification #:</b> 494164g	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Kim	Anderson
<b>Email:</b> anderson.kim@wenatcheeschools.org	

<b>Certification #:</b> 430145c	<b>Certification Type:</b> Continuing
---------------------------------	---------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Juan	Loera
<b>Email:</b> loera.juan@wenatcheeschools.org	

<b>Certification #:</b> 540780D	<b>Certification Type:</b> Probationary
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Joseph	Dietrich
<b>Email:</b> dietrich.j@wenatcheeschools.org	

<b>Certification #:</b> 420965F	<b>Certification Type:</b> Continuing
---------------------------------	---------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Betty	Palmer
<b>Email:</b> palmer.b@wenatcheeschools.org	

<b>Certification #:</b> 460356R	<b>Certification Type:</b> Continuing
---------------------------------	---------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education



- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

First Name	Last Name
Albino	Luna
<b>Email:</b> Luna.albino@wenatcheeschools.org	

<b>Certification #:</b> 529750B	<b>Certification Type:</b> Probationary
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

**PERKINS RESERVE SPECIAL PROJECTS (PRSR)**

**NOTE:** Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds vary per PRSR Grant Award.

Skill Centers may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each PRSR your Skill Center has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing Skill Center efforts to strengthen CTE programs, and the value to the Skill Center of being able to participate in the PRSR:

**Proposed Budget - Perkins Reserve**

	Perkins Reserve	Perkins Basic	State Enhanced CTE	Match/ In-Kind (optional)	Total
<b>Travel</b>					\$0
<i>Narrative:</i>					
<b>Supplies/ Instructional Materials</b>					\$0
<i>Narrative:</i>					
<b>Technology/ Equipment</b>					\$0

<i>Narrative:</i>						
<b>Purchased Services</b>						<b>\$0</b>
<i>Narrative:</i>						
<b>Classified/ Certificated Staff Salary/ Benefits</b>						<b>\$0</b>
<i>Narrative:</i>						
<b>Perkins Reserve Total</b>		<b>\$0</b>				<b>Total</b>
						<b>\$0</b>

**Press the "NEW" button to complete information for each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

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