

215 Perkins (5-Year) Application Plan (District Package)**Fiscal Year:** 16-17**Milestone: Requested OSPI Approval** (Printed 9/26/2016)**District:** Sequim School District**Organization Code:** 05323**ESD:** Olympic Educational Service District 114

Su

Page 1

Grant Administration Timeline for SAS	Link To Document
--	----------------------------------

(For OSPI Use Only)

OSPI Approval Status	SAS Further Action Required	SAS Approval
-----------------------------	------------------------------------	---------------------

Request Substantially Approvable Status (SAS) Option

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.

Important! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Districts **will not be able to Request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request 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.

School District SAS Process	No
------------------------------------	----

If <i>not</i> requesting SAS approval, follow the steps below:	
Step 1:	Make sure "No" is displayed in the drop-down list.
Step 2:	Press the Mark Completed icon on this page.
Step 3:	WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.

If requesting SAS approval, follow the steps below:

Step 1:	<p>Complete the program application pages listed below FIRST, making sure to press the Mark Completed icon on each page.</p> <p>Application pages to complete:</p> <ul style="list-style-type: none"> • Page 2 - Perkins Assurances
Step 2:	<p>Then RETURN to this page to:</p> <ul style="list-style-type: none"> • Complete Budget Overview below. • Select "Yes" from drop-down list. • Press the Mark Completed icon on this page. • Send email message (displayed after pressing Mark Completed icon).

Budget Overview

NOTE: The budget overview below does not replace the official budget matrix to be completed **at a later date when final allocations have been uploaded to iGrants and announced**. Both the budget overview based on preliminary allocation amounts, plus completed application pages, will be used to determine SAS approval.

Preliminary Allocation: \$20,305	
Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated) Certificated salaries will be paid to work based learning coordinators for after hours activities to: Approve worksites, meet with community mentors, Meet with students to organize goals, collect paperwork and monitor hours and credits received through the program.	\$9,702
Object 3 (Salaries Classified)	\$4,688

Our career counselor will earn salary to aid students in career outreach programs through the career center. This will enable her to set up career and college visits, days in our school and to mentor students through the career options pathways.	
Object 4 (Benefits)	\$5,008
Object 5 (Supplies Instructional Resources)	
Object 7 (Purchased Services)	
Object 8 (Travel)	
Object 9 (Capital Outlay)	
Indirects	\$907
Total	\$20,305

Su

Page 2

Perkins Assurances

ALERT! A copy of the printed, signed, and dated assurance pages must be in district files for monitoring/auditing purposes.

Instructions:

1. Review the following assurance statements.
2. Sign, date and print a copy of this assurance section.
3. Place the hard copy of the printed, signed, and dated assurance section in district files for monitoring/auditing purposes.
4. Please key in the requested names of school officials and the dates on which they have signed a printed copy of the assurance section.

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? Yes
[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:

1. All Career and Technical Education classes/programs receiving state and/or federal Career and Technical Education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current Career and Technical Education certification and whose certification matches the instructional area.
2. The district must have program(s) of study documentation on file.
3. All Career and Technical Education instructors of approved applied academic courses have completed approved preparation and yearly in-service for the course(s) they teach.
4. All Career and Technical Education teachers in approved Career and Technical Education programs hold a current first aid and CPR certificate.
5. The local Career and Technical Education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for

- federal, state, and special grant funding requirements.
6. The local Career and Technical Education plan was developed in consultation with the local general advisory council (GAC).
 7. The local Career and Technical Education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies.
 8. All Career and Technical Education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.
 9. The district has conducted an evaluation of Career and Technical Education programs using the current standards and indicators, contracted evaluation services, or other local indicators.
 10. Each recipient of financial assistance shall annually evaluate the effectiveness of the program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representatives of individuals who are members of special populations, and (2) evaluate the progress of Career and Technical Education programs assisted under this Act in providing Career and Technical Education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.
 11. Students who participate in Career and Technical Education programs are taught to the same challenging academic proficiencies as are taught to all other students.
 12. Federal Career and Technical Education funds made available will be used to supplement, and in no case to supplant (replace), such state or local funds.
 13. None of the funds expended under Title I of the Perkins Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization.
 14. Consortium dollars are not distributed to receiving districts based upon the amount of funds generated by the Carl D. Perkins formula.
 15. Career and technical services, programs, and activities relate to state or regional occupational opportunities and prepare students for post secondary opportunities or entry into high skill, high wage jobs in current and emerging occupations.
 16. The district will ensure their Career and Technical Education programs are in compliance with Perkins IV Sec. 134 & 135.
 17. The district has developed an affirmative action plan which is on file in the school district administration office and at OSPI. The affirmative action plan ensures that there will be no discrimination of staff or students in any school district education program, including Career and Technical Education.
 18. Equal access to Career and Technical Education programs will be provided to meet the needs of all students in nontraditional and technological occupations regardless of gender.
 19. The district assures that all CTE programs facilitate access for all students and complies with all federal and state rules and regulations. The district assures that it does not discriminate on the basis of race, color, national origin, gender, or disability in education programs, services and activities.
 20. The district has developed a transition plan (which is on file in the school district administration office) for the removal of any building barriers which may exist which would limit access by students with disabilities to any school district education program, including Career and Technical Education.
 21. Career and Technical Education planning for individuals with disabilities will be coordinated

- between appropriate representatives of Career and Technical Education and special education.
22. Each student who is disadvantaged and/or each student with a disability who enrolls in Career and Technical Education programs shall receive:
 - a. Assessment of the interests, abilities, and special needs of such students with respect to completing successfully the Career and Technical Education program.
 - b. Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of special populations.
 - c. Guidance, counseling, and career development activities conducted by professionally/technically trained counselors who are associated with the provision of such special services.
 - d. Counseling services designated to facilitate the transition from school to post-school employment, career opportunities, and postsecondary education.
 23. The districts will adequately address the needs of students in alternative education programs, if such programs are offered in the district.
 24. Data reported to OSPI under Perkins IV is complete, accurate, and reliable.
 25. Reports and other information will be submitted within the dates established, and documentation will be maintained for five years.
 26. The accounting system and management process used by the institution must be consistent with generally accepted accounting and management practices and meet the specific requirements of the Single Audit Act.
 27. An inventory record will be maintained for all equipment purchased whole or in part with federal funds. All such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
 28. The district will supply information to the Office of Superintendent of Public Instruction (OSPI) to meet reporting requirements regarding staff, finances, enrollment, completion, and follow up as mandated in the Carl D. Perkins Career and Technical Education Act of 2006.
 29. The district has a policy developed and on file in the school district administration office which ensures that there will be no discrimination based upon race, color, national origin, sex, or disabling condition in any school district education program, including Career and Technical Education. Districts are required to identify a coordinator of federal Title IX regulations.
 30. The district board of directors has adopted a course equivalency procedure for career and technical high school courses offered to secondary students enrolled in high schools and skills centers in accordance with WAC 180-51-066 and RCW 28A.230.097. A career and technical course equivalency may be for whole or partial credit.

Authorized Representatives Signature Block	
Superintendent:	Gary Neal
Section 504 Coordinator:	Melee Vandervelde
Title IX Officer:	Randy Hill
General Advisory Chair:	Jeff Carl
Board Chair:	Beverly Horan

Career and Technical Education Director/Administrator:	Steve Mahitka
Date printed copy was signed (MM/DD/YY):	9/30/2016

Su

Page 3

Waiver Request

Carl D. Perkins Vocational and Technical Education Act of 2006

Alert! A local educational agency shall not receive an allocation of Perkins IV grant funds unless the amount of the allocation is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement.

Yes Does the total allocation amount meet the minimum \$15,000 allocation?

No The district is in a rural, sparsely populated area (335 or fewer students in grades 9-13)

No Will the district apply for a waiver? If districts wish to apply for a waiver, districts must provide services and activities that are of sufficient size, scope, and quality to be effective. (If yes, the following questions must be completed). [131 (c) (3 a,b)]

3.1 Describe how the district will provide services and activities that are sufficient size, scope, and quality to be effective.

Sequim School District will continue its work in revising and implementing our model for our coordinated work based learning program, which helps to prepare and place students in local jobs. We will target students at risk of dropping out and focus on establishing and renewing our relationships with local businesses. We also assist students in planning for their careers through our career counselor to ensure that their learning experiences are more relevant and purposeful. Our district will provide activities such as the "Women in Networking" (WIN) to expose students to non-traditional roles.

3.2 What is your plan to provide preparatory programs?

Many of our programs are at Preparatory levels and feed into preparatory classes at the Skills Center and local Community College. We have current multi-year preparatory programs such as computer repair, Cisco Networking, Multimedia, CAD, and Office. All of which strive for industry standard certification. We also feed into preparatory programs at the skills center, which has two programs offered on our campus; Advanced Automotive Repair and Building Trades. We have and AP computer science course in which students can earn college credit. Our Advanced Welding program allows students to earn industry certification that will better serve to connect our students with post high school careers. Our Work site learning program works to further prepare and encourage students

to continue skill attainment.

Su

Page 4

Final Allocation Amount: \$20,305

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

Districts must provide a brief description of how Perkins IV funds will be used to support the following "required" uses of the funds for the following questions. If you do not plan to use Perkins IV funds for a particular category, please briefly describe how the district is meeting all required activities. All narrative sections must be completed in order to be considered for funding.

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

- 4.1** 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)

Our district plans to maintain and update current cross-credit classes such as business math, accounting. In the last couple of years we have added programming and robotics for math credit. We have also adding a Agricultural Biology Course which is cross credited in Science and students will take the end of course exam in Biology upon completion of this course. We also have developed AP Computer Science Course as well as an AP Economics course both of which are cross credited for the third math credit. Having acknowledged that core academics are already highly integrated, our CTE staff has worked in a professional learning community and utilized staff development time to investigate how to better teach those core subjects. We now have 5 CTE National Board Certified teachers.

- 4.2** 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)

CTE students are exposed to a variety of careers related to their current CTE classes and they investigate the academic requirements of selected careers. Having chosen possible careers and been encouraged by the relevance of learnings in skills-based classes, students better understand the importance of core academic subjects. We will also encourage our Work-Site learning students to further their careers by increasing relevant knowledge of core academic subjects.

- 4.3** 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)

The district approves and updates all cross-crediting agreements with regard to academic proficiency. The district also provides professional development and collaboration opportunities for CTE teachers to confer with teachers of core academic subjects for vertical and horizontal alignment of curriculum. All CTE students are expected to apply academic skills at grade level expectations for reading, writing and math. All frameworks will be aligned to the Common Core Academic standards. The addition of AP courses in Computer Science and Economics has provided additional challenging academic opportunities for our CTE Students.

- 4.4** 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).

CTE classes are expected to achieve industry skill standards in the classrooms. Each programs works from approved frameworks and explores careers and career paths through the classroom teacher expertise, counselors, and other resources. Students develop skills with industry-standard equipment in an environment that simulates the work place whenever possible. Students participate in field trips and hear guest speakers. Whenever available, industry-standard certification is the goal. We will continue our efforts to integrate the Microsoft IT Academy in our district which allows the instructors to become the proctors for the certification exams. Our students have access to FFA, FBLA, and Skills USA through our programs in which they continue working on industry skill completion and demonstrations. The integration of Precision Exams will allow teachers to assess student knowledge gained in the classroom to approved standards set forth through this program.

- 4.5** How will the district identify, assess, and certify skills for successful careers to:

- a. Increase workplace and life skills development for students.
- b. Increase the use of industry-based skill standards, assessments, and credentials.
(HSHW: Goal 1, Objective 2, a-b)

All CTE instructors will incorporate workplace and life skills development within the context of their CTE coursework. Development of strong relationships with CTE Advisory Committees will facilitate currency of understanding of industry based skills for staff and will help guide classroom integration. All courses will work toward providing opportunities for industry based certification either through Skills USA programs, Microsoft IT Academy certification and/or CTE Organization competition participation such as FBLA, FFA, and FRC.

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

- 4.6** 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.

Our CTE programs all have advisory committees comprised of representatives of business and industry, parents, and students. These individuals meet 3-5 times/per year with our staff to help us plan and inform us of changes in the industry. Our staff also participates on advisory committees for the college and skills center. All members are informed by email or phone of about meetings and other activities. They are encouraged to participate in our student leadership organizations such as the FBLA or FFA and often provide direct assistance.

4.7 Describe how the district will increase work-integrated learning by:

- a. Increasing the number and types of workplace experiences available to students and out-of-school youth.
- b. Bringing more work experiences into the classroom by engaging employers and workers.
(HSHW: Goal 1, Objective 4, a-b)

Our new model for work-based learning will have CTE teachers who have established relationships with students acting as WBL coordinator for students who have sought them as mentors. We are hopeful that this model will facilitate stronger partnerships for students and employers. Our ALE program has a Certified CTE instructor who will work to facilitate WBL experiences for the at risk youth in that program. Staff will attempt to bring in outside speakers who are connected to the workplace and to help connect in class learning with the outside "real" world. Additionally our Career Counselor will continue to sponsor speakers and programs to advocate for non-traditional careers. The district is also looking to reignite the WIN program in which females are connected to the non-traditional careers through speakers and through visits.

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.

4.8 Describe how individuals who are members of the special populations are given full access to CTE programs without discrimination.

All staff are informed of IEPs and 504s and required to meet with parents and students as needed to update the plan and ensure compliance. Special populations are surveyed for interests and aptitude and guided into the most appropriate classes or work-based learning experiences. Often our equipment and software is modified, additional support staff is provided. Our district also offers support for English language learners.

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

- 4.9** Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies.

Our Career and College Counselor is looking to reignite a nontraditional program (WIN) in partnership with our Soroptimist club, which involves field trips, guest speakers, trade fairs, and the ROPES challenge course. These efforts encourage students to enroll in challenging and relevant courses. This also allows us to identify those struggling students and connect them to options that will keep them in school and support them in their learning.

Professional Development/CTE Personnel

- 4.10** Describe how comprehensive professional development 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.

All staff in our district participate in district comprehensive professional development one hour/week every Monday morning. Our last focus has been on assessment. All CTE staff work with the CTE director to update course approvals through the state process on a rotation system by department to include academic standards. We align our frameworks to the common core or Washington standards as well as the 21st century skills and through the Precision exams we will be able to assess our work in these areas. All our new teachers are required to participate in a district-sponsored training or mentorship program.

- 4.11** Describe the professional development offered to guidance and counseling personnel regarding CTE opportunities for students and the linkages to future education and training opportunities.

The CTE Director meets regularly with HS Administrative and Counseling staff to share CTE information and program opportunities. Counseling Staff communicate regularly with Skills Center and the local Community College personnel about local programs available to our students.

- 4.12** Describe how the district will improve availability and quality of career and education guidance in the middle school, high school and postsecondary institutions to:

- a. Enhance career guidance for students and,
- b. Partner with employers to help students explore careers and workplaces.
(HSHW: Goal 1, Objective 1, a-b)

The Sequim School District will explore and continue the option of expanding CTE programs to the MS level. We currently have courses that meet the standards of CTE and the district will be getting

frameworks completed in these areas of Video Game design and robotics. HS students will be enlisted to share experiences with younger students in order to create interest and understanding of HS CTE opportunities. Additionally we will continue to work with our local education foundation, local PC users group, parents and employers to provide WBL opportunities for students.

4.13 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.

Our CTE staff consists of 16 teachers including 7 out of industry. Four are female and twelve are male. All staff are encouraged to seek advanced degrees/certification. Our out-of-industry staff pursue coursework to assist with the transition to teaching. We currently have 5 national board teachers, 7 masters degrees, and considerable industry experience. All staff are enthusiastically supported and encouraged by administration to continue to grow professionally. We work with those that come out of industry to certify them correctly in a timely manner to fit within the compliance of the state.

Su

Page 5

Allowable Activities

Priorities of the Carl D. Perkins Career and Technical Education Act of 2006

Under the statute, the LEA must provide for enhanced instructional opportunities that may include the following activities (for each **priority box checked**, a description of use of funds is required and must identify total Perkins Funds utilized).

If no Perkins Funds will be used in this activity, please note in the description.

5.1 Preparing students for postsecondary education and careers through strong high school programs, career, and technical education.

Perkins Funds Utilized: \$0

No Perkins funds used

5.2 Promoting identification and dissemination of effective practice in raising student achievement in high schools, community colleges, and adult education programs, and lead targeted research investments.

Perkins Funds Utilized: \$0

No Perkins funds used

5.3 Promoting improved coordination and communication among programs and activities that prepare youth and adults for postsecondary education and/or careers.

Perkins Funds Utilized: \$0

No Perkins funds used

5.4 Ensuring the equal access of minorities, women, individuals with disabilities and disadvantaged persons to careers, technical, and adult education

Perkins Funds Utilized: \$4,500

We will use a part of this grant to pay for salary and benefits for our career and college counselor/WIN advisor to promote equal access and nontraditional occupations

5.5 Providing a unified Federal approach to high school, career and technical and adult education as well as community colleges with a focus in particular on low achieving areas.

Perkins Funds Utilized: \$0

No Perkins funds used

5.6 Promoting the implementation of education technology, as it applies to access and service delivery, as well as instructional methodology.

Perkins Funds Utilized: \$0

No Perkins funds used

Funds made available to an eligible recipient under this Title may be used:

NOTE: For each **allowable activity box checked**, a description of use of funds is required.

5.7 To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.

Perkins Funds Utilized: \$6,804

We will use a part of this grant to pay for salary and benefits for our career and college counselor/WIN advisor to promote information and equal access to postsecondary career options.

5.8 To support local business and education partnerships and provide work related experiences, entrepreneurship, internships, cooperative education, and job shadowing that are related to career and technical education programs for local education and business (including small business).

Perkins Funds Utilized: \$0

No Perkins funds used

5.9 For work-based learning opportunity development for students.

Perkins Funds Utilized: \$12,594

Funds to pay staff salaries to support WBL partnerships and program implementation for students in our community. These programs provide real world experience and connect our students to career exploration and the workforce. As well as building community partnerships.

5.10 To improve curriculum development or upgrades.

Perkins Funds Utilized: \$0

No Perkins funds used

5.11 To support staff development and related expenses to counselors and instructors – stipends, registration, materials, etc.

Perkins Funds Utilized: \$0

No Perkins funds used

5.12 To provide support for training programs in automotive technologies.

Perkins Funds Utilized: \$0

No Perkins funds used

5.13 Articulation agreement development – Funds may be used to purchase textbooks for newly articulated courses, but cannot be used to replace textbooks currently being used by a secondary school. The Carl D. Perkins grant is supplemental funding, therefore districts cannot supplant.

Perkins Funds Utilized: \$0

No Perkins funds used

5.14 Provision of mentoring, leadership activities, CTSO activities, and academic or career counseling for secondary youth in CTE programs.

Perkins Funds Utilized: \$0

No Perkins funds used

5.15 Transportation to Tech Camps or Technical College visits.

Perkins Funds Utilized: \$0

No Perkins funds used

5.16 Support for family and consumer sciences programs.

Perkins Funds Utilized: \$0

No Perkins funds used

5.17 Support assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Perkins Funds Utilized: \$0

No Perkins funds used

5.18 Activities for mentoring and support services.

Perkins Funds Utilized: \$0

No Perkins funds used

5.19 Coordination efforts with parents, businesses and labor organizations in the design, implementation, and evaluating the CTE program to promote parents, community, and businesses to become active participants in their local education agency.

Perkins Funds Utilized: \$0

No Perkins funds used

5.20 Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with, to assist parents of CTE students by offering comprehensive community services.

Perkins Funds Utilized: \$0

No Perkins funds used

5.21 Services that are directly attributable to the presence in the secondary schools of CTE students, including the payment of costs of providing additional classroom supplies to support extended instruction, culturally relevant materials, or such other costs that are directly related to the goals and objectives of the grant.

Perkins Funds Utilized: \$0

No Perkins funds used

5.22 To support other career and technical education activities that are consistent with the purpose of this Act.

Perkins Funds Utilized: \$0

No Perkins funds used

Su

Page 6

State Levels of Performance (Section 134(b)(2))

Perkins IV requires new performance measures. Districts are required to meet district level performance measurements for each indicator. Districts may either accept the state negotiated level of performance, or have the option of negotiating each of the state's targets. Districts opting to negotiate must set a minimum proposed level that is 3 percentage points above the district's performance level from the previous year.

Indicator	State Target	District Negotiated Proposed Target
Indicator 1S1 Academic Attainment (Language Arts/Reading)	88.19%	88.19
Indicator 1S2 Academic Attainment (Mathematics)	81.98%	86.02
Indicator 2S1 Technical Skill Attainment State proposed target. Subject to change based on counter proposal from OVAE.	90.00%	90.00
Indicator 3S1 Secondary School Completion	89.71%	89.71
Indicator 4S1 Student Graduation Rates	90.00%	90.50
Indicator 5S1 Placement in Postsecondary Education or Employment State proposed target. Subject to change based on counter proposal from OVAE.	72.57%	72.57
Indicator 6S1 Nontraditional Participation State proposed target. Subject to change based on counter proposal from OVAE.	56.83%	56.83

Indicator 6S2 Nontraditional Completion State proposed target. Subject to change based on counter proposal from OVAE.	61.15%	84.00
--	--------	-------

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:

6.1 Indicator I/II: Describe how the district will increase student attainment of challenging academic content standards and student academic achievement standards in Language Arts/Reading and Mathematics.

Our district will continue its focus in all core academic subjects including the transition and implementation of Common Core Standards as prescribed. The high school will continue its afterschool program "Opportunity to Excel", an individual tutoring program designed for students needing additional assistance and study time. Staff training will be focused on understanding and transition to the Common Core Standards, Danielson Frameworks and the new evaluation system. The district is increasing student attainment of challenging academic content standards by: District and building administrators conduct Data Walks in all district classrooms/buildings 2X monthly
 --Intervention plans for struggling students now include the ability to attend summer school
 --Dual credit classes (Bridge to College, UW College in the Classroom) provide higher education content that provides both high school and college credit
 --Increased professional PD for teachers and administrators in the areas of curriculum training, motivational psychology, cognitive science, PBIS, and College and Career Readiness provide opportunities to increase student engagement, student safety, and student motivation, all factors in increasing expectations and rigor

6.2 Indicator III: Describe how the district will increase student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards.

Our district will continue to align curriculum in courses that prepare students for industry-standard exams with a focus on transitioning to the Common Core Standards. Funding will be directed to assist instructors in achieving these goals. Students will be recognized locally for their accomplishments and provided with certification exams in our classes.

6.2a Indicator III: The State's goal is to provide all CTE students with the skills and opportunity to take and pass an industry-recognized assessment for certification. All districts are required to develop and implement a plan in helping the State reach target for technical skill attainment (2S1). The State's plan measures the number of students who actually take and pass the industry-recognized technical skill assessment. Please describe your district's plan in supporting the State's target.

Our district will become a testing center for Microsoft products, supporting students as needed to

access certification testing. Our district will provide for exams and arrange for transportation, as needed, to testing centers for other programs such as Welding, A+ cert, MOS cert, and Cisco certification. These programs will be upgraded to match industry standards each year.

6.3 Indicator IV/V: Describe how the district will increase student rates of attainment of each of the following:

- A secondary school diploma (student graduation rates)
- A GED credential

For support with math, we have implemented LAP Math support classes that help "double dip" kids in learning opportunities to become math proficient. Our district has a successful "Read Right" program, which supports struggling readers. Our plans include a peer tutoring program and an expansion of our advisory program for next year. More cross-crediting has been implemented with plans for more next year, which seeks to better integrate core academic subjects in career and technical classes.

The district helps students attain a GED through getting those students the information to attain the GED. They give the students a guide to Peninsula college or the program in Sequim and set up a meeting with the high school principal. The principal must give the students approval to do the GED and he works with the student to attain the approval if they still desire and walks them through this process. After the student begins the GED process the counseling department at Sequim High School makes sure the student is aware of vocational programs that may help the student to be successful or gain certification.

6.4 Indicator VI: Describe how the district will identify student placement in postsecondary education, military service, or in employment.

Our district participates in a state survey sent to graduates from the prior year to collect data about placement in postsecondary education and careers.

6.5 Indicator VII/VIII: Describe how the district will increase enrollment in the districts nontraditional training and employment programs.

Active recruitment activities include student-made promotional materials and commercials to run on our weekly video news program to increase awareness for nontraditional training programs. Additionally we will do outreach to our feeder schools to familiarize both students and staff about available programs. Our career and guidance counselor will be partially funded by Perkins to identify and recruit students for nontraditional training. This counselor will also run the "Women in Networking Program" to expose female students to nontraditional opportunities.

Evaluation

6.6 Describe how the district will review CTE programs, identify and adopt strategies to overcome

barriers that result in lower access or success for special populations. This should include programs that are designed to enable the special populations to meet the State adjusted levels of performance and activities to prepare special populations for high-skill, high wage or high demand occupations that will lead to self-sufficiency.

The district will maintain quality advisory committees to review CTE programs and identify ways to promote access for special populations. These committees will continue to help to keep our curriculum and materials up to date and relevant.

- 6.7** Describe how the district will use Perkins funds to independently evaluate and continuously improve the performance of the district's career and technical education program. Please list strategies for improving your performance measures. (Examples include: evaluation procedures demonstrating the occupational skills gained by students, teacher evaluations of staff development activities, and procedures used to demonstrate outcomes realized by students through improved technology).

Perkins funds will be used for work-site learning program in an effort to decrease our drop-out rate and directly place students in gainful employment. Funds will also be used to provide for a career counselor who will identify and recruit non-traditional students as well as maintain the "Women in Networking Program". Additionally, we will continue implementation of the Microsoft IT Academy and purchase materials to prepare students for certification. The use of Precision Exams will assess the gains of students in the classroom standards and will enable students to gain site certification of knowledge in the given areas.

Su

Page 7

PERKINS PERFORMANCE IMPROVEMENT PLAN

Please review the Perkins IV tab under the CTE application within EDS to determine whether or not your district failed to meet one or more of the Perkins Performance Indicators. If your district's performance is "below" for any measure, please provide the information requested below for each of these measures:

1S1 Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

1S2 Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

2S1 Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

- 3S1** Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

- 4S1** Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

- 5S1** Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

- 6S1** Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

6S2 Please provide a detailed description of **the specific action(s) the district will take in School Year 2016-17** to improve performance for this indicator (considering an analysis of the disaggregated data found in your local performance report).

Please indicate the individual(s) (including title) who will be responsible for ensuring the plan is implemented.

Authorized Representatives Signature Block	
Superintendent:	
Career and Technical Education Director/Administrator:	
Date printed copy was signed (MM/DD/YY):	
A printed and signed copy must be kept on file at the district and will be subject to review during Consolidated Program Reviews.	

Su

Page 8

Teacher 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 teachers. This will assist OSPI with communication, professional planning and trainings.

8.1 How many teachers in your district are teaching CTE courses? (Headcount *not* FTE) 15

Teacher information: Please identify all CTE instructors in your district.

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
Steve	Mahitka
Email: smahitka@sequim.k12.wa.us	

Certification #: 370006R

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Mark	Knudson
Email: mknudson@sequim.k12.wa.us	

Certification #: 445666A

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Michelle	Mahitka
Email: mmahitka@sequim.k12.wa.us	

Certification #: 423279R

Check program areas that the instructor is teaching under.

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

First Name	Last Name
James	Heintz

Email: jheintz@sequim.k12.wa.us

Certification #: 330009B

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Charles	Kleinberg
Email: ckleinberg@sequim.k12.wa.us	

Certification #: 431247F

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Caleb	Gentry
Email: cgentry@sequim.k12.wa.us	

Certification #: 402047E

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Christy	Ditlefsen
Email: cditlefsen@sequim.k12.wa.us	

Certification #: 372681G

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Justine	Wagner
Email: jwagner@sequim.k12.wa.us	

Certification #: 496168F

Check program areas that the instructor is teaching under.

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

First Name	Last Name
William	Seabolt
Email: wseabolt@sequim.k12.wa.us	

Certification #: 439113B

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Brad	Moore
Email: bmoore@sequim.k12.wa.us	

Certification #: 286051H

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Jon	Eekhoff
Email: jeekhoff@sequim.k12.wa.us	

Certification #: 317217H

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Carol	Wagner
Email: cwagner@sequim.k12.wa.us	

Certification #: 429267H

Check program areas that the instructor is teaching under.

Agricultural Education
 Skilled & Technical Sciences

Business & Marketing Education
 Family & Consumer Sciences
 STEM
 Health Sciences

First Name	Last Name
Kevin	Phillips
Email: kphillips@sequim.k12.wa.us	

Certification #: 448476B

Check program areas that the instructor is teaching under.

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

First Name	Last Name
Stuart	Marcy
Email: smarcy@sequim.k12.wa.us	

Certification #: 314179C

Check program areas that the instructor is teaching under.

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

Health Sciences

First Name	Last Name
Scott	Chichester
Email: schichester@sequim.k12.wa.us	

Certification #: 510228J

Check program areas that the instructor is teaching under.

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

8.2 Please identify counselors (career or other) funded out of Perkins.

Add Counselors

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
Mitzi	Sanders
Email: Mitzi@sequim.k12.wa.us	

Su

Page 9

Program(s) 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 where appropriate;
- The secondary program of study courses include employability standards where appropriate;
- The program of study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary;
- Completion of the secondary program of study prepares students for entry into the postsecondary program or apprenticeship;
- Program of study courses include appropriate state standards and industry skills standards, where applicable; and,
- Program(s) of study at the post secondary leads to an industry recognized credential; certificate or degree; or apprenticeship.

9.1 Describe how the district will offer career and technical education programs of study to students (and inform parents as appropriate) when planning for completing future coursework, for career and technical content areas Section 122(c)(1)(A)(i-iv):

Sequim High School offers a comprehensive counseling program. Beginning at the middle level, students participate in biweekly advisory where career planning and exploration is integrated. At the end of their eighth grade year when preparing to enter the high school students begin to develop their 5-year plan partnering with advisors and parents during student lead conferences. Additionally CTE classroom teachers and clubs reach out to middle school students and their families showcasing at the 8th grade parent/student night in the spring before entering high school. Once at the high school students and parents annually review and modify their five year plans during spring scheduling. At this time CTE instructors sponsor a CTE Informational Expose' and recruiting fair providing brochures highlight career paths. Additionally annual open houses and Junior and Senior Parent

Nights create partnerships between our counseling department and families. One on one our guidance counselors and our career counselor work with students individually throughout the year providing counseling and resources.

- 9.2** How will the district expand programs of study that bring together a sequence of career courses that start in high school and extend through college? Districts must describe how it will expand the use of POS and improve the transfer of credits earned in a student's POS.
(HSHW: (Goal 1, Objective 3, a-b))

We are targeting expansion of AP offerings based in the Career and Technical world. Future additions include Ap Computer Science and AP Economics. Additionally we will maintain our Tech Prep articulations with our local community college and are expanding to include more opportunities in the area of Child development. We are also the possibility of future articulations with other community colleges. We also are increasing the opportunities for students to complete certifications while in HS School such as Microsoft IT Academy and other Skills USA certifications.

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: Business Management and Administration

Pathway: Administration and Information Support

[Link To Pathways](#)

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

4-year Institution

Community College

Penninsula College

Technical School

Apprenticeship

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

If yes, please identify certification name. Adobe, CCNA, A+ Cert, MOS, Microsoft Office,

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

**High
School
Bldg.
Code
2471**