



# **ANNUAL PLANNING GUIDELINES**

## **2011-12 TECH PREP PLAN**

November 2011

*Workforce Education Department  
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## **PLANNING GUIDELINES 2011-12 TECH PREP CONSORTIUM GRANT**

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### **THE PERKINS ACT OF 2006 AND ELIMINATION OF TECH PREP**

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 was dealt a financial cut in 2011. The federal cut eliminated the Tech Prep program and a portion of the Perkins basic funds. Tech Prep funding ended on June 30, 2011. The funds that are available for consortia in 2011-12 are carry forward funds and administrative funds that have been redirected for distribution to Tech Prep consortia.

#### **The Requirements of Tech Prep**

The required elements for use of Tech Prep funds remain the same for this year. The plan questions are arranged around the Requirements of Tech Prep found in Appendix A.

#### **Performance Improvement**

The performance indicators are set forth in Section 203(e) of Perkins IV for Tech Prep. Each consortium shall write performance improvement activities for secondary performance indicators into their Tech Prep 2011-12 plan (Question 2.A). These indicators and state level data can be found in Appendix B.

#### **Articulations and Programs of Study**

Articulations must be formalized with lead secondary and postsecondary administrators and reviewed annually. Each Tech Prep program shall be carried out under an articulation agreement between the participants in the consortium.

A program of study is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions. A program of study is a requirement for eligibility to receive Perkins funding under the Perkins IV legislation.

### **FUNDING**

In early 2011, the Tech Prep directors voted to adopt a new funding formula. The funding for 2011-12 is comprised of base funding (rolling two year average of market share) and an addition of a performance-based amount for each consortium. All funds are intended to support basic consortium operations and work that meets federal Perkins requirements, state goals, and local priorities.

### **LOCAL PLAN DEVELOPMENT AND REVIEW**

All plans submitted for this consortium grant must demonstrate how consortium activities will focus on the program elements for Tech Prep as outlined in the Perkins Act (an

overview of these objectives is included on the Assurances document in OGMS and in Appendix A). Activities must also target performance improvement for the indicators outlined in Appendix B.

## **APPLICATION & REVIEW PROCESS**

Applications must be completed in the Online Grant Management System (OGMS): <http://apps.sbctc.ctc.edu/onlinegrants> **no later than November 18, 2011**. Please see your campus OGMS security contact for access to the application. Applications will be reviewed by SBCTC staff.

## **ELIGIBLE APPLICANTS**

Each state-recognized Tech Prep consortium is eligible to receive one grant through this planning process.

## **REPORTING**

A report of accomplishments must be uploaded as an attachment to this application in OGMS **no later than July 31, 2012**. Reports can be submitted as soon as funds are expended. The report form can be found in Appendix C and on the SBCTC website.

## **ADDITIONAL INFORMATION**

If you have any questions regarding Tech Prep or the planning process, please contact Tiffany Merkel, Program Administrator at (360) 704-4332 or [tmerkel@sbctc.edu](mailto:tmerkel@sbctc.edu).

If you have any questions regarding OGMS, the application process, or the review, please contact Nanette Angel, Program Assistant at (360) 704-4336 or [nangel@sbctc.edu](mailto:nangel@sbctc.edu).



**Appendix A**  
**THE PERKINS ACT OF 2006**  
**TECH PREP PROGRAM REQUIREMENTS**

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As a condition for receiving 2011-12 Perkins funds, all consortium activities must adhere to all federal and state rules and regulations. Activities must include the Tech Prep program elements listed below:

1. Be carried out under an articulation agreement between participants in the consortium
  
2. Consist of a program of study that:
  - Includes a minimum of two years of secondary education with
    - A minimum of two years of post-secondary education in a non-duplicative, sequential course of study; or
    - An apprenticeship program of not less than two years following secondary education instruction;
  - Integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
  - Provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
  - Builds student competence in technical skills and in core academic subjects as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
  - Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field; and
  - Utilizes career and technical education programs of study, to the extent practicable
  
3. Include the development of Tech Prep programs for secondary education and post-secondary education that:
  - Meet academic standards developed by the state;
  - Link secondary schools and two-year post-secondary institutions, and if possible and practicable, four-year institutions of higher education, through:
    - Non-duplicative sequences of courses in career fields;
    - The use of articulation agreements; and
    - The investigation of opportunities for Tech Prep secondary education students to enroll concurrently in secondary education and post-secondary education coursework;

- Use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
  - Use educational technology and distance learning, as appropriate, to involve all the participants in a consortium more fully in the development and operation of programs.
4. Include in-service professional development for teachers, faculty, and administrators that:
    - Supports effective implementation of Tech Prep programs;
    - Supports joint training in the Tech Prep consortium;
    - Supports the needs, expectations, and methods of business and all aspects of an industry;
    - Supports the use of contextual and applied curricula, instruction, and assessment
    - Supports the use and application of technology; and
    - Assists in accessing and utilizing data and information on student achievement, including assessments.
  5. Include professional development programs for counselors designed to enable counselors to more effectively:
    - Provide information to students regarding Tech Prep programs;
    - Support student progress in completing Tech Prep programs, which may include the use of graduation and career plans;
    - Provide information on related employment opportunities;
    - Ensure that students are placed in appropriate employment or further post-secondary education;
    - Stay current with the needs, expectations, and methods of business and all aspects of an industry; and
    - Provide comprehensive career guidance and academic counseling to participating students, including special populations.
  6. Provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations.
  7. Provide for preparatory services that assist participants in Tech Prep programs.
  8. Coordinate activities conducted under title 1.



**Appendix B  
PERFORMANCE INDICATORS  
2011-12 TECH PREP PROGRAM**

**PERKINS ACT OF 2006 SEC 203(e) - Tech Prep accountability measures**

Tech Prep will be carried out with respect to meeting Tech Prep indicators of performance levels. The indicators of performance shall include the following:

The number of secondary education Tech Prep students and postsecondary education Tech Prep students served.

Tech Prep Students Served	2008-09	2009-10	2010-11 Data not available until Dec 2011
Secondary	193,758	206,074	
Postsecondary	1,432	1,941	

**Secondary Performance Measures**

The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who—

- (i) enroll in postsecondary education (1STP1);
- (ii) enroll in postsecondary education in the same field or major as the secondary education Tech Prep students were enrolled at the secondary level (1STP2);
- (iii) complete a State or industry-recognized certification or licensure (1STP3);
- (iv) successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level (1STP4); and
- (v) enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education (1STP5).

Tech Prep Performance Measure	2008-09 State Performance	2009-10 State Performance	2010-11 Performance Goal	Estimated 2011-12 Performance Goal
1STP1	26.28%	33.64%	36.64%	39.64%
1STP2	3.56%	4.66%	6.66%	8.66%
1STP3	2.50%	4.19%	4.44%	4.69%
1STP4	9.29%	11.26%	13.26%	15.26%
1STP5	53.58%	55.71%	Estimated State level Approx. 56%	Estimated State level Approx. 56%

### Performance Improvement Plans

Individual consortium performance is expected to meet State performance levels. Individual consortium data on the secondary performance measures will not be available until December 2011. Each consortium will write performance improvement activities for secondary performance measures into the answer for question 2.A in the 2011-12 Tech Prep plan. This will serve as a performance improvement plan for consortia that fail to meet 90% of state performance levels when the data is available. The performance improvement plan should include activities that will support the measure(s) that were not achieved. Addendums to the performance improvement plan may be submitted.

### Postsecondary Performance Measures

The consortium directors can play a role in influencing the secondary Tech Prep measures, but once students enroll in postsecondary CTE programs (workforce training) the director's activities have little consequence on student performance. The postsecondary Tech Prep measures are more reflective of student choices and circumstances.

The number and percent of postsecondary education Tech Prep students who—

- (i) are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program (1PTP1);
- (ii) complete a State or industry-recognized certification or licensure (1PTP2);
- (iii) complete a 2-year degree or certificate program within the normal time for completion of such program (1PTP3); and
- (iv) complete a baccalaureate degree program within the normal time for completion of such program (1PTP4).

Tech Prep Performance Measure	2008-09 State Performance	2009-10 State Performance	2010-11 Performance Goal	Estimated 2011-12 Performance Goal
1PTP1	74.65%	72.78%	75%	75.25%
1PTP2	7.04%	13.02%	14.02%	15.02%
1PTP3	47.13%	29.26%	32.26%	35.26%
1PTP4	1.55%	5.99%	6.99%	7.99%



**Appendix C  
REPORT OF ACCOMPLISHMENTS  
2011-12 TECH PREP PROGRAM**

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***Reports must be received by July 31, 2012.***

*Please complete form and upload in OGMS as an attachment to the grant.*

**Consortium:**

**Contact Name:**

**Contact Phone:**

**Contact Email:**

What were the outcomes of the actions of the consortia to assist colleges and secondary partners in developing new programs of study? (Highlight any POS in high wage, high demand areas)

What are the outcomes of the activities you focused on this year? (Include outcomes of Performance Improvement activities in your answer) Question 2.A in the 2011-12 plan

What is the status of articulations and your consortium for 2012-13?

If the Consortium is not planning on operating in 2012-13, who will be the contact for former Tech Prep students and parents? (SERS passwords, credit questions, etc.)

Did you report all changes to articulation status to the school district/secondary CTE director so that the secondary Tech Prep class coding could be corrected?

Yes

No