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The Development and Design of an Exit Program for High School Career Pathway Graduates

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THE DEVELOPMENT AND DESIGN OF AN EXIT PROGRAM FOR HIGH
SCHOOL CAREER PATHWAY GRADUATES.

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education
Administration

by
Christine Lynn Gruver

April, 2001

ABSTRACT

THE DEVELOPMENT AND DESIGN OF AN EXIT PROGRAM FOR HIGH SCHOOL CAREER PATHWAY GRADUATES

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This project is about a new concept; a program that will change the way we assess high school students. The purpose of this project was to design and implement an assessment portfolio process entitled "The Tiger Futures Program" for Ephrata High School in the state of Washington. The program was designed as a three-year pilot program beginning in the 2000-2001 school year and fully implemented by 2002-2003. At that time it will become a graduation requirement. The program involved career pathways, portfolios, and exit interviews. The results showed that the program followed state and district standards and requirements. It also provided opportunities for students to have hands on experiences related to future career and employment choices, take ownership and pride in their work, and work on speaking, writing, presenting, organizing, and evaluating skills. Recommendations for the 2001-2002 school year are discussed.

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CHAPTER I

BACKGROUND OF THE PROJECT

Introduction

Oliver Wendell Holmes stated, “The human mind, once stretched to a new idea, never goes back to its original dimensions” (“Quoteland.com: All The Right Words,” 2000).

This project is about a new concept; a program that will change the way we assess high school students. Standards are getting more rigorous and traditional tests can no longer be accepted as the only assessment tools. Students need to be presented with a variety of methods to demonstrate their abilities, including alternative assessments, such as portfolios and interviews. Spencer Johnson states in his #1 Bestseller book, Who Moved My Cheese? (1998) that change happens and is inevitable. Educators need to keep up with the “change” that goes on in our society.

Today’s schools, attempting to address alternative assessment methods, have opened the doors to some fascinating new projects and ideas. This particular plan centers on the “Tiger Futures Program” at Ephrata High School and the steps being taken to implement and integrate this alternative assessment program into the curriculum. The program will provide opportunities to enhance the teaching of teachers and the learning of students. It is a means of emphasizing student progression through high school and preparing for a future career. The program includes career pathways, portfolios, and a final exit interview.

There are numerous advantages of such a program. The most significant benefit: it helps shape students for their futures, whether that means going on to further schooling

or joining the nation's work force. The students focus on what they desire to do in the future and learn to take ownership of a portfolio. The program is also a method for students to share what they have learned, while granting them time to reflect on their projects and to see their development. It provides students an opportunity to express their own abilities, culture, and knowledge. A further aspect of this program is that it includes all students, no matter what their ability levels.

The "Tiger Futures Program" affords the school an opportunity to ascertain if the students are meeting the learner outcomes designed by teachers, students, parents, and community members. The school can also assess the programs' strengths and weaknesses to see if it is living up to the school's mission statement and beliefs. In addition, the program is designed to meet the guidelines of the Essential Academic Learner Requirements (EALRs), House Bill 1209, and the new Washington State graduation requirements scheduled to take effect in 2004.

The program will also impact the community for community members will have an occasion to observe how students have grown in four areas (intrapersonal, education, career, and community) from ninth to twelfth grade and to view what the students do in the classroom as well as outside the school. Portfolios are one means for the school to "showcase" students and their work.

Besides benefiting the school and community, local employers also benefit from the program. Local employers are looking for versatile and competent employees. Students, therefore, need fundamental employability skills upon graduating from high

school. Such skills are listed in the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) Report.

Purpose

The purpose of this project was to design and implement an assessment portfolio process entitled "The Tiger Futures Program" for Ephrata High School in the state of Washington. The program was designed as a three-year pilot program beginning in the 2000-2001 school year and fully implemented by 2002-2003. At that time it will become a graduation requirement.

Limitations

For the purpose of this project the following limitations are acknowledged.

1. Scope The project was designed specifically for implementation over a three year period at Ephrata High School in the state of Washington.
2. Participants Active participants in the project are limited to Ephrata High School students, school personnel, parents, and community members.
3. Research The literature and programs reviewed in chapter two were selective in nature and limited to research conducted within the last six years.
4. Curriculum The "Tiger Futures Program" was designed to incorporate and blend with the existing school curriculum, which is aligned with the state of Washington's EALRs.

Definitions

Significant terms used in the context of this study are defined as follows:

Career pathways: Occupational routes students can take to better prepare themselves for future employment opportunities based on their interests and aptitudes.

Portfolios: “A systematic and organized collection of evidence used by the teacher and student to monitor growth of the student’s knowledge, skills and attitudes” (Cole, Ryan, Kick, & Mathies, 2000).

Exit Interviews: A panel’s review of a student’s accomplishments over a four-year period of high school.

Essential Academic Learning Requirement Standards (EALRs): Benchmarks set by the State Academic Achievement and Accountability Commission for elementary, middle, and high school students in reading, writing, communication, math, science, social studies, arts, and health and fitness.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The literature review in this paper is based on a computer search using the Education Research Information Center (ERIC) and Proquest. Additional information was obtained from similar programs in schools across the Northwest. The literature review has been divided into individual sections, namely: career pathways, portfolios, exit interviews, material from a variety of schools, and a summary of the findings.

Career Pathways

The components of a career pathway program are:

- selecting a career
- exploring various jobs in that field
- involvement in school and community activities that relate to the career
- completing interest and aptitude tests.

Picking a career pathway during high school guides the students' transition from school to further education or employment. The students can see a correlation between life in school and life after school. "Students will be afforded the opportunities to select educational paths that further their basic skills and lead to a technical career or continued studies through higher education, refine communication and thinking skills, further their knowledge and ability to use technology, instill a sense of citizenship, and develop an appreciation of the arts" (The Teacher Center of Broome County, 1999).

Most schools have from five to nine pathways. Each pathway typically lists related courses and activities plus attributes of each career. These lists help the students

plan for a more focused education. Along with choosing a pathway, the students need to be exposed to an assortment of career materials, like videos and speakers. Besides reviewing career materials, it is beneficial for students to take tours of potential education sites as well as employment sites. Students also gain information through participating in career days or job shadows (“BHS On-Line,” 1998).

There are several purposes for having “career pathways.” It “integrates academic and vocational learning thus providing a contextual learning environment that supports students to achieve high academic standards” (Vermont Department of Education, 2000). Students obtain needed skills for entry-level positions and advanced education. Those abilities should help the students be successful upon entering any position or pursuing further education opportunities. Business partnerships are also heightened through the use of career pathways. “A career pathway strengthens educational reform by reinforcing standards for all students, competency based assessment, specific learning pedagogy, and school-to-work transition” (Vermont Department of Education, 2000).

Some models of career pathway programs include that of Issaquah School District in Issaquah, Washington, and Farmington School District in Farmington, Missouri. The staff at Issaquah High School created a career pathways program with five career paths. The students select a pathway, determine what they want to do after high school, and create a list of things to do to meet their goals. Students participate in job shadowing, mentoring, internships, class projects and other activities (Issaquah High annual report, 1996). The Farmington High School staff uses six career pathways. The students discuss their interests with counselors, teacher advisors, and parents, then choose a career

pathway. The students follow a menu that includes recommended courses (Hackmann & Waters, 1998).

Portfolios

A portfolio presents a synopsis of a student's progress over a period of time (Franco, 1997). It contains reflection, critical thinking, and skill performance (Arter, Spandel & Culham, 1995; Franco, 1997; Stone, 1998). The portfolio involves all students regardless of the skill levels they possess (Kearns, Kleinert & Kennedy, 1999; Murphy, 1997).

There are several entities to keep in mind when choosing to produce a portfolio program. Those entities include (a) the importance of having a clear idea of the reason for assigning students to compile portfolios, (b) the importance of establishing workable routines for managing the production, organization, and storage of the portfolios, and (c) the importance of giving students clear guidance about expectations for their portfolios (Lester & Lambdin, 1994). According to Davies (2000), once you have decided to create a portfolio program there are means to avert it from becoming a "painful" program:

- Keep the process simple.
- Maintain a clear purpose.
- Realize there is no one perfect method.
- Have students include more than just written work.
- Encourage students to reflect.
- Ensure students have involvement and ownership.

The portfolio program should have a checklist for students to monitor their own progress as well as providing teachers an effective method to evaluate the students (Parker, 1999).

Portfolios are “a means to an end, not an end in themselves” (Arter et al., 1995). The user must have a clear vision of what the “end” is. “The key to making portfolios work rests in adapting the portfolio to the varying age, as well as the motivational and ability levels of students” (Cole et al., 2000).

Portfolios may include many items, depending on the individual school and the prescribed purpose for the portfolio. Possible portfolio artifacts would be work samples, letters, sketches, drawings and paintings, snapshots, projects, videos, tapes, checklists, logs, tests/scores, computer work, unit work, collaborative projects and assessment from peers (Cole et al., 2000; Franco, 1997).

The benefits of portfolios definitely outweigh the problems. Students take ownership of what they are creating (Nidds & McGerald, 1997; Parsons, 1998). It is a means for schools to “monitor student progress” (Pond, Burdick, & Yamamoto, 1998). Students are more prepared for the job search process, while given time for reflection. “Providing students with an opportunity to continually self-assess allows them to become contributing members of our society. Through ongoing self-assessment, they will have the opportunity to fine tune and upgrade their skills to meet the unknown challenges of the technological revolution” (Pond et al., 1998). Most importantly, students feel enormous satisfaction and achievement upon completing the portfolios (Danielson & Abrutyn, 1997; Nidds et al., 1997).

There are additional advantages of portfolios. Portfolios pave the way for aligning curriculum as well as enhancing teaching and learning (Franco, 1997; Nidds et al., 1997). Using portfolios at the time of conferences allows parents a visualization of the students' work (Cole et al., 2000; Davies, 2000; Hoerr, 2000). Portfolios also fulfill the SCANS Skills requirements, a report covering skills that employers want their workers to possess. Areas in which people need to be competent include teamwork, communication skills, problem solving/critical thinking, and diversity, plus total quality and service orientation (Pond et al., 1998; Tippens, 1998). The portfolio satisfies one element of the Washington State graduation requirements set to begin in 2004, which calls for a high school educational plan including what the students expect to do the year following graduation (Gainer, 2000). A portfolio program can also (a) provide more detailed information on those aspects of student evaluation that are not readily measured by traditional methods, (b) reflect an individual's learning experiences (Davies, 2000), (c) encourage teachers to use a variety of ways to evaluate a student's learning and the teacher's instruction (Nidds et al., 1997), (d) document the student's learning and progress (Murphy, 1997; Parsons, 1998), (e) stimulate regular feedback on progress (Franco, 1997), (f) represent a student's strengths and areas to improve (Parsons, 1998), and (g) build an overall picture of a student's abilities through providing a collection of representative samples of that student's work (Franco, 1997).

According to Arter and others (1995), careful planning and organization is essential for the portfolio to be successful. Some areas to consider include:

- storage

- maintenance
- access
- ownership
- transportation
- cost
- language conflicts.

Decisions have to be made as to how and where portfolios will be stored. Storage could be file folders, binders, boxes, shelves or other means. Maintenance covers keeping track of items and retrieval (Hermans & Winters, 1994; Niguidula, 1997). Students should have access to their portfolios on a regular basis. This access will help with the upkeep of the portfolios. The portfolio is only as good as the students make it. Students must take ownership of their portfolios and use them to the fullest extent possible (Parsons, 1998). Transportation involves moving the portfolios between classes. The cost of portfolios takes into account staff training, development of tasks, and administration of the portfolio records (Hermans et al., 1994). All material should be available in languages that match the demographics of the school. Students of all languages need to be given an equal chance at creating a portfolio (Niguidula, 1997).

Another critical element of the portfolio is assessment. Without careful planning, this assessment can become a tremendous issue (Danielson et al., 1997; Niguidula, 1997). According to Arter, Spandel, and Culham (1995), there are four key issues to consider when assessing portfolios:

- 1) What is the extent to which there is need to “standardize” the portfolio process,

content, and performance criteria so that results are comparable?

- 2) Is it feasible to accurately and consistently assess student skills through portfolios?
- 3) How do we get teacher buy-in?
- 4) Will the conclusions we draw about students from their portfolios be valid?

Assessment does enable school personnel to (a) get a broader, more in-depth look at what students know and can do, (b) base assessment on more “authentic” work (c) have a supplement or alternative to report cards and standardized tests, and (d) have a better way to communicate student progress to parents (Arter et al., 1995).

It is wise to produce a rubric for teacher use when evaluating the portfolios (Danielson et al., 1997; Ediger, 2000; Franco, 1997; Nidds et al., 1997). Without a rubric, problems with assessment can encompass “time involved in scoring, lack of valid statistics, relative absence of reliability data in comparison with standardized tests, vagueness in reporting portfolio results, and the necessity of different criteria for different products” (Ediger, 2000). This rubric will make the portfolio evaluation process more accountable and support objective judgments (Ediger, 2000).

Along with establishing the parts of the portfolio, schools need to gain support for the program by involving parents and the community (Cole et al., 2000; Davies, 2000; Hoerr, 2000). There are several methods to get the parents and community involved in the program. One suggestion would be to have portfolio nights where everyone can view the students’ portfolios. Students and parents can see the progress over time, and the portfolios should be cumulative in nature and contain reflection on all pieces of work

(Arter et al., 1995; Hermans et al., 1994; Kearns et al., 1999). “Parental support of school programs is often increased when parents understand the learning goals established for their children” (Cole et al., 2000).

Other methods to increase involvement in the program might include: portfolio-based science fairs open to the community, electronic portfolio demonstrations to the school board, and portfolio displays at shopping malls, public buildings, and selected business sites (“Creating and using portfolios on the alphabet superhighway,” 2000; “Mt. Edgecumbe High School: digital learner portfolios,” 2000; Niguidula, 1997).

A recent development in portfolios is creating portfolios electronically. “Electronic portfolios are selective and purposeful collections of student work made available on the WWW” (“Creating and using portfolios on the alphabet superhighway,” 2000). This portfolio style can incorporate “varied media such as text, graphics, video and sound, going beyond just paper and pencil work” (“Creating and using portfolios on the alphabet superhighway,” 2000).

Some advantages of electronic portfolios include active learning, motivation, instruments of feedback, storage of multiple media, easy to upgrade, exhibit “benchmark” performance, and allow cross-referencing of student work. These benefits allow easier accessibility and transportation. Digital portfolios can make use of animation, voice-over explanations of areas of performance, and scanned images that show completed projects or products. It is necessary to keep in mind the technology available at school, hardware and software capabilities, and how people will view the portfolio (“Creating and using portfolios on the alphabet superhighway,” 2000; “Mt. Edgecumbe High School: digital

learner portfolios.” 2000; Niguidula, 1997). When forming the assessment piece of electronic portfolios, it is crucial to “establish a list of standards, competencies, and proficiencies against which all portfolios will be judged” (Wiedmer, 1998). Other items to keep in mind include the logistics for the electronic portfolio and the culture of the school and its students (Wiedmer, 1998).

Mt. Edgecumbe High School of Sitka, Alaska, has created a web site for “Digital Learner Portfolios” (“Mt. Edgecumbe High School: digital learner portfolios,” 2000). The site contains a section on portfolios: definition, considerations, requirements, and components. Additional information is available on resumes, publishing guidelines, publication approval forms, sample software, and student electronic portfolios. A key section in this web site is the Strategic Considerations for Electronic Portfolios. These considerations provide other schools with valuable tips on creating digital portfolios. The school received the 1999 Curriculum Administrator Web Site Award for its exceptional site (“Mt. Edgecumbe High School: digital learner portfolios,” 2000).

The Michigan Skills Task Force constructed the Employability Skills Portfolio (ESP). The students prepared for all possible jobs by producing a four-part portfolio: 1) Academic, Personal Management, and Teamwork; 2) a Parent Guide for developing a student portfolio; 3) a Portfolio Information Guide for Students and Teachers; and 4) an Employability Skills Summary Sheet for use in job interviews. “The basic premise of the profile is that learning is a lifelong process” (Stemmer, Brown, & Smith, 1992). The committee focused on three areas: creating standard definitions for a quality portfolio, identifying training and resource needs, and gaining input from the business community.

The students could participate in mock interviews, which involved employers from the community. These interviews allowed students to see what areas needed improvement plus they received tips from the employers (Stemmer et al., 1992).

Exit Interviews

Exit interviews are intended to review the growth of the student, plus how the student has prepared for the future. The student usually shares his/her portfolio with a panel consisting of staff, parents, and community members. The interview focuses on student accomplishments. The time frame is short (ten to twenty minutes), depending on the requirements set by the school district (Snyder, Lippincott & Bower, 1998). Some staff inform the students of the composition of the interview committee and some schools require students to attend other students' interviews to gain more information (Wolf & Dietz, 1998). The interviews are typically done in May (Clark et al., 1999).

When preparing for the interviews, there are certain items the school should keep in mind. The panel should contain people who will listen and give advice to help the students in future interviews. Asking open-ended questions (Georgi & Crowe (1998) "allows for plenty of expression" (McKinney, 2000). The more difficult questions should be asked towards the end of the interview so the student is more comfortable (McKinney, 2000).

There are definite benefits that come from conducting exit interviews. Students are more prepared for the job market by focusing on the skills needed for their future careers (Parsons, 1998). In addition, students receive immediate feedback to help them prepare for future interviews. Obviously students have to make a "genuine effort to

participate in the project” in order to receive a passing grade (Peters, 2000). The staff can assess whether the students have met the objects of the school (Wolf et al., 1998). It also satisfies the requirements of House Bill 1209, which outlines the four reform goals set by the Washington State Commission.

Another benefit of the exit interview is that it satisfies the new Washington State graduation requirements which affect the class of 2004. The students must complete a culminating project that demonstrates learning competencies and preparations specifically related to reform goals three and four. Goal three states “think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems” (Gainer, 2000). Goal four specifies the need to “understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities” (Gainer, 2000).

Despite the benefits, there are some frustrations with the exit interviews. The seniors may become stressed by the prospect, especially if it is a graduation requirement. They may be fearful of going before a panel and sharing about themselves. Parents also get frustrated, as the process may not be fully explained to them, creating undue worry. Thus it is imperative for the individual school to keep parents up to date on the steps of the program. It is a good idea to inform parents about the program when the students are freshmen and send yearly updates (Wolf et al., 1998).

Some districts have found the process worthwhile and have expanded the parameters of the interview to include other age groups and additional technology. At the Chicago Academy of Communications and Technology Charter School, for example,

students go through an exit interview at the end of eighth grade. The students are required to have samples of work for each class. The interview is typically two hours in length (Dizon, 2000). Also, Century High School in Santa Ana, California, has increased the exit interview program to include videoconferencing. The students get a choice of doing a “normal” interview or using a web site and conducting a videoconference. McLane High School in Fresno, California, provided a panel to interview the students through a videoconference. George and Marisol, two high school students who participated in the new format, felt this style of interviewing was more relaxing, not as terrifying as the face-to-face style (“Using videoconferencing and student websites for high school senior exit interviews,” 1997).

School Samples

Century High School in California started planning an exit interview program for seniors in 1993. The staff initiated the process by setting up “clearly defined standards and criteria for graduation” (Clark et al., 1999). The program was piloted in several classes during the 1995-1996 school year, with all seniors participating in the 1996-1997 school year. In 1997 the school received the Golden Bell Award from the California School Board Association for its exit interview program. The school does provide handouts in Spanish, as about 87% of the students are Latino (Clark et al., 1999). The program is a Senior English requirement, which involved 450 students in the 1999-2000 school year. The program was created to “assess whether students have mastered the expected schoolwide learning results” (Clark et al., 1999).

Starting in ninth grade the students select one assignment from each class per semester, which is the beginning of a four-year portfolio. The students complete a caption sheet for each assignment. The caption sheet includes an explanation of the activity, what the student learned, how the student will use the information, and what the student would change another time. For every course there are individual projects which might be included in the portfolio. The staff goes through several in-services to decide what should be addressed in each curriculum area for inclusion in the portfolio.

Other information within the program covers parents and the portfolio process. The program is explained to the parents twice, once in the fall and again in the spring. The completed portfolios are reviewed in early May allowing the students about two weeks to make changes before the interviews. The students have a portfolio content checklist to follow. The portfolio worksheet covers ten areas on which the students should focus, which includes the ability to: write effectively, demonstrate creative expression, analyze information, evaluate ideas, problem solve, use technology, contribute to community, career planning, connect work to postsecondary goals, and speak effectively.

The portfolio also includes information about career pathways. The school has five pathways: Arts, Communications, and Entertainment; Business and Marketing; Health Science; Human and Public Service; and Science and Technology. For each career pathway, the students are provided with information on graduation requirements, course options, possible career choices (entry level, technical level, and professional level), and extracurricular activities. The students are given questions to answer based on

each career pathway to ascertain if that is the pathway desired. The staff has gone one step farther and matched the career pathways with possible degrees at the Rancho Santiago Community College. The students share information about the chosen career pathway during the exit interview.

The students' interviews are conducted on two school days in May. The evaluation rubric used is based on the Expected Schoolwide Learning Results (ESLR's) and the SCANS Report. The panel members rate the students on the introduction (shakes hands, introduces him/her self, appearance), demeanor, explanation of work, speaking ability, communication, and response to questions about work and future plans. The panel consists of volunteers from the community: parents, business partners, local teacher education schools, and interested educators and other stakeholders. Each student has one community mentor and one faculty mentor. The student selects these two people and meets with them to prepare for the interview. The students have several guidelines to follow which include a mandatory dress code, guide for the interview (tips for the interview), and possible questions during the interview. Some interview questions are directed toward accomplishments, skills/capabilities, communication, pressures, abilities related to future plans, contributions to the school as well as possible future employment.

The work is not over after the interviews have been completed. Students who finish the program receive a certificate of completion and fill out survey forms to review the program and offer suggestions for possible changes. Participants on the interview panel also provide feedback through a survey. The school tallies the forms and meets to review the program and ascertain changes for the following year (Clark et al., 1999).

Lake Roosevelt High School in Grand Coulee, Washington, has had an exit interview program for several years ("Lake Roosevelt High School senior oral boards: color coding system," 2000). This graduation requirement program involves a senior project and paper; a Personally Responsible Excellence Portfolio (PREP) including files (resume, cover letter), academics (samples of projects), and future goals; a presentation; and a student educational evaluation. A full-time assistant begins recruiting for the interview panels by writing articles in the paper, making phone calls, and asking for help from parents of future senior students. The school had 67 students go through the program in the 1999-2000 school year.

The PREP portfolio includes a letter of introduction, resume, senior paper, community service project, writing samples, transcript, job application, and more. Each teacher also completes a core work competencies' form for each student. The form is included in the portfolio. The portfolios are reviewed ahead of time by the interview panel.

The panel receives an informational packet of the details for the interview. The packet has possible interview questions, explanation of the PREP files, evaluation forms, and a board member exit survey. The staff also conducts a brief meeting for the panels before the interviews. This meeting is to ask/answer questions and to review any critical portions of the interview. The panel receives information about each student as to which curriculum path he/she has followed. "Blue indicates a student that has taken the mainstream core curriculum. Yellow indicates a student that has received Resource Room or Academic Credit Retrieval Center services. Red indicates a student that has

received Home Hospital Instruction. Green indicates a foreign exchange student” (“Lake Roosevelt High School Senior Oral Boards: color coding system,” 2000).

The actual interview may last up to thirty minutes. The panel asks questions about the senior paper, community service project, assignments from various classes, and future plans. Additional areas covered include reflection questions, advice to future seniors, and possible changes in the program.

An evaluation form is completed by each panel member, and contains the areas mentioned above. Upon completing the interview, the staff totals the points and gives the student a certificate of completion if he/she qualifies.

There is time to call the student back to review the interview. At that time the panel provides valuable tips which will help the student for future interviews. The panel then completes a survey on the interview process and the staff discusses concerns. The staff makes changes in the process to prepare for the following year (“Lake Roosevelt High School senior oral boards: color coding system,” 2000).

The third school of focus is Thorp High School in Thorp, Washington (Thorp High School, 2000). The students start working in ninth grade creating a portfolio. The main objective of the program is to empower a graduating senior with the ability to be successful in life. This graduation requirement program, called LEASE, was started in 1998. LEASE stands for Life’s Essential Accomplishments as Student Entrepreneurs. Unlike the schools mentioned above, Thorp High School does not use a career pathways program.

The portfolios are split into four sections: self, education, career, and society.

The students incorporate information from job shadows and job interviews, done through the careers' class. The students follow a checklist requiring signatures upon completion of each item. Some of the required items include transcripts, school activity summary, resume, mock interview, real interview, job shadow, job applications, and letters of recommendation. Students must also understand how to complete a tax form, participate in community service activities, and know their social security numbers. The students save two pieces of work from each class. They fill out an assessment/evaluation sheet for each assignment that has the following information: class name, which House Bill 1209 goal it meets, which SCANS skills requirements it meets, information on how the skills have been demonstrated, and an honest evaluation of the assignment based on a 10-1 scale.

At the end of each year, all students do a presentation. This presentation is given at night to a community panel. During the demonstration, the students explain their future careers and education plans and also relate their work towards the SCANS Skills requirements and House Bill 1209. The productions are fifteen to thirty minutes in length. Volunteers from the audience are the evaluators and there are usually nine evaluators. Students are required to have some kind of presentation material, which may include a poster or PowerPoint presentation. The students are also required to bring their portfolios to the interview. All portfolios are displayed for the community to look at before and after the exhibition. The evaluation forms are reviewed and returned to the students.

With limited funding, the school staff worked hard to present their program for approval to the school board. The budget contained four areas: materials, furniture, teacher compensation, and public relations. Materials cover tests, surveys, binders, plastic inserts, tax forms, curriculum, program handouts, computer supplies. Furniture entails storage cabinets and storage files (with locks), and computers/printers. Teacher compensation involved planners and presenters, a staff retreat, teacher/parent meetings, school board presentations, related workshops, and phone time (plus parent contact). The final area, public relations, entails phone calling (Thorp High School, 2000).

Summary

The literature reviewed in chapter two supported the following items:

1. A career pathways program is recognized by portfolios and exit interviews. In order to have a successful program, the school needs to address the following items: technology, language barriers, assessment, transportation, funding, and storage.
2. Students may be better prepared for their future careers by reflecting on projects, creating work-related materials, and demonstrating competencies and skills to the community. The program meets the goals of the SCANS Skills requirements and House Bill 1209, as well as satisfying the new graduation requirements for Washington State, which take effect in 2004.
3. Each student chooses a career pathway and explores possible job opportunities. The students are encouraged to take course work related to their pathways, while being involved in school and community activities that will enhance skills needed for future employment.

4. A portfolio serves as documentation of the individual's activities and growth during the four years of high school. The format should be clearly stated with rubrics provided for assessment. One alternative of a hard copy portfolio would be to create an electronic portfolio.
5. Exit interviews involve senior students sharing about themselves and their skills to a panel consisting of representatives from the community, parents, and staff. The interview focuses on achievements made during the four years of high school. Some schools offer interviews via videoconferencing.

CHAPTER III

PROCEDURES OF THE PROJECT

The purpose of outlining the procedures for the “Tiger Futures Program” is to provide a step-by-step process of how to carry out such a program. It also summarizes the rationale, support, and assessment of the program.

Need for the Project

There are several reasons why Ephrata High School staff looked at establishing the “Tiger Futures Program.” They include:

1. A May, 2000 survey completed by staff, students, parents and community members indicated the need for students to more fully understand the connection between what they were learning in school and the business world. See Appendix D, School Improvement Plan Survey Results.
2. The “Tiger Futures Program” would satisfy many of the Ephrata High School desired student learner outcomes. See Appendix A, Desired Learner Outcomes.
3. The “Tiger Futures Program” would fulfill the new Washington State graduation requirement which includes a student five-year plan and a culminating project.
4. Students needed to have samples of their work for employment, college entrance, and scholarships.

Support for the Project

In 1998, the Ephrata School Board directed the high school to create a career pathways program. In 1999 – 2000 the high school received a School-to-Work grant. The grant was utilized to purchase materials for the “Tiger Futures Program” and to visit

schools who had exit interview programs already in place. The grant, which can be viewed in Appendix E and F, School-to-Work Grant 1999-2000 and School-to-Work Grant 2000-2001, was also used to publicize and create space to house the new program materials. An exit interview handbook was designed and made available in two languages (Spanish and English). Additional items required by the new program were obtained with monies from the Principal's budget. Future plans include the funding of a position to manage the new program in the 2001 – 2002 school year.

Development Process

The development process for the “Tiger Futures Program” was as follows:

1. Visitations were made to area schools who used an exit interview program.
2. Portfolio and exit interview handbooks were created.
3. A timeline of monthly portfolio activity periods was established. See Appendix H, Timeline for Tiger Futures Program.
4. Training was provided for the high school staff, district administrators, school board, associated student body, and community groups.
5. Students were initially introduced to the program in September, 2000.
6. Articles about the program were placed in the school and local paper.
7. A brochure describing the program was created and a display board for on-going community presentations. See Appendix G, Tiger Futures Program Brochure.
8. Letters to staff, parents, and community members were sent in February of 2001, asking for volunteers to conduct the exit interviews.

9. Senior students will be provided with a practice session to help prepare for the exit interviews (in the first year of the program the interviews will be optional).
10. Exit interviews for seniors will be conducted in May, 2001. Prior to the interviews, panels will meet with the co-chairs of the program to discuss the interview process and review any concerns.
11. The interview panel will complete an assessment form on the interview process.
12. Certificates will be distributed to the students who successfully complete the program.
13. Certificates of appreciation will be presented to members of the interview panels for their participation in the process.
14. The Tiger Futures Program competencies were matched up with the State Essential Academic Learning Requirement Standards. See Appendix B, Essential Academic Learner Requirement Standards.

Assessment/Evaluation

The program will involve the following assessment and evaluation practices.

1. Teachers will assign a grade for the portfolio work of students since work will be taking place during a regular class period. Students will be provided with a checkoff sheet to help keep track of assignments. See Appendix C, Portfolio Checklist.
2. Interview panels will utilize a rubric to evaluate each student's performance.
3. Each student will be assessed on the four areas that make up this portfolio namely: self, education, career and community involvement.

4. Additional items to be assessed include how well they have met the Ephrata High School desired student learner outcomes and future career plans.
5. Members of the interview panels are asked to provide feedback at the completion of individual interviews regarding the effectiveness of the process and for any recommended changes.

CHAPTER IV

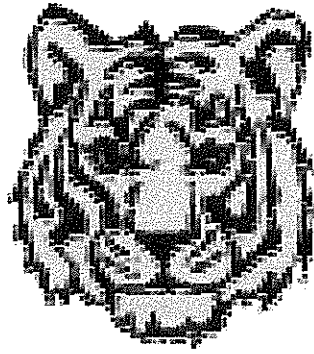
THE PROJECT

The purpose of the project was to design and implement an assessment portfolio process entitled “The Tiger Futures Program” for Ephrata High School in the state of Washington and is presented in the following pages of chapter four.

EPHRATA HIGH SCHOOL

TIGER FUTURES

PORTFOLIO HANDBOOK



FOR STUDENTS AND STAFF

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BACKGROUND

The Tiger Futures Portfolio and Exit Interview program started in 1995 with a committee of teachers creating the career pathways for our school. The pathways were completed in 1997. From 1997 – 1999 individuals worked on a portfolio that would fit our students' needs. The portfolio has since been revised to what it is today. The final piece of the program is the exit interview, which is starting next school year, 2001-2002. The completion of this program is crucial to prepare our students for their future careers and aligns with our school's mission statement and beliefs. For the 2000-2001 school year, the program will be pilot-based, as improvements will be made for future years. We will also be trying out an electronic version of the portfolio on a volunteer basis this year.

The program is a combination of student work and presentation skills. Students will leave Ephrata High School with a portfolio, focusing on four areas (self, education, community and school activities, and career), which demonstrates their knowledge and capabilities. Each month students will have the opportunity to work on their portfolios in the Tiger Futures Activity Period. Students will also reflect on their work once a quarter in each class. The students will sign off on the completion form after each activity is finished, as well as getting a teacher's signature. When the students are seniors, they will go one step farther and show the community what they have accomplished during their four years at the high school. The seniors will give their exit interviews in May, starting in 2002.

This program meets the guidelines under the Essential Academic Learning Requirements and the House Bill 1209. It is also used as an assessment tool to see whether students have mastered the objectives. The students are given time for reflecting on projects and assignments. Students will also see a relationship between what they are studying and their lives, which meets a goal from our self-study. Portfolios are being used to help plan your future, store important records, entrance to special classes or post high school education programs, job interviews, military careers, and career certification.

This packet will guide you through the portfolio process. It is divided into the following areas:

1. Portfolio Guidelines and Contents
2. Examples and Handouts

PORTFOLIO GUIDELINES

As you produce your portfolio, please follow these guidelines:

- All work should be neatly done and placed behind the appropriate divider.
- All materials must be typed or written in blue or black ink, double spaced, and written on only one side of each page.
- The items in the portfolio should represent you, not work of another person.

PORTFOLIO CONTENTS

The contents of your portfolio will vary depending on your year in school. Each requirement is explained below. You will have opportunity to work on certain sections during the Tiger Futures Activity Period. Other requirements will be completed on your own. The reflective forms will be filled out once a quarter in each of your classes. The portfolio contents are as follows:

Title Page: Contains a portfolio title, your name, and the date of your portfolio completion. Place the title page in the front of the portfolio. For more information, refer to the example in this packet.

SELF Section

*Place after the title page in the front of the portfolio.

1. *Autobiography:* This will be a letter introducing yourself to the people who read your portfolio. It must be in the proper business format. You will work on this in the Tiger Futures Activity Period. For more information, refer to the example in this packet.
2. *Social Security Card:* Place a copy in the portfolio (**optional item**).
3. *Immunization Records:* Place a copy in the portfolio (**optional item**).
4. *Birth Certificate:* Place a copy in the portfolio (**optional item**).
5. *Selective Service Form:* Place a copy in the portfolio (**optional item**).

EDUCATION Section

*Place under the education divider in the portfolio.

1. *Transcript:* Your senior year you will need to request a transcript from the office to place in the portfolio. All other grades include a copy of your report card in your portfolio.
2. *5 Year Plan Sheet:* This form is on the back of the career pathway packet. It is a way for you to keep up-to-date on what classes you have completed. You can also plan your classes for the four years of high school and career plans for after high school.
3. *Tiger Futures Assessment/Evaluation Sheet:* You complete this form once a quarter for each class (in class project). It is a way to reflect on what you have done and how the project or assignment applies to your future plans. Refer to the example in this packet.
4. *Collection of Major Projects:* Include in the portfolio examples, pictures and/or scanned images of the following: written reports, CAD, shop, music composition, brochures, advertisements, senior paper, multimedia presentations, web pages, etc.
5. *Scholarship Applications:* Place copies in the portfolio (**optional item**).
6. *First Aid & CPR Card:* Place a copy in the portfolio (**optional item**).
7. *Pesticides License:* Place a copy in the portfolio (**optional item**).

COMMUNITY AND SCHOOL ACTIVITIES Section

*Place under the community involvement divider in the portfolio.

1. *School, Work, and Extracurricular Awards/Certificates*: Include items such as “Most Improved”, “Employee of the Month”, and other awards/certificates.
2. *Collection of Class, Club, and Activity Pictures and Awards*: This includes chemistry labs, school newspaper, FFA, FBLA, Debate, Key Club, Math Team, Metals, Woodshop, Art, Leadership, etc.
3. *Community Service Activities*: Include newspaper clippings, certificates, or awards.
4. *Voter Registration Card*: Place a copy of card or application in the portfolio (**optional item**).
5. *Valid Driver's License and Proof of Insurance*: Place copies in the portfolio (**optional item**).
6. *Food Handler's Card*: Place a copy in the portfolio (**optional item**).

CAREER Section

*Place under the career pathways divider in the portfolio.

1. *Counseling Department Interests, Values, and Aptitude Surveys*: Include the results of surveys you complete that shows your learning styles, interests, and aptitudes.
2. *Job Application*: The form needs to be filled out in blue or black ink only. Any area that does not apply to you put NA. You will work on this in the Tiger Futures Activity Period. For more information, refer to the example in this packet.
3. *Cover Letter*: You will create a letter that explains your skills, what you know about the company you are applying to, and when and how the company can reach you. You will work on this in the Tiger Futures Activity Period. For more information, refer to the example in this packet.
4. *Resume*: This is a summary of yourself (personal data, education, employment, honors/awards, school and community activities, and references). You will work on this in the Tiger Futures Activity Period and in various classes at Ephrata High School. For more information, refer to the example in this packet.
5. *Letters of Recommendation*: You should have at least three letters from people who can write about your capabilities. Only one can be from a teacher.
6. *Personal Statement and Goal Paper*: You will respond to a series of questions about your future. You will work on this in the Tiger Futures Activity Period.
7. *Career Pathway Packet*: You will choose a career pathway, based on your interests and aptitudes. The pathway packet has information on what classes to take, what activities to be involved with, and what jobs are available for you depending on your education. Place the packet in your portfolio.
8. *Job Shadow Documentation and Thank You Letters*: Place a copy of your job shadow packet and thank you letters in the portfolio (**optional item**).
9. *Work Experience Evaluations*: Place a copy of your evaluation in the portfolio (**optional item**).
10. *Prepared Tax Form*: Place a copy in the portfolio (**optional item**).
11. *W-4 Form*: Place a copy in the portfolio (**optional item**).



TITLE PAGE EXAMPLE

TIGER FUTURES PORTFOLIO

NAME

May 20, 2000

AUTOBIOGRAPHY EXAMPLE

Your Street Address
City, State Zip Code
Date

Dear Community Members:

Paragraph One: Start with an introduction for the community members reviewing your portfolio. Give a brief background on yourself and family.

Paragraph Two: Focus on your educational background. That would include courses, specialized courses, and skills.

Paragraph Three: Write about your extracurricular activities, awards, and hobbies.

Paragraph Four: Include what you have gotten out of completing a portfolio. Explain how will use the portfolio for your future. You can also include a list of items that the members should review in your portfolio.

Paragraph Five: Close the letter by thanking the community members for reviewing your portfolio.

Sincerely,

Your Handwritten Name

Your Typed Name

TIGER FUTURES ASSESSMENT/EVALUATION SHEET

For school assignments and projects

Title of Assignment/Project: _____
Class and Teacher: _____

1. What makes this your best piece of work?
2. What was particularly important to you during the process of creating this assignment/project?
3. Record the skills you demonstrated in creating this assignment/project:

<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Arithmetic	<input type="checkbox"/> Creativity
<input type="checkbox"/> Communicating	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Making Decisions	<input type="checkbox"/> Team-work
<input type="checkbox"/> Organization	<input type="checkbox"/> Research	<input type="checkbox"/> Computer Skills	<input type="checkbox"/> Time outside of class
4. Describe how you demonstrated some of these skills in this work.
5. What would you improve if you were to do this assignment/project again?
6. Was your effort on this piece of work deserving of this grade you received from the teacher? Why or why not?

STUDENT SIGNATURE

DATE

TEACHER SIGNATURE

JOB APPLICATION TIPS

Listed below are some pointers that will help you when filling out a job application.

1. Fill out the application using blue or black ink only (a typed form is also acceptable).
2. Your writing should be neat and free of errors.
3. If you want to fill out the application at the job site, bring all necessary information with you, including addresses, phone numbers, and contact names.
4. If an item does not apply to you, write NA in the box.
5. Don't use nicknames on the application; use only full legal names.
6. The following items can be abbreviated on the application: street, avenue, road, and name of state.
7. For the high school location, list the city and state. The most recent school should be listed.
8. Under the "position" section, list at least one job you are interested in. You should not write anything in the box.
9. If there is enough room on the application, list courses or special subjects you have taken as well as school and community activities and volunteer work.
10. Review the application to make sure you have every box filled in.

COVER LETTER

When you send a potential employer your resume, you should also include a cover letter. The letter introduces you to the reader and allows you to include information that doesn't fit in your actual resume. In the cover letter you explain your purpose and qualifications. You can also elaborate on accomplishments and achievements. The letter should be free of typographical errors, misspellings, or grammatical errors. Follow the business letter format below.

Your Street Address
City, State Zip Code
Date

Name of recipient, Title
Company Name
Street Address
City, State Zip Code

Dear Mr./Mrs.:

First Paragraph: Tell why you are writing. Name the position you are applying for. Explain how you found out about the job (someone referred you or you saw an ad).

Second Paragraph: Summarize your qualifications. Tell the reader why you want to work for the organization and how your skills qualify you for the job. Ask the employer to refer to your enclosed resume.

Third Paragraph: Ask for an interview. Explain how you can be reached by phone.

Fourth Paragraph: Include a short statement of thanks for considering you.

Sincerely,

Your handwritten signature

Your typed name

Enclosure

SAMPLE COVER LETTER

August 30, 2000

Mr. Chris Jacobson, Personnel Manager
ABC Company

Dear Mr. Jacobson:

I am a high school senior attending Mary High School. I would very much like to apply for the position of computer technician, which I read about in your ad in Sunday's Mary Press.

I learned about ABC during a field trip to your company last spring, and discussed your company with Mrs. Lisa Smith, who spoke highly of your organization. My training at Mary High School in computer repair and maintenance has prepared me for this position. I have also gained experience as a student technician at the school. The enclosed resume gives the details of my training.

I feel that my qualifications meet your needs. I would like to schedule an interview. I can be reached at _____ after 2 p.m. daily.

Thank you for considering me for the position of computer technician. It would be an honor to work for such a fine company as ABC.

Sincerely,

Your handwritten Signature

Marcus T. Edwards

Enclosure

RESUME

A resume is a detailed list of your goals, education, employment, activities, and honors. It also can include your references. Follow the guidelines below.

Resume Guidelines

1. Must be typed or written in black or blue ink
2. Use correct spelling, grammar, and punctuation
3. Be brief, accurate, clear, and neat
4. Don't use personal pronouns (I, we, me, my)
5. Don't include personal data (race, religion, age)
6. Resume Tips:
 - A. Address: use complete address including zip code
 - B. Phone: include area code
 - C. Objective: list what kind of employment you are looking for
 - D. Education: list the most recent school first
 - E. Skills/Background: list classes you have taken, computer skills, other skills
 - F. Work experience: list the most recent job first, include description of job, dates when worked, as well as name of employer
 - G. Extracurricular Activities: this section is items you do outside of your classes
 - H. Achievements: list any awards or accomplishments
 - I. References: list people who can tell the employer about you
7. Refer to the example on the next page



RESUME EXAMPLE

BRAD T. DAILEY

OBJECTIVE

To obtain part-time employment working in an office.

EDUCATION

Mary High School, 1243 W. Maple, Mary, WA 99541, (832)760-4658
Will graduate June 2001

SKILLS/BACKGROUND

Word, Excel, Desktop Publishing, 50 wpm, Cash Register, Advanced Biology,
Physics, Calculus, Honors English, Spanish, A+ Certification

WORK EXPERIENCE

Computer Repairman April 1998 – present
Kraft Computers, Mary, Washington
Duties include customer service, computer repair, cashier.

Landscape Assistant March 1997 – October 1997
Landscape Professional, Mary, Washington
Duties included mowing lawns, spreading bark, planting trees/shrubs.

EXTRACURRICULAR ACTIVITIES

Select Choir, Tennis, Track, Key Club, FFA, Youth Group, National Honor
Society

ACHIEVEMENTS

Who's Who Among American High School Students, WIAA Scholar Athlete,
MHS Computer Repair Scholarship, Associated Student Body President

REFERENCES

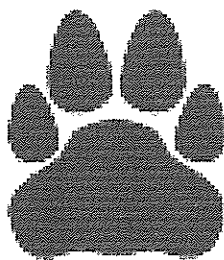
Available upon request

PERSONAL STATEMENT AND GOAL PAPER

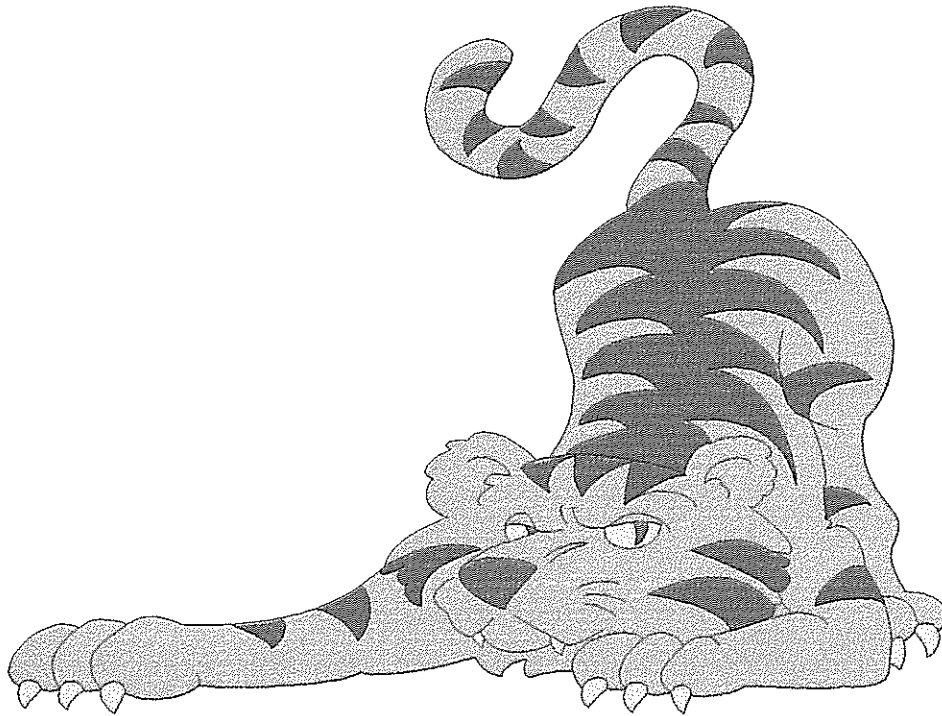
This is a one-page, double-spaced, 12 font paper that states your current goals for the future.

- What do you want to do for education beyond high school?
- What training do you want to specialize in?
- What kind of trade or work do you currently plan on entering?
- Will you enjoy doing this for 40+ years?
- Will it satisfy your emotional as well as financial needs?

These questions will guide you through your paper. This needs to be full of information, not full of words. Pay attention to spelling and sentence structure.



Ephrata High School



Exit Interview Guide

For Students and Interviewers

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Ephrata High School Senior Exit Interview

The Senior Exit Interview Goal and Intent

Each graduating senior of Ephrata High School is expected to demonstrate competence in reading, writing, listening, and speaking as required by the State of Washington's Academic Essential Learnings and the desired learner outcomes of Ephrata High School.

Senior exit interviews have been selected by Ephrata High School as one means by which students can demonstrate the skills of reading, writing, listening, and speaking. The interviews allow senior students an opportunity to reflect on four years of learnings and growth. The interview will also provide a vehicle through which they can reflect and connect their learning to post-secondary goals.

Students will demonstrate their skills in reading, writing, listening, and speaking by:

- presenting their portfolios
- answering questions
- conducting themselves appropriately in an interview situation

A panel comprised of teachers, parents and community Members will conduct and evaluate each student's interview.

Common Questions Asked By Students About Senior Exit Interviews

What is a Senior Exit Interview?

Your Senior Exit Interview is titled this way because it will serve as an exit to your four years of high school. The Senior Exit Interview will give you the opportunity to reflect on accomplishments throughout your high school career. Your Senior Exit Interview also allows you to share your future goals and expectations.

When and where will my Senior Exit Interview take place?

Senior Exit Interviews take place on the Ephrata High School campus in mid-May.

How long will my Senior Exit Interview last?

Senior Exit Interviews will be 20-30 minutes.

Who will attend my Senior Exit Interview?

Teachers, parents, and community members will make up the panel who will interview you during the Senior Exit Interview. The panel will consist of 5 to 10 members.

What should I bring to my Senior Exit Interview?

Your portfolio. You will also be required to have at least one visual/audio aid to help present your portfolio. Visual/audio aids for a presentation may include: posters,

powerpoint presentations, video tapes, personally designed web pages, self-created art, etc.

How will I use my portfolio during my Senior Exit Interview?

Your portfolio will serve as evidence that you have met the required communication, reading, and writing skills required by the State of Washington's Essential Academic Learnings. The portfolio should show members of the panel how you have used these skills to better yourself as a member of the community. Your portfolio should also give the panel members a clear understanding and explanation of work-based learning. Experiences such as: job shadowing, career mentorships, extra-curricular activities including school and community service should be addressed.

What will occur as I arrive for my Senior Exit Interview?

- You will be met at the door by a panelist.
- You should introduce yourself and shake hands with panelists.
- Begin by telling the panel something about yourself as a student and the purpose behind your Senior Exit Interview.
- Next it will be your responsibility to present your portfolio with the help of visual aids.
- This will be followed by a series of questions from the panelists.
- After questions are over you should thank the members of the panel for the opportunity to share about yourself.
- Panel members will complete your individual evaluation upon the conclusion of the interview.

How will I be evaluated during and after my exit interview?

In addition to panel evaluation immediately prior to your interview five or six members of the audience will be randomly selected and given rating forms. Rating and comments will address how you:

- introduced yourself
- stated clear direction of presentation
- described future goals
- explained accomplishments in the four areas of the Tiger Futures Program (education, self, career, and community)
- showed relationship between the high school Tiger Futures Program and future goals
- demonstrated knowledge of Essential Academic Learning Requirements (EALR's)
- used the portfolio during the interview
- used visual aids (readability, appropriateness, use in presentation)
- were in compliance with the dress code
- Used communication skills
- Used appropriate body language (eye contact, hand gestures, etc.)
- Spoke (clear, loud enough vocabulary)
- organized the presentation
- responded to questions
- ended and concluded the interview

Helpful Hints for a Successful Senior Exit Interview

Below are suggestions to help you in your Senior Exit Interviews. Although they are related to the Senior Exit Interviews, these same suggestions can be applied to any interview situation (i.e. College entrance interview, job interview). Consider the following when preparing for the interview.

1. Dress Right

Dressing appropriately for an interview is important. It demonstrates that you are neat, organized and concerned about your appearance. Females should not wear short skirts or large amounts of jewelry. Males should have a collar shirt that is tucked in. Making a good first impression is important.

2. Make Eye Contact

Eye contact with the interviewer shows that you are paying attention and that you care about what the interviewer is saying. Eye contact promotes good conversational engagement.

3. Speak in Complete sentences

Refrain from use of such phrases as “you know” and “umm,” etc. Pause briefly after each question to formulate the answer in your mind in complete sentences. Chewing gum while speaking is looked down on.

4. Know the Purpose of the Interview

Every interview has a different purpose and every interviewer will have different objectives. Knowing what information the interviewer expects from you will help you prepare for the interview.

5. Be Confident

Confidence in your abilities will show in your speech patterns, your dress and your body language. Speak clearly, dress professionally and sit/stand tall with confidence. These aspects of your performance will effect your overall effectiveness and evaluation.

Senior Exit Interview

Dress Code

The following standards are mandatory for senior exit interviews.

BOYS

- slacks
- ties
- collared shirt
- dress shirt: preferably long-sleeves
- dark colored shoes
- dark socks

GIRLS

- suit
- blouse and skirt (knee length or longer)
- dress (appropriate hem length)
- pant suit (same colored top and bottom)
- hose or pantyhose

AVOID THE FOLLOWING

- low neckline
- sleeveless clothing
- midriffs exposed
- facial jewelry
- denim (jeans)
- tennis shoes, sandals

Sample Questions Asked During Senior Exit Interviews

1. What were your biggest accomplishments during the past four years?
2. What new skills or capabilities have you developed during high school?
3. How often, and in what way, did you communicate with teachers, parents, and classmates?
4. What were your biggest pressures during high school? What would you advise upcoming graduates to do about dealing with pressure?
5. Of which piece of your portfolio are you the most proud?
6. What are your strongest abilities, and how would you relate them to your future goals?
7. What do you think could be your contribution to Ephrata or any future employment?
8. How will you determine if you can handle a specific job?
9. When will you consider yourself successful?
10. Why would somebody hire you as a part of their business, school or community?
11. Is there any part of your portfolio, etc. that you would change?
12. What kind of work experience have you had?

TIGER FUTURES EXIT INTERVIEW

Evaluator: Please place check marks in the appropriate boxes for each statement.
There is room for your comments under each statement.

Student's Name _____

Proficiency Levels	Highly Proficient	Proficient	Moderately Proficient	Not Proficient
Introduction of self <u>Comments:</u> 				
States clear direction of presentation <u>Comments:</u> 				
Describe future goals <u>Comments:</u> 				
Explain accomplishments in four areas of program (education, self, career, and community) <u>Comments:</u> 				
Shows relationship between high school program and future goals <u>Comments:</u> 				
Demonstrates knowledge of Essential Academic Learning Requirements (EALR's) <u>Comments:</u> 				

Use of portfolio in interview <u>Comments:</u>				
Visual aids (readability, appropriateness, use in presentation) <u>Comments:</u>				
Suitable appearance (follows dress code) <u>Comments:</u>				
Communication skills <u>Comments:</u>				
Appropriate body language (eye contact, hand gestures, etc.) <u>Comments:</u>				
Voice (clear, loud enough) <u>Comments:</u>				
Organization of presentation <u>Comments:</u>				
Responses to questions <u>Comments:</u>				



PARTICIPATION AWARD

This Award is Presented to

In Recognition of Successfully Completing the

TIGER FUTURES PROGRAM

This _____ day of _____ in the year _____.

Tiger Futures Chair

Principal

Ephrata High School Senior Exit Interview

The Senior Exit Interview Goal and Intent

Each graduating senior of Ephrata High School is expected to demonstrate competence in reading, writing, listening, and speaking as required by the State of Washington's Academic Essential Learnings and the desired learner outcomes of Ephrata High School.

Senior exit interviews have been selected by Ephrata High School as one means by which students can demonstrate the skills of reading, writing, listening, and speaking. The interviews allow senior students an opportunity to reflect on four years of learnings and growth. The interview will also provide a vehicle through which they can reflect and connect their learning to post-secondary goals.

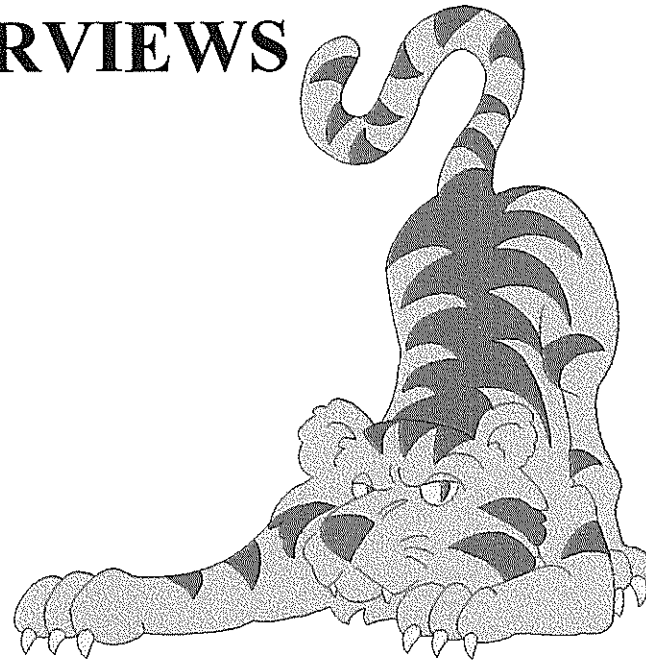
Students will demonstrate their skills in reading, writing, listening, and speaking by:

- presenting their portfolios
- answering questions
- conducting themselves appropriately in an interview situation

A panel comprised of teachers, parents and community members will conduct and evaluate each student's interview.

**EPHRATA HIGH SCHOOL
TIGER FUTURES PROGRAM
EXIT INTERVIEWS**

**Day, May ___, 2001
(Brief Orientation at 6:30 p.m.)
at Ephrata High School
333 4th Avenue NW
Ephrata, WA 98823**



**Contact Christine Gruver or Mikki Johns at
before May 1, 2001 if you would like to serve on the
interview panel. Thank you!**

Ephrata High School

333 4th Ave. NW, Ephrata, Washington 98823

Telephone: (509) 754-5285

Fax Number: (509) 754-4993

Gary Carlton, Principal
John Kinnard, Vice Principal
Michele Webb, Athletic Director

Meredith Nicholls, Counselor
Mike Huebner, Counselor
Bob Jamison, Vocational Director

March 13, 2001

Dear _____:

Ephrata High School will be conducting its Senior Exit Interviews in late May, 2001. This interview provides a tool for students and the community to assess whether students have mastered the State of Washington's Academic Essential Learnings and the desired learner outcomes of the school. The interview gives the seniors the opportunity to reflect on four years of learning and growth and to connect their work to post-secondary goals. Students will demonstrate what they know and are able to do by presenting their portfolios to a committee including teachers, parents, and other community members.

We would like to extend an invitation to you to participate on an interview panel. Interviews will be conducted from 7 – 9 p.m. at Ephrata High School on May __, 2001. If you are able to assist us in this process, please contact Christine Gruver or Mikki Johns at _____ before May 1, 2001. We look forward to hearing from you.

Sincerely,

Christine Gruver,
Tiger Futures Co-Chair

Mikki Johns,
Tiger Futures Co-Chair

Ephrata High School

333 4th Ave. NW, Ephrata, Washington 98823

Telephone: (509) 754-5285

Fax Number: (509) 754-4993

Gary Carlton, Principal
John Kinnard, Vice Principal
Michele Webb, Athletic Director

Meredith Nicholls, Counselor
Mike Huebner, Counselor
Bob Jamison, Vocational Director

March 13, 2001

Dear ____:

Thank you for volunteering to be a panel member for the Ephrata High School Tiger Futures Exit Interviews. The pertinent information is listed below for you.

You have been assigned room # _____. Please arrive at 6:30 p.m. for a brief orientation meeting for all panelists. You will be interviewing ___ students from 7 – 9 p.m.

Please review the enclosed guidelines for the exit interview. You will be asked to complete an evaluation form based on the student's interview. Time will be given to go over the interview with the student at the end of the interview.

Again, thank you for your willingness to be a part of the interview panels. We hope you will become just as excited as we are about this new program and its impact on the students.

Sincerely,

Christine Gruver,
Tiger Futures Co-Chair

Mikki Johns,
Tiger Futures Co-Chair

**EPHRATA HIGH SCHOOL TIGER FUTURES PROGRAM
EXIT INTERVIEW DAY
GUIDELINES FOR INTERVIEWERS**

Thank you for investing your time in the Tiger Futures Exit Interview Day. Through interviews the students will demonstrate competence in reading, writing, listening, and speaking. The interviews involve student portfolios, senior papers, and post-secondary plans. You will be asked to evaluate the above items through your observation the interviews. The evaluation forms are included in your packet.

The interviews will take place May __, 2001 from 7 – 9 p.m. The orientation meeting is set for 6:30 p.m.

BEFORE THE INTERVIEW

- Choose one panelist to act as the facilitator.
- Choose one panelist to be the timekeeper.

INTRODUCTIONS

- The facilitator meets the student at the door.
- Welcome the student and introduce yourself.
- Emphasize the purpose of the Exit Interview.

INTERVIEWS

- Have the student start his/her interview by telling about his/her self.
- Make sure each panelist fills out the top of the evaluation form with the student name.
- Coach the student when necessary to encourage him/her to elaborate or to ask questions.
- Throughout the presentation, when appropriate, respond with positive comments and praise.
- Look for evidence of insight, creativity/originality, completion of assignment, effectiveness of paper/project, neatness/appearance, evidence of teamwork.
- Refer to the possible questions page for questions to ask the student.
- At the conclusion of the interview, the student will leave the room for a few minutes so the panelists can discuss the interview. Ask the student back in the room and review with him/her the interview.
- Gather the evaluation forms and turn them in to a staff member.

There will be five to ten members on the interview panel. Please notify a staff member if someone hasn't shown up. Please feel free to ask any questions before the start of the interview so you are prepared.

On the evaluation form please make positive comments or use constructive criticism. The students will receive the forms after staff have reviewed them. Thank you again for your participation in this exciting event.

TIGER FUTURES EXIT INTERVIEW

Evaluator: Please place check marks in the appropriate boxes for each statement.
There is room for your comments under each statement.

Student's Name _____

Proficiency Levels	Highly Proficient	Proficient	Moderately Proficient	Not Proficient
Introduction of self <u>Comments:</u> 				
States clear direction of presentation <u>Comments:</u> 				
Describe future goals <u>Comments:</u> 				
Explain accomplishments in four areas of program (education, self, career, and community) <u>Comments:</u> 				
Shows relationship between high school program and future goals <u>Comments:</u> 				
Demonstrates knowledge of Essential Academic Learning Requirements (EALR's) <u>Comments:</u> 				

Use of portfolio in interview <u>Comments:</u>				
Visual aids (readability, appropriateness, use in presentation) <u>Comments:</u>				
Suitable appearance (follows dress code) <u>Comments:</u>				
Communication skills <u>Comments:</u>				
Appropriate body language (eye contact, hand gestures, etc.) <u>Comments:</u>				
Voice (clear, loud enough) <u>Comments:</u>				
Organization of presentation <u>Comments:</u>				
Responses to questions <u>Comments:</u>				

**EPHRATA HIGH SCHOOL
TIGER FUTURES
EXIT INTERVIEW SURVEY**

Dear Panel Member:

Thank you for volunteering your time to assist the 2001 senior class of Ephrata High School. Your participation in the exit interview process was essential to the success of the Tiger Futures Program. Since this is our pilot year, we would like to know of ways we can make the program run more smoothly for following years. Please respond to the following items:

- | | | |
|--|-----|----|
| 1. The setting was appropriate and adequate: | Yes | No |
| 2. The orientation meeting prepared you satisfactorily for the interview | Yes | No |
| 3. The list of suggested questions was beneficial. | Yes | No |
| 4. The student evaluation form was adequate. | Yes | No |
| 5. The given time for the interview was appropriate. | Yes | No |

If you answered "no" to any of the above statements, please write your suggestions below. Please include any other comments you have about the program that would be beneficial for future exit interviews.

Please return this survey to one of the Tiger Futures Chairs on your way out. You can also mail the form to the high school (333 4th Avenue NW, Ephrata, WA 98823) in care of Christine Gruver or Mikki Johns.



APPRECIATION AWARD

This Award is Presented to

In Recognition of being a panelist for the

TIGER FUTURES PROGRAM

This _____ day of _____ in the year _____.

Tiger Futures Chair

Principal

CHAPTER V

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this project was to design and implement an assessment portfolio process entitled “The Tiger Futures Program” for Ephrata High School in the state of Washington.

Specifically the project focused on the development of the “Tiger Futures Program” and its preparation for implementation in the form of a pilot program in the 2000-01 school year. Ephrata High School students were introduced to the portfolio piece of the program in the fall of 2000 and exit interview conducted in May 2001.

Conclusions

Conclusions reached as a result of this project were:

1. The “Tiger Future Program” reflects state and district standards and requirements.
2. The “Tiger Futures Program” provides opportunities for students to utilize: creative, speaking, writing, presenting, organizing and evaluating skills.
3. The “Tiger Futures Program” with the development of portfolios encourages all students to be involved and to take ownership and pride in this work.
4. The “Tiger Futures Program” provides opportunity for students to ask questions, reflect and to have hands on experiences related to future career and employment choices.

5. The "Tiger Futures Program" has been received well and supported by the School Board and community as evidenced by their involvement with exit interviews and the use of portfolios during employment interviews.

Recommendations

As a result of this project, the following recommendations are suggested:

1. A specific process needs to be established which orientates all new students to the "Tiger Futures Program." The orientation should explain the goals, expectancies and present students with the framework for portfolio development, reviews and exit interview, which have been developed.
2. More "buy in" by teachers and active involvement needs to be addressed and encouraged.
3. A number of areas require attention and co-ordination:
 - specific adaptations to the program for special needs students.
 - how to effectively incorporate students involved in Running Start, Diversified Occupations and Directed Study.
 - bus scheduling for the 3:00 p.m. once a month designated time to work on portfolios.
 - the development of a school-wide point value system for individual pieces of work within the portfolio.
4. Additional career counseling needs to be encouraged in all classrooms.
5. More time be assigned school-wide for students and staff to work on portfolios and the preparation of for exit interviews.

6. Continual assessment and refinement of the “Tiger Futures Program” be undertaken by Ephrata High School.

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APPENDICES

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APPENDIX A:

**DESIRED LEARNER
OUTCOMES**

APPENDIX A

DESIRED LEARNER OUTCOMES

In order to graduate from Ephrata High School, students will. . . .

Academically

. . . demonstrate proficiency in core academic subjects (the humanities, mathematics, and science) by meeting the district's adopted graduation requirements.

. . . think logically, analytically, and creatively to form reasoned judgments and become effective problem-solvers.

Vocationally

. . . have successfully completed coursework focused upon employment skills such as team work, goal-setting, problem-solving, communications, and learning new skills (i.e. industrial arts, business, fine arts, home and family life courses as well as standard academic coursework).

. . . demonstrate a positive work ethic.

Personally

. . . demonstrate reading, writing, speaking and presentation skills in order to explain personal plans and visions for post-high school training, work or education.

. . . be conscientious citizens who serve in the community.

Socially

. . . demonstrate an understanding, acceptance, and respect for the diversity among people without compromising personal beliefs or values.

. . . explain citizenship at the local, state, national and global levels and describe his or her own personal experience within that community.

APPENDIX B:

**ESSENTIAL ACADEMIC
LEARNER
REQUIREMENT
STANDARDS**

APPENDIX B

WASHINGTON STATE
ESSENTIAL ACADEMIC LEARNING REQUIREMENT STANDARDS

Accomplished By Completing Portfolio And Senior Exit Interview

At Ephrata High School it is our goal to keep a clear focus on the Washington State Essential Academic Learnings. Many aspects of the project require students to meet specific benchmarks in the execution of this activity. In the process of establishing a quality portfolio and completing the senior exit interview students, for example, will show successful completion of individual academic disciplines.

The following pages will focus on how completing the portfolio and senior exit interview matches the essential academic learnings from the state.

Reading1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

- 1.1 use word recognition and word meaning skills to read and comprehend text
- 1.2 build vocabulary through reading
- 1.3 read fluently, adjusting reading for purposes and material
- 1.4 use features of non-fiction text and computer software

2. The student understands the meaning of what is read.

To meet this standard, the student will:

- 2.1 comprehend important ideas and details
- 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

3. The student reads different materials for a variety of purposes.

To meet this standard, the student will:

- 3.1 read to learn new information
- 3.2 read to perform a task
- 3.3 read for career applications

Ephrata High School students will meet these standards by completing the following in their portfolio and senior exit interview:

- 1. following handbook instructions
- 2. reading material to audience at their senior exit interview
- 3. reading and understanding Aptitude/Interest tests
- 4. understanding what is being asked of them on a job application
- 5. comprehension of the Career Pathway packet
- 6. using website to complete portfolio

7. reading directions on how to scan a document
8. interpreting a tax form
9. completing Food Handler's test and Washington State Driving test
10. completing Tiger Future Reflection Sheet/Evaluation
11. organization of portfolio in a 4-year span
12. reading community evaluation form from exit interview
13. understanding scholarship applications

Writing

1. The student writes clearly and effectively.

To meet this standard, the student will:

- 1.1 develop concept and design
- 1.2 use style appropriate to the audience and purpose
- 1.3 apply writing conventions

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

- 2.1 write for different audiences
- 2.2 write for different purposes
- 2.3 write in a variety of forms
- 2.4 write for career applications

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

- 3.1 pre-write
- 3.2 draft
- 3.3 revise
- 3.4 edit
- 3.5 publish

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

- 4.1 assess own strengths and needs for improvement
- 4.2 seek and offer feedback

Ephrata High School students will meet these standards by completing the following in their portfolio and senior exit interview.

1. creating a title page for portfolio
2. developing an autobiography about student's background
3. filling out job application
4. typing out a standard cover letter
5. completing a personal resume
6. identifying and writing a personal statement and goal paper
7. completing community service forms in portfolio correctly

8. finalizing Tiger Future Reflection Sheets for each assignment to put in portfolio
9. filling out scholarship application
10. filling out a Tax form and W-4 form correctly
11. writing out 4-year plan sheet of classes taken in high school
12. writing a speech given to the community for exit interview
13. designing visual aids for exit interview presentation
14. filling out exit interview survey/evaluation
15. activity period projects completed throughout the school year

Communication

2. The student communicates ideas clearly and effectively.

To meet this standard, the student will:

- 2.1 communicate clearly to a range of audiences for different purposes
- 2.2 develop content and ideas
- 2.3 use effective delivery
- 2.4 use effective language and style
- 2.5 effectively use action, sound, and/or images to support presentations

3. The student uses communication strategies and skills to work effectively with others.

To meet this standard, the student will:

- 3.1 use language to interact effectively and responsibly with others

4. The student analyzes and evaluates the effectiveness of formal and informal communication.

To meet this standard, the student will:

- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback
- 4.3 analyze how communication is used in career settings

Ephrata High School students will meet these standards by completing the following in their portfolio and senior exit interview.

1. delivering a clear speech in the senior exit interview presentation
2. explaining visual aids in presentation
3. asking for your high school transcripts
4. communicating knowledge in First Aid and CPR classes
5. signing up for voter's registration and Selective Services for those who are 18 years old
6. locating Social Security card, birth certificate, immunization records
7. expressing accomplishments to community in portfolio
8. asking for letters of recommendation
9. participating in a job shadow experience
10. expressing future goals to community member in the exit interview
11. communicating with community members, staff and school board on strengths given in exit interview

APPENDIX C:
PORTFOLIO CHECKLIST

APPENDIX C TIGER FUTURES PORTFOLIO CHECKLIST

The following are sections that will be completed by you during the course of your high school career. Each section must be a complete and professional representation of yourself. Your portfolio will highlight the courses, activities, work, and club experiences you have been involved in that have helped prepare you for careers that exist in your chosen career path.

-
- _____ Counseling Department Interest, Values, and Aptitude Surveys (CDM, ASVAB)
 - _____ Job Application
 - _____ Cover Letter
 - _____ Resume
 - _____ Letter of Recommendation (minimum of 3)
 - _____ Personal Statement and Goal Paper
 - _____ Career Pathway packet
 - _____ Autobiography (letter of introduction)
 - _____ Transcript (Senior year only, other grades provide copies of report cards)
 - _____ 5 Year Plan Sheet
 - _____ School, Work, and Extracurricular Awards/Certificates (“Most Improved”, “Employee of the Month”, and other awards/certificates)
 - _____ Tiger Futures Assessment/Evaluation Sheet (2 samples for 7 classes)
 - _____ Collection of Major Projects (includes examples, pictures, and/or scanned images of the following: written reports, CAD, shop, music composition, brochures, advertisements, senior paper, multimedia presentations, web pages, etc.)
 - _____ Collection of Class, Club, and Activity Pictures and Awards (Chemistry labs, School Newspaper, FFA, FBLA, Debate, Key Club, Math Team, Metals, Woodshop, Art, Leadership, etc.)
 - _____ Community Service Activities (newspaper clippings, certificates or awards)

Optional Items:

- _____ Job Shadow Documentation and Thank You Letters
 - _____ Work Experience Evaluations
 - _____ Scholarship Applications (WAVE, Paul Lauzier, etc.)
 - _____ Social Security Card
 - _____ Immunization Records
 - _____ Birth Certificate
 - _____ Valid Driver’s License & Proof of Insurance
 - _____ Food Handler’s Card
 - _____ First Aid & CPR Card
 - _____ Prepared Tax Form
 - _____ Pesticides License
 - _____ W-4 Form
 - _____ Selective Service Form
 - _____ Voter Registration
- | Tiger Reflections | |
|--------------------------|----------------------|
| <u>Sem. 1</u> | <u>Sem. 2</u> |
| 1 st | _____ |
| 2 nd | _____ |
| 3 rd | _____ |
| 4 th | _____ |
| 5 th | _____ |
| 6 th | _____ |
| 7 th | _____ |

APPENDIX D:

SCHOOL IMPROVEMENT PLAN SURVEY RESULTS

APPENDIX D
School Improvement Plan Survey Results

Survey Numbers	Student	Parent	Community	Teacher
Number of Surveys Sent	675	375	73	64
Number of Surveys Received	617	94	47	51

*5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), 1 (Strongly Disagree)

Quality of the Instructional Program	Student	Parent	Community	Teacher
In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	4.03	3.89	3.84	4.31
The school's facilities are adequate to support the instructional program (classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).	3.72	3.77	3.57	3.63
Our school is doing a good job in Fine Arts (music, visual arts, dance, drama).	NA	4.12	NA	4.63
The educational program offered to students is of high quality.	3.41	3.55	3.79	3.96
Students see a relationship between what they are studying and their lives.	2.83	3.02	3.28	3.25
Our school is doing a good job of helping students understand their moral and ethical responsibilities.	NA	2.92	3.34	3.12
Our school is doing a good job in Health Education.	NA	3.58	NA	2.76
Total Average	3.41	3.5	3.63	3.79

Support for Student Learning	Student	Parent	Community	Teacher
The transportation to and from school meet the needs of students.	NA	3.99	3.84	NA
The needs of children with physical and mental disabilities are appropriately met by the school.	NA	3.87	4	4.08
Teachers hold high expectations for student learning.	3.54	3.41	3.53	3.69
School counselors give students the help they need in planning a vocation/career.	3.26	2.83	NA	2.98
Students are motivated to do their best work.	2.83	3.06	3.44	2.88
Total Average	3.25	3.33	3.64	3.42

School Climate/Environment for Learning	Student	Parent	Community	Teacher
This school provides a clean and pleasant environment for learning.	NA	3.99	NA	4.16
Our school provides students and teachers with a safe and orderly environment for learning.	3.84	3.9	4.07	4.04
There is not a significant problem with substance abuse (drug and/or alcohol problems) among the students of this school.	2.36	2.43	3.08	2.48
Cheating occurs infrequently in our school.	2.66	2.86	NA	2.85
Total Average	3.2	3.47	3.69	3.53

	Student	Parent	Community	Teacher
Total Averages	3.33	3.46	3.66	3.57

APPENDIX E:


**SCHOOL-TO-WORK
GRANT 1999-2000**

APPENDIX E

School-to-Work Grant 1999-2000

The Sun Belt Consortium, consisting of seven area school districts, received a School-to-Work grant during the 1999-2000 school year. The director for the grant was Kathy Proctor from Lake Roosevelt High School. The grant was funded by Washington State Department of Education. The grant was written in collaboration with vocational directors from Coulee Dam, Moses Lake, Wilson Creek, Ephrata, Quincy, Othello, and Warden.

Part of this grant was used to further the "Tiger Futures Program." Visitations were made to several schools in Washington State to review exit interview programs. Materials were purchased to create shelves for the portfolios. Other supplies included binders and paper.

	OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION Secondary Education and Career Preparation Old Capitol Building PO BOX 47200 Olympia, WA 98504-7200 (360) 753-2000 TDD (360) 864-3021			ESO 171	CO 13	DIST 161
	School-to-Work Transition Projects REQUEST FOR PROPOSALS 1999-2000 COMPETITIVE GRANT APPLICATION ROUND IV					

FACE PAGE

SECTION I GENERAL INFORMATION

SCHOOL DISTRICT ACTING AS FISCAL AGENT Coulee Dam School District	PROJECT DIRECTOR Kathy Proctor	
ADDRESS 110 Stevens Coulee Dam, WA 99116	PROJECT DIRECTOR ADDRESS Lake Roosevelt High School 500 Civic Way Coulee Dam, WA 99116	
Total Grant Request \$ <u>196,960.00</u>	TELEPHONE NUMBER	FAX
E-MAIL		

SECTION II ABSTRACT

<p>The Sun Belt Consortium is eager to expand its efforts as a consortium and implement a comprehensive School-to-Career Program, K-12. Our chief goal will involve intensive awareness programs for students, parents, community, and staff members at all grade levels. It is critical that both staff development and community education occurs to make this a reality. We must build a network among our schools and among our communities to assist this effort. Our partnership will put into practice consortia-wide STW activities in the area of student portfolios and standardized pathways. Because of the geographical distances, our consortium agrees that it will pilot STW projects in individual schools that can then be replicated in other schools. Some school districts already have successful STW activities and curriculum that can be shared. We must implement "best practice" programs and "train the trainer" models in our remote area in order that we can create our own pool of experts. The activities mentioned in the grant were determined by consensus of the school districts in the Sun Belt Consortium.</p>
Districts in consortia: Coulee Dam, Moses Lake, Wilson Creek, Ephrata, Quincy, Othello, Warden
Community and technical colleges in consortia: Big Bend Community College
Consortia title: Sun Belt Consortia

Completed applications must be received no later than 5 p.m., Monday, September 27, 1999.

Return to: Jill teVelde
 School-to-Work Transition
 Office of Superintendent of Public Instruction
 Old Capitol Building
 PO BOX 47200
 OLYMPIA WA 98504-7200

APPENDIX F:

**SCHOOL-TO-WORK
GRANT 2000-2001**

APPENDIX F

School-to-Work Grant 2000-2001

The Sun Belt Consortium received another School-to-Work grant for the 2000-2001 school year. Kathy Proctor from Lake Roosevelt High School was the director for the grant, with collaborative effort by the vocational directors from Coulee Dam, Moses Lake, Wilson Creek, Ephrata, Quincy, Othello, and Warden. Christine Gruver was responsible for writing Ephrata School District's portion of the grant. Ephrata received approximately \$6000 from this grant. The grant was once again funded by Washington State Department of Education.

Items purchased for the "Tiger Futures Program" from this grant included bigger binders, printing of brochures and handbooks, the purchase of a bulletin board and career posters, and Spanish translation of materials. Additional money was used for the management of the program.

Wahluke



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Secondary Education and Career Preparation
Old Capitol Building
PO BOX 47200
Olympia, WA 98504-7200
(360) 753-1066 TTY (360) 664-3631

ECS	CG	OSI
171	13	161

School-to-Work Transition System
REQUEST FOR PROPOSALS
2000-2001 COMPETITIVE GRANT APPLICATION ROUND V

FACE PAGE

SECTION I GENERAL INFORMATION

SCHOOL DISTRICT ACTING AS FISCAL AGENT Coulee Dam School District
ADDRESS 110 Stevens Coulee Dam, WA 99116

PROJECT DIRECTOR Kathy Proctor
PROJECT DIRECTOR ADDRESS Lake Roosevelt High School 500 Civic Way Coulee Dam, WA 99116

Total Funds Requested: \$ 212,620

Anticipated Carry-forward: \$ 9,000

Received funding in 1999-2000. Yes No

Includes skill standard project. Yes No

1999-2000 School district serving fiscal agent Coulee Dam School District

TELEPHONE NUMBER	FAX
E-MAIL	

SECTION II ABSTRACT

The Sun Belt Consortium is eager to expand its efforts as a consortium and implement a comprehensive school-to-career program, K-12. Our chief goal will involve intensive awareness programs for students, parents, community, and staff members at all grade levels. It is critical that both staff development and community education occur to make this a reality. We must build a network among our schools and among our communities to assist in this effort. Our partnership will put into practice consortia-wide STWT activities in the areas of student portfolios and standardized pathways. Skill standards will be another area of focus. Because of the geographical distances, our consortium agrees that it will pilot STWT projects in individual schools that can then be replicated in other schools. Some school districts already have successful STWT activities and curriculum that can be shared. We must implement "best practice" programs and "train the trainer" models in our remote area in order that we can continue to build our own pool of experts. The activities mentioned in the grant were determined by consensus of the school districts in the Sun Belt Consortium.

Districts in consortia:
Coulee Dam, Moses Lake, Wilson Creek, Ephrata, Quincy, Othello, Wahluke, Warden

Community and technical colleges in consortia:
Big Bend Community College

Consortia title:
Sun Belt Consortia

Completed applications must be received no later than 5 p.m., Tuesday, October 24, 2000.

Return to: Jill teVelde
School-to-Work Transition and Special Projects
Office of Superintendent of Public Instruction
Old Capitol Building
PO BOX 47200
OLYMPIA WA 98504-7200

CERTIFICATION FOR CONSORTIA

The applicants certify that to the best of their knowledge the information in this application is correct, that the filing of the application has been duly authorized by the collective partners of the consortia, and that said partners agree to commit resources to meet the obligations set forth in this application.

Consortium Fiscal Agent

1. _____
 Superintendent's Signature

 Dennis Przychodzin
 Superintendent's Name (typed)

 Grand Coulee Dam
 Name of District

2. _____
 Superintendent's Signature

 Superintendent's Name (typed)

 Name of District

3. _____
 Superintendent's Signature

 Superintendent's Name (typed)

 Name of District

4. _____
 Superintendent's Signature

 Superintendent's Name (typed)

 Name of District

5. _____
 Superintendent's Signature

 Superintendent's Name (typed)

 Name of District

Duplicate this page as needed to accommodate additional signatures.

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Consortium Fiscal Agent

1. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

2. _____
 Superintendent's Signature

Dr. Steven Chestnut
 Superintendent's Name (typed)

Moses Lake School District
 Name of District

3. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

4. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

5. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

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Consortium Fiscal Agent

1. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

2. _____

Superintendent's Signature

Superintendent's Name (typed)

Name of District

3. _____

Superintendent's Signature

Superintendent's Name (typed)

Name of District

4. _____

Superintendent's Signature

Superintendent's Name (typed)

Name of District

5. _____

Superintendent's Signature

George Juarez

Superintendent's Name (typed)

Othello School District

Name of District

Duplicate this page as needed to accommodate additional signatures.

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Consortium Fiscal Agent

1. _____ Number of Participating Students: (a) _____
Superintendent's Signature
_____ Funds Requested Per Student: (b) _____
Superintendent's Name (typed)
_____ Resources Committed as (c) _____
Name of District Leveraging and/or In-Kind:

2. _____ Number of Participating Students: (a) _____
Superintendent's Signature
Dennis E. Brandon Funds Requested Per Student: (b) _____
Superintendent's Name (typed)
Warden School District Resources Committed as (c) _____
Name of District Leveraging and/or In-Kind:

3. _____ Number of Participating Students: (a) _____
Superintendent's Signature
_____ Funds Requested Per Student: (b) _____
Superintendent's Name (typed)
_____ Resources Committed as (c) _____
Name of District Leveraging and/or In-Kind:

4. _____ Number of Participating Students: (a) _____
Superintendent's Signature
_____ Funds Requested Per Student: (b) _____
Superintendent's Name (typed)
_____ Resources Committed as (c) _____
Name of District Leveraging and/or In-Kind:

5. _____ Number of Participating Students: (a) _____
Superintendent's Signature
_____ Funds Requested Per Student: (b) _____
Superintendent's Name (typed)
_____ Resources Committed as (c) _____
Name of District Leveraging and/or In-Kind:

Duplicate this page as needed to accommodate additional signatures:

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Consortium Fiscal Agent

1. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

2. _____
 Superintendent's Signature

Thomas Smith

Superintendent's Name (typed)

Wilson Creek School District

Name of District

3. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

4. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

5. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

Duplicate this page as needed to accommodate additional signatures.

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Consortium Fiscal Agent	
1.	_____ Superintendent's Signature _____ Superintendent's Name (typed) _____ Name of District

2. _____
 / /Superintendent's Signature
 _____ /
 Dr. Jerry Simon
 Superintendent's Name (typed)
 _____ /
 Ehrata School District
 Name of District

3. _____
 Superintendent's Signature
 _____ /
 Superintendent's Name (typed)
 _____ /
 Name of District

4. _____
 Superintendent's Signature
 _____ /
 Superintendent's Name (typed)
 _____ /
 Name of District

5. _____
 Superintendent's Signature
 _____ /
 Superintendent's Name (typed)
 _____ /
 Name of District

Duplicate this page as needed to accommodate additional signatures.

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Consortium Fiscal Agent

1. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

2. _____
 Superintendent's Signature

Mike Sowder

Superintendent's Name (typed)

Quincy School District

Name of District

3. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

4. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

5. _____
 Superintendent's Signature

Superintendent's Name (typed)

Name of District

Duplicate this page as needed to accommodate additional signatures.

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Consortium Fiscal Agent

1. _____
Superintendent's Signature

Superintendent's Name (typed)

Name of District

2. _____
Superintendent's Signature
William L. Miller Ed.D.

Superintendent's Name (typed)
Wahluke School District #73

Name of District

3. _____
Superintendent's Signature

Superintendent's Name (typed)

Name of District

4. _____
Superintendent's Signature

Superintendent's Name (typed)

Name of District

5. _____
Superintendent's Signature

Superintendent's Name (typed)

Name of District

Duplicate this page as needed to accommodate additional signatures.

PRELIMINARY BUDGET

Complete the following preliminary budget page for the requested grant allocation. Projects selected for funding will complete additional budget information as required by OSPI for line item reimbursement.

Amount Requested: \$ 212,620

ACTIVITIES	AMOUNT
	2000-2001
1. Personnel—Salaries and benefits for certified staff and noncertified staff	67,300
2. Fringe benefits	23,320
3. Travel—Staff local and in-state travel	11,300
4. Equipment	17,000
5. Supplies	60,850
6. Contractual services	32,850
7. Skill standards project, if applicable	-0-
8. Other	-0-
Total Direct Cost	212,620
Total Indirect Cost	N/A
Training Costs/Stipends	-0-
Total Funds Requested	212,620

Local district/consortium leveraging funds	\$ <u>510,000</u>
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NOTE: Emphasis in funding should be given to direct program expenditures.

Criterion 1.1 STWT Consortia Stages of Development Matrix - Washington State

School-Based Learning	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
Defining Component <ul style="list-style-type: none"> Links to K-12 education reform 	3	3	Individual districts are planning to implement curricular changes to meet the four Washington State Learning Goals (1209).	Consortia partners are developing common strategies for meeting 1209 benchmarks and assessments.	Consortium Consensus
(Principal 1) <ul style="list-style-type: none"> Portable career pathways 	4	3	Planning/designing/adopting pathways with STWT partners (business, labor, community organizations, teachers, guidance staff); partial implementation.	Pathways implementation under way, expanding to all students; some portability among schools/districts.	Consortium Consensus
<ul style="list-style-type: none"> Integrated academic/vocational curriculum (via essential learnings, work-related competencies, skill standards) 	4	4	Applied academic courses and/or some vocational and academic courses that integrate basic and applied skills (including the four Washington State Learning Goals).	Consortium Consensus	Integrated curriculum, (including "all aspects" of the industry) articulated with postsecondary education and employer-based skill standards
(Principle 3) <ul style="list-style-type: none"> Shared professional development activities, links to workplace 	3	3	Teachers, counselors, administrators attend conferences, workshops, visit workplaces to build STWT awareness, learn from STWT partners and peers.	Consortium Consensus	Lake Roosevelt School District
<ul style="list-style-type: none"> Leveraged funding (Goals 2000, Tech Prep, etc.) 	5	4	Consortia districts apply non-STWT grant funds to support system building.	Consortium Consensus	Additional Funding sources developed to ensure continuation (private sector donations, foundations, etc.)
<ul style="list-style-type: none"> Participation by all students 	5	4	Begin STWT activities for some students (i.e., voc ed, Tech Prep, coop, special needs/special populations, some grades).	Consortium Consensus	Consortia schools and partner engage <u>every</u> student in STWT activities at all grade levels
Career Guidance System	2	2	Consortium Consensus	CG policies adopted by consortia. Staff coordinate curriculum topics with CG and skill standards	CG policies require individual student planning and comprehensive CG. CG planning activities integrated into existing curriculum and academic program.

Criterion 1.1 STWT Consortia Stages of Development Matrix - Washington State (cont.)

Work-Based Learning	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
Defining component <ul style="list-style-type: none"> Alignment of existing programs (i.e., cooperative education) with state WBL definition 	5	4	District identify all programs with work-related components and plan for alignment with WBL definition.	Modification of programs to meet STWT-WBL definition (all aspects of industry, academic-applied learning and contracts, skill standards, etc.).	Consortium Consensus
(Principle 7) <ul style="list-style-type: none"> Workplace preparation 	5	2	Coordinator works with employer, union, co-workers of students to assess training needs (i.e., health/safety, etc.).	Consortium Consensus	Continuing technical assistance by consortia members and state/local agencies (L&I, WSLC/AWB, OSPI, SBCTC).
(Principle 8) <ul style="list-style-type: none"> Link WBL experiences to students' academic and career plans 	5	3	Coordinator works with education and employer/union partners to identify student learning objectives.	Student learning objectives are embedded in written learning contracts that connect academic and skill standards with each WBL experience.	Consortium Consensus
<ul style="list-style-type: none"> Shared WBL policies and practices 	5	4	Individual WBL programs use common forms, policies.	Consortium Consensus	All WBL activities/programs in consortia use integrated/common policies and standards for all partners wherever possible
<ul style="list-style-type: none"> Participation by every student 	5	5	Some students participate in WBL activities (voc ed, Tech Prep, co-op, special programs), some grade levels.	Consortium Consensus	Every student participates in a range of WBL experiences, multiple grade levels.

Criterion 1.1 STWT Consortia Stages of Development Matrix - Washington State (cont.)

Connecting Activities	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
Defining Component <ul style="list-style-type: none"> Merged advisory/stakeholder committees and program coordination Business/labor partnership development and management 	5	4	Advisory committee (i.e., voc ed, Tech Prep, co-op, parents, special needs/special populations) share information on programs, goals, policies, joint projects, temporary alliances.	Consortium Consensus	Single advisory (steering) committee coordinates/integrates all STWT-related goals and activities; common framework for local implementation.
	5	4	Consortia partners individually solicit business/labor involvement in some STWT activities: career days, presentations, etc.	Consortium Consensus	Consortia members share/exchange employer/labor partners among consortia members; consortia members share supervision of WBL students.
(Principle 9) <ul style="list-style-type: none"> Single point of contact for employers, schools 	5	5	Consortium Consensus	Consortia Members exchange WBL placement opportunities among districts; members jointly design/maintain inventory of WBL activities, employers.	Information exchange between employers and consortia through common database, clearinghouse structure.
Defining Component <ul style="list-style-type: none"> Articulation with postsecondary institutions (via pathways and skill standards) 	4	4	Some articulation of programs/courses with local postsecondary institutions.	Consortium Consensus	All STWT pathways of consortia linked appropriate postsecondary institutions, including two-year and four-year colleges.
(Principle 6) <ul style="list-style-type: none"> Links among consortia in region Links to workforce development system Coordination between work-related competencies and CoM options 	5	5	Information exchange/best practices.	Coordination/joint projects, activities, and training.	Consortium Consensus All students advance from CoM to jointly planned post-certificate options, through HS diploma into planned postsecondary options; measurable progress in an occupation (using skill standards).
	2	1	Consortium Consensus	Consortia includes workforce development partners in planning and coordination (One Stop, ES, EDCs PIC/JTPA, DSHS, etc.).	
	4	4	Consortium Consensus	Consortia members link academic and work-related competencies (i.e., SCANS); postsecondary education and training options incorporate work-related competencies and skill standards.	

Criterion 1.1 STWT Consortia Stages of Development Matrix - Washington State (cont.)

Connecting Activities (continued)	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
(Principle 7) <ul style="list-style-type: none"> Community Involvement in Career Guidance System 	5	4	Parents/community invited to attend back-to-school night and other outreach activities.	Consortium Consensus	Parents invited to participate in annual student/parent/staff educational occupational planning conference; parent/community members serve as part of panel for senior projects review.

Accountability and Continuous Improvement	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
Defining Component <ul style="list-style-type: none"> Student learning improvement 	3	3	Academic skills, work-related competencies, and technical skills assessed in classroom settings.	Consortium Consensus	Assessment of students' academic skills, work-related competencies, and technical skills are associated with skill standards and specific school-based and work-based learning activities; assessments link students to postsecondary options and requirements.
(Principle 2) <ul style="list-style-type: none"> Common goals and indicators 	3	3	Goals and indicators vary by program and school; focus on program participation, completion of milestones.	Consortium Consensus	Common goals and indicators for STWT as defined through Performance Management for Continuous Improvement (PMCI); focus on long-term student outcomes: transition to work, training, and postsecondary education; partnerships and results for students, parents, and employers.
<ul style="list-style-type: none"> Integrated reporting systems 	5	5	Individual partners collect and report STWT student data to consortia and state and federal agencies; data and reporting systems vary among programs and schools.	Consortium Consensus	Integrated data collection and reporting systems connect youth and adults; comprehensive reporting capability with links to state workforce development system through PMCI.
<ul style="list-style-type: none"> Continuous Quality Improvement (CQI) process 	5	5	Some CQI efforts used for individual (local) program improvements; limited use, nonsystematic.	CQI process under way, expanded to additional programs and joint activities; systematic feedback and improvements.	CQI process integrated into all programs and activities; used to initiate consortia wide improvements and programs redesign.

Criterion 1.1 STWT Consortia Stages of Development Matrix - Washington State (cont.)

Accountability and Continuous Improvement (continued)	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
<ul style="list-style-type: none"> Evaluations linked to strategic planning and fiscal policies 	5	5	Evaluations used mainly for self-assessment and individual programs (counting students and activities); limited use of information for program planning, fiscal accountability.	Consortium Consensus	Systematic (process and outcomes) evaluation activities; evaluation built into program design, results drive consortia strategy and investment decisions, fiscal policies.
<ul style="list-style-type: none"> Evaluation of career guidance system 	5	2	Develop a district plan for systemic review/evaluation of CG system.	Consortium Consensus	System procedures fully implemented; annual written evaluation of CG based on data collection; system modifications based on data analysis.

Skill Standards (This entire section relates to Principle 2)	L	S	Stage 1 Benchmarks	Stage 2 Benchmarks	Stage 3 Benchmarks
<ul style="list-style-type: none"> Developing skill standards 	3	3	Research the use of skill standards in education and industry.	Consortium consensus	Leading development of industry-based skill standards; expanding standards to other occupations, fields.
<ul style="list-style-type: none"> Developing skill standards-based performance assessments and curricula 	3	2	Research training in standards-based applications and development process.	Consortium Consensus	Performance assessments and curriculum fully integrated and implemented.
<ul style="list-style-type: none"> Skill standards as the basis for articulation, K-12 to postsecondary, and employment 	2	4	Standards used to build new articulation agreements and some courses and programs	Consortium Consensus	Standards used as the basis for direct credit transcription, portfolio models, and employer-endorsed certificates.
<ul style="list-style-type: none"> Skill standards-based career development and work-based learning 	3	3	Standards used to provide career planning information, tools, and resources.	Consortium Consensus	Standards as the basis for WBL learning contracts, worksite training, evaluation and certification.

Criterion 2:1 Consortium Partnerships: GOVERNANCE STRUCTURE OF SUN BELT CONSORTIUM

Governance Member	Organization	Authorized to make decisions	Roles and Responsibilities in the STWT Partnership
Kathy Proctor	Coulee Dam School District	yes	Fiscal Agent
Christine Armstrong	Moses Lake School District	yes	Chair of Consortium
Christine Gruver	Ephrata School District	yes	Member of Consortium
Evon LaGrou	Quincy School District	yes	Member of Consortium
Anne Garrett	Warden School District	yes	Member of Consortium
Delcine Mesa-Johnson	Wahluke School District	yes	Member of Consortium
Audrian Huff	Wilson Creek School District	yes	Member of Consortium
Linda Crosier	Othello School District	yes	Member of Consortium
Mary Shannon	Big Bend Community College Tech Prep Coordinator	yes	Consultant to Consortium
Terry Brewer	Grant County Economic Development Council	yes	Consultant to Consortium
Danny Erickson	Columbia Basin Job Corp	provide input	Consultant to Consortium
Karen Wagner	Moses Lake Chamber of Commerce	provide input	Consultant to Consortium
Todd Dixon	WorkSource	provide input	Consultant to Consortium
Shelley Chaney	Colville Confederated Tribes	provide input	Consultant to Consortium
Nathan Bishop	Ephrata Chamber of Commerce	provide input	Consultant to Consortium
Mike Bolander	Columbia Colstor, Inc (parent)	provide input	Consultant to Consortium
Larry Smith	NC Technical Skill Center	provide input	Consultant to Consortium

Criterion 2.2: Narrative Response to Governance Structure

2.2a Describe the plans to sustain this partnership when the STWT funding ceases.

Community involvement is vital to sustaining successful STWT partnerships and programs. Our communities face significant economic and demographic challenges. In addition to the economic challenges facing rural communities, geographic isolation and limited educational resources pose a problem to building a school-to-career system. Seven out of eight school districts in our consortia are small rural school district with an area of over 3,000 square miles. The eight school districts have a total enrollment of over 14,300 students ranging form a low of 128 to a high of 6,436. Of this total enrollment, 55% of the student population is low income, special education students comprise 11%, ESL students are 12% of the total, and finally, ESL and minority students make up 32% of the total population. Our desired outcomes are directly related as an attempt to overcome all these challenges.

Criterion 2.2: Narrative Response to Governance Structure (cont.)

We have nurtured our community links, knowing that they will be an integral part of establishing effective STWT partnerships and programs. The communities within the Sun Belt consortium have been extremely supportive of the STWT activities. They have been very generous with their resources, both monetarily and in-kind. Business leaders sit on Tech Prep and STWT organizing committees; they are willing to visit with countless classrooms about their careers and the skills needed to be successful. They have opened up their businesses for tours to students and educators alike. They are involved in work-based learning opportunities. They review curriculum.

Chambers of commerce are promoting and strengthening the business/education partnerships. Communities across the consortium are collaborating on different STWT activities. Accomplishments from last year include new Education Committees and organizing resource banks of businesses willing to participate as classroom speakers. The video project focusing on Career Pathways was a collaboration of all seven school districts. We are looking towards offering teacher internships as yet another way to cement the relationships between business and education and provide workplace applications for curriculum.

We also have community links in our school-to-work program, such as Big Bend Community College, Columbia Basin Job Corp, various Chambers of Commerce, WorkSource and the Grant County Economic Development Council.

Our relationships with each of the schools within our consortium and with our community links are not dependent upon STWT funding, although funding definitely provides increased STWT opportunities. However, we are a committed and strong consortium who will continue to sustain our partnerships and to provide school-to-work leadership among our school districts.

2.2b How long has this governance structure been in operation?

The Sun Belt consortium has been in existence for 8 years and has mirrored the school districts involved with our Tech Prep consortium. We have developed into a strong, cohesive consortium. We continue to grow, this year having added the Wahluke School District to our group. Because we share the same associations in both the School-to-Work consortium and the Tech Prep consortium, it allows us to cooperate together and blend the similar goals and resources of each consortium.

2.2c How does the partnership communicate with members?

Communication among the partnerships comes in many forms: regularly scheduled meetings, memos, letters, e-mails, and personal individualized contact. Good communication has helped us to become an effective and well-run consortium. We have shared our expertise in specific areas among the schools in our consortium. We also provide essentially all our own school-to-work "technical support" among our school districts, necessary in our very rural-based consortium.

Criterion 3.1.1a Status report of previous work plan: STUDENT ACTIVITIES

Activities	Type I/E/C	Completed Y/N	Outcome Explanation	Funding Source	Next Step
Standardized consortia-wide pathways	E	N	Our goal was to standardize career pathways across all seven schools within the consortium. We came very close to that, with the majority of the schools centering on 5 identified pathways. We also produced a video to be used consortium-wide, that focuses on the 5 identified pathways	Vocational Tech Prep, Perkins	Continue to refine the pathways, agree on wording used.
Student Portfolios	E	N	Our goal was to expand student portfolios across the consortium. Major changes occurred as a result of the STWT grant: six schools either initiated or greatly expanded their portfolio projects. Schools that had portfolios continued to refine the process and how they are used. Research was done into "best practices" with portfolios and more portfolio programs developed.	Vocational, counseling, building	Continue to refine the portfolio process and work at gaining administrative/school board support.
Core Work Competencies	E	N	Our expectations were to expand the familiarity and use of the core work competencies within the consortium. This was successfully done in five different school districts. In some cases the program was piloted, in others it was expanded and integrated into academic as well as vocational classes.	Vocational, Tech Prep, Business Support	Continue to integrate the core work competencies into additional classes, therefore expanding the awareness and impact of them. The goal is also to educate local businesses about the competencies so that they would use that as part of their hiring process.
Skill Standards	E	N	Expectations were to expand the skill standards used within the Sun Belt consortium. The outcome was that training was done on Information Technology skill standards and that certain competencies from those standards are now being integrated in the curriculum in six school districts.	Vocational, Tech Prep, Perkins	Acquiring and integrating skill standards is an on-going process. We will continue to integrate the competencies into the consortium's curriculum and explore other Skill Standards that we could incorporate into the consortium's programs.
Intra-district Businesses for SpEd Students	E	N	The expectation was to expand in-school businesses for the Special Education students in order to provide them with authentic school-to-work experiences as well as show them work place applications to skills learned in the classroom. The outcome was that four schools either expanded or started up new businesses for their SpEd students. Businesses include a cookie shop, recycling, and silk screening, among others. Field trips were also provided as students did research and development for some of the school-based businesses.	Vocational, Special Ed. Business Support	Identify the consortium's "best practices" in school-based businesses for SpEd students and provide technical support for districts not yet involved with similar projects for their SpEd students.
REAL Pilot Program	I	N	The expectation was to pilot a REAL program in a school district within the consortium. This was done with one school district. Two teachers were trained in mini-REAL, with a supplemental grant providing additional dollars for training. The REAL program was organized and piloted with the SpEd classes.	Vocational, Special Ed.	To share information and research to see if this is a program that would benefit all students consortium-wide. Information on how to set up a program such as this would also be shared.

Criterion 3.1.1b Status report of previous work plan: STAFF DEVELOPMENT ACTIVITIES

Activities	Type I/E/C	Com- pleted Y/N	Outcome Explanation	Funding Source	Next Step
General Staff Development	E	N	<p>The expectation was to provide our own pool of experts that could address STWT issues and provide training as it related to our rural communities. We did that. School districts shared information and knowledge in helping each other initiate or expand STWT programs. Teachers in all school districts also were involved in staff development as they made plans to initiate or expand portfolio projects, senior projects, and skill standards projects. Teachers attended inservices on incorporating skill standards into curriculum. 45 teachers, in one district, worked on aligning select skill standards with curriculum, impacting 680 students. At another school district, materials were bought and training provided for career education at the K-4 level, impacting 1,000 students. Some teachers attended—and took students—to a "Women and Trades" conference at CWU. Other local Tech Prep conferences and technology trainings were attended as well</p>	Vocational, Tech Prep	<p>Training and staff development is crucial to implementing successful STWT strategies. We will continue to not only update skills and information through Tech Prep and STWT conferences, but also provide support for all schools within our consortium.</p>
Guidance and Counseling Network	E	N	<p>The expectation was to provide standardized training so that STWT information would be consistent throughout the schools in the consortium. Fourteen counselors and administrators from consortium schools participated in a "Call to Parents" training by Dr. Susan Quattrochiocci, then took that information back to their schools, students, and parents. We also provided intra-consortium training for counselors on the Washington Guidelines for Comprehensive Counseling and Guidance. Twenty-seven members, who included administrators, counselors, and a school board member, attended this training from the Sun Belt Consortium. Training included a strong focus on career guidance and aligning the EALRs with the program benchmarks. Another outcome was a district-wide research project done by counseling staff. This research was done at the elementary level and indicated the most effective means of career education at grades K-5. Suggested curriculum was developed which would impact 3,038 students.</p>	Vocational, Tech Prep, counseling	<p>It is important for the schools within our consortium to be "on the same page" with career education, so as students transfer within the schools in our consortium there is a consistency. We will continue work towards that goal.</p>

Criterion 3.1.1c Status report of previous work plan: COMMUNITY/PARENT INVOLVEMENT

Activities	Type HE/C	Com- pleted Y/N	Outcome Explanation	Funding Source	Next Step
Education of Community and Parents in STWT	E	N	The expectation was to help support one another's communities through "best practices" as they developed STW programs. The outcome was that many new business links were made. Speaker resource books for educators were printed. Business data banks were developed. Another Chamber of Commerce Education Committee was formed. "Call to Parents" presentations were given. School districts across the consortium made a concerted effort to use local media frequently to share STWT information with their communities.	Vocational, Tech Prep, Business Support	To further develop even more business/community involvement in STWT activities. We would strengthen Chamber of Commerce links, developing more education committees to address STWT issues.
Marketing Local Jobs	E	N	The expectation was to familiarize Sun Belt consortium students with the wide variety of careers available locally and to inform them of the skills and training needed to be successful in those careers. Field trips to many different local businesses were taken. Tuesday Tours were available so teachers could gain that information as well as seeing workplace applications to what they were teaching in the classroom. The tours aligned with Career Pathways. A video was also produced, focusing on local businesses in the five different career pathways. The video was a collaboration among seven different school districts and communities—their students, administrators, and businesses. This video was distributed to all schools in the consortium.	Vocational, Business Support	There is momentum building for businesses to link with education in a wide variety of ways. As we continue to accelerate those connections, there will be many different opportunities for students to connect with the local job market, to learn about the wide variety of careers that are available locally, and how to prepare for success in those careers.

Criterion 3.1.2a New Work Plan: PERSONNEL/BENEFITS

Activity /Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
Teacher internship stipends (principles 1,3,10)	Moses Lake School District to initiate program, all school districts invited to attend	A sub-committee of business and education partners will research/plan the teacher internships during the school year, with outreach to teachers in spring of 2001. Internships and resulting curriculum written will be done by June 30, 2001. Teachers will be paid a stipend for producing curriculum.	The first rounds of teacher internships are scheduled for June 2001. However, this will be an on-going program.	Vocational, Tech Prep, local business donations
Teacher stipends for STW planning/ implementation (principles 1,2,3,6)	Consortium-wide	There is still a great deal of work to do on the continued refining and expansion of STWT activities. Planning is individualized according to the needs of each school district, but includes portfolios, skill standards, curriculum reworking for contextual learning, and work-based learning. Planning will be holistic, covering grades K-12	The STWT planning is on-going, as the program will continually need to be refined and adapted to best meet the needs of the students.	Vocational, Tech Prep, building

Criterion 3.1.2a New Work Plan: PERSONNEL/BENEFITS (cont.)

Activity /Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
Costs for teachers to attend conferences/ trainings (principle 1,3,6)	Consortium-wide	Teachers, counselors and administrators will be sent to those conferences and trainings of greatest need, that having been determined by each individual school district. Conferences and training will expand programs already in place. Training includes, but is not limited to, portfolios, technology, skill standards and work-based learning. Funding will also provide for subs as needed in the classroom.	Conferences and trainings as it pertains to this grant will be completed by June 30, 2001; however, training will always be an on-going process	Vocational, Tech Prep, building

Criterion 3.1.2b New Work Plan: CONTRACTS

Activity/ Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
Hiring a grant writer (principles 1,5,8)	Othello School District, Moses Lake School District	The plan is to hire a grant writer who could focus solely on acquiring funding to support various STWT activities. This position would be part-time and sustaining of the position could come from monies generated by the grant writer.	Hiring a grant writer would be immediate, with supplemental funding allowing for an on-going position of grant writer.	Vocational, grant dollars
Contract with local theater for STW community education (principle 9)	Moses Lake School District	The local theater sells on-screen advertising that is shown before each movie presentation. The advertising can be changed and updated as needed. With 90,000 people per year viewing the advertising, this is a wonderful way to educate the community about STWT. The consortium would help determine what topics to focus on for the advertising.	The advertising campaign would begin in January 2001, to be on-going as funding permitted.	Vocational, Tech Prep, local business support
Production of local career videos (principle 1,2,3,5)	Moses Lake School District, videos to be distributed consortium-wide	While the North Central Technical Skills Center has the equipment to implement this activity, the topics of the videos would be decided by consensus of the consortium.	The videos would be filmed and produced so they would be ready for viewing in the 2001/2002 school year.	Vocational, in-kind services from North Central Tech Center
Business data banks (principles 8,9,10)	Grand Coulee Dam, Moses Lake, Quincy, Othello, and Ephrata School Districts	Increasing business involvement needs careful monitoring and record keeping. Business data banks will be organized for purposes of providing and monitoring work-based learning and speaker opportunities.	Some school districts have started with their data banks, but would need additional funding to continue or expand. The data banks will be an on-going project.	Vocational, Business Support
Printing materials for career programs, career pathways, etc. (principles 1,5,6,7)	Consortium-wide	The consortium has a variety of STW projects that would be enhanced with proper supplemental materials. These materials would include information on career pathways, work-based learning opportunities, and skill standard-related programs, among others. Educational material will be produced and distributed to students in a timely fashion.	Materials will be produced immediately with distribution of material to be completed by the end of the 2000/01 school year.	Vocational

Criterion 3.1.2c New Work Plan: TRAVEL

Activity/ Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
Field trips for students (principles 1,3,5)	Consortium-wide	All schools within the consortium have planned for career exploration activities during the 2000/01 school year. Field trips will include exploration and education about local careers and trips to career fairs where a wide variety of career pathways are presented. A major goal of the field trips would be the awareness of the integration of academic/vocational skills needed to be successful at each career.	The field trips, as it pertains to this grant, will be on-going through the 2000/01 school year. Student fieldtrips will continue to be an important part of career awareness in the years to come.	Vocational, building, Business Support
Conference attendance (principles 1,2,6)	Consortium-wide	Teachers, counselors and administrators will be sent to those conferences of greatest need, that having been determined by each individual school district. Conference attendance will provide direction and support as schools strive to align with the 10 essential principles of STWT. An emphasis will be placed on skill standards conferences and training.	Conferences will be attended throughout the 2000/01 school year, although further education is always an on-going process.	Vocational, Tech Prep, Perkins, building
Local "best practices" visits (principles 1,3,4,5)	Consortium-wide	The Sun Belt Consortium has been extremely supportive of its rural school districts in sharing what works well within our smaller, more isolated communities. We will continue to give each other "technical support" for our STWT activities, with site visits a priority.	We will continue to provide "best practices" visits and technical support, as all districts within the consortium working together to strengthen and expand STWT activities. It is an on-going process.	Vocational, building

Criterion 3.1.2d New Work Plan: GOODS AND SERVICES

Activity /Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
ProStart equipment (principles 2,3,5,7)	Moses Lake, Othello and Quincy School Districts	We would purchase kitchen equipment for students enrolled in the ProStart program. This equipment is essential to the curriculum. Goals are to align the program with Skill Standards.	Equipment would be researched and purchased by July, 2001	Vocational
Community recognition/promotion of STWT (principles 8,9,10)	Consortium-wide	Recognition of accomplishments and involvement is an important piece in building business/education partnerships. Community education is vital for business and parental support of STWT goals. Goods will be purchased which supports these areas of need.	Goods will be purchased upon funding from the grant. However, promotion and recognition will always be a key piece to the STWT program and will be continued indefinitely.	Vocational, Tech Prep, business support

Criterion 3.1.2d New Work Plan: GOODS AND SERVICES (cont.)

Activity /Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
STWT posters, brochures, books (principles 1,5,6)	Consortium-wide	There are many requests for STWT-related educational books, informational brochures and instructive posters for both middle school and high school. These educational materials would be purchased and distributed to all schools within the consortium.	Research and purchasing of the educational materials for this grant would be completed by July 2001. However, it will be necessary to continually update career information.	Vocational, Tech Prep
Equipment for in-school businesses (principles 1,3,4,5,7)	Grand Coulee, Moses Lake and Quincy School Districts	There are plans to continue the growth of in-school businesses. This provides an excellent opportunity for contextual learning and "on-the-job" work skills. This is especially vital in light of the rural setting of our schools and often limited work-based learning opportunities.	The equipment, as it relates to this grant, will be researched and purchased by July 2001. However, these businesses will be on-going and as such will require additional support funding.	Vocational
K-5 STWT curriculum (principles 1,5)	Ephrata, Moses Lake, Othello, and Quincy School Districts	Some school districts are in the research phase of curriculum for K-5 STWT while others are prepared to pilot programs at several schools. It is imperative that STWT education begin in the elementary levels with various career awareness activities so students have a foundation on which to build additional career education experiences. Consortium-wide, experiences with K-5 career curriculum will be shared.	As soon as funding is available, materials will be purchased to be used for K-5 STWT curriculum. This activity will continue to expand among all elementary schools.	Vocational, counseling
Portfolio supplies (principles 1,3,6)	Wahluke, Othello, Grand Coulee Dam, Ephrata and Quincy School Districts	Since the different school districts are at various levels in their portfolio involvement, implementation would also come in different steps. Some school districts are initiating portfolios, while others have well-established programs and are expanding their use.	Portfolios will be a continually expanding, on-going project.	Vocational, counseling
WOIS programming (principles 5,6)	Moses Lake School District	There is a great deal of interest in career activities at the middle school level. Through piloting the WOIS program at Moses Lake, information and experience with this program can be shared consortium-wide, providing guidance for future middle school career activities.	Purchasing the WOIS program would happen as soon as funding is approved.	Vocational, counseling

Criterion 3.1.2e New Work Plan: EQUIPMENT

Activity/ Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
Machines for sewing/embroidery business (principles 2,3,4,5,7)	Moses Lake High School	In-school businesses are invaluable for students to gain work-based experience. This project would fill a "need" and hopes are to align the program with future Skill Standards. Research and planning would be done this year, with implementation in the 2001/02 school year.	Research and planning would be done this year, with implementation in the 2001/02 school year.	Vocational, Perkins
Vinyl cutter and software for sign business (principles 2,3,4,5,7)	Moses Lake High School	In-school businesses are invaluable for students to gain work-based experience. This project would fill a "need" and hopes are to align the program with future Skill Standards. Research and planning would be done this year, with implementation in the 2001/02 school year.	Research and planning would be done this year, with implementation in the 2001/02 school year.	Vocational, Perkins
Laptop computer for community presentations (principles 8,9,10)	Othello School District	Professional presentations to community organizations help to educate local business and community leaders about the STWT program and how they can become involved. Equipment to be researched and purchased by June 2001 and put to immediate use in community-wide presentations on school-to-work activities and policies.	Equipment to be researched and purchased by June 2001 and put to immediate use in community-wide presentations on school-to-work activities and policies.	Vocational

Criterion 3.1.2f New Work Plan: SKILL STANDARDS

Activity /Principle	Responsible Party	Implementation Plan	Timeline	Funding Source
Skill Standards projects (principles 2,3,4,6,7)	Moses Lake, Quincy, Grand Coulee Dam, Wilson Creek, Warden and Othello School Districts	There is a concerted push towards aligning existing skill standards and industry standards and certification with classroom curriculum. The consortium will continue with that process, as well as assessments of student learning of these standards. Skill standards projects targeted are culinary arts, information technology, early childhood education, business education certification and agriculture. Skill standards curriculum will need to be purchased	This will be an expanding, on-going project.	Vocational, Tech Prep, Business Support

Criterion 4: Measurable Outcomes, Evaluation, and Continuous Improvement

4.1a Explain how continuous improvement concepts have been applied to improve the design, implementation, and results of the STWT activities and the consortium.

The Sun Belt consortium is constantly undergoing a refining process with all their STWT activities. The methods used in assessment and improvement are varied, but include teachers evaluations and input, student tracking, and feedback from business partners. Exchanging of information is involved between all schools within the consortium. Sharing success as well as challenges in implementing various programming provides a great refining tool for our schools. We provide technical support for each other as schools expand STWT opportunities and share "best practices" among the consortium. We are also tapping into the experiences of other consortiums, drawing on their expertise as needed.

Criterion 4: Measurable Outcomes, Evaluation, and Continuous Improvement (cont.)

4.1b How is this information communicated to consortia members?

For being a large and expansive consortium, our members enjoy close communication through a number of venues. E-mail is a quick and popular way to dispense information. The Sun Belt consortium meets on a regular basis, as the same schools are involved in the Basin Tech Prep consortium. Common issues are discussed at that time. Examples of STWT activities, such as the Core Competency check sheet, may be brought and shared at that time. Sometimes, actual visits are made between schools, either for the purpose of demonstrating a "best practice" program or for providing technical support with various STWT programs. We have created our own "pool of experts" as it relates to rural school districts and the STWT program.

4.2 Describe the measurable outcomes to be produced.

One of the measurable outcomes is the increasing number of teachers willing to participate in contextual learning with their students. One way this will be measured is through a number of teachers participating in internships and the resulting curriculum produced. Another outcome is a progressively expanding base of businesses that provide STWT opportunities, whether through work-based learning, classroom presentations, teacher internships or through committees that review curriculum as it relates to industry standards. Students will graduate with industry standard certificates. Students will be able to demonstrate attained skills in workplace applications. Work-based learning opportunities will also provide students with employability skills through on-the-job training. Students will have increasing knowledge of career pathways and how it relates to future careers. This information will help them better prepare educationally to meet their career goals, promoting high academic standards. With increased STWT continuity in all grades, kindergarten through secondary, students have a multi-faceted foundation on which to successfully prepare for their chosen career.

4.3 Describe measurable outcomes for STWT partners.

Employers, noting the increasingly difficult time in finding skilled employees, are becoming more active in the STWT process. Their measurable outcome will show a higher percentage of job applicants with appropriate skills that are hireable. Employers also strengthen the business/education partnerships by providing work-based learning experiences for students and internships for educators and increasing the opportunities in both of these areas. Also benefiting will be public schools as educators appreciate and incorporate business support to their curriculum. In addition, businesses will be providing resources to enhance the teacher's curriculum. There will be an increase in business/education partnerships. Through teacher internships, new curriculum will be written incorporating workplace applications. Our community post-secondary institution will be articulating agreements in A+ and Cisco certifications, which will increase the number of students participating in Tech Prep programs. Big Bend Community College will be an active member in expanding articulation agreements for additional subjects and schools within the consortium. STWT involvement of community-based organizations, such as the Chamber of Commerce, will expand to more communities. Through community-based organizations, additional STWT outreach to business will occur and students will be provided with additional opportunities for work-based learning activities, mentors, and other role models. Some Chambers are actively functioning to the point of becoming an intermediary for STWT activities.

Criterion 4.4a: Measurable Outcomes, Evaluations, and Continuous Improvement: PERSONNEL/BENEFITS

Activity	Measurable Outcome	Evaluation Tools	Timeline
Teacher internship stipends	Curriculum will be produced as a result of teacher internships.	Curriculum will be written to specific ESD-approved outlines.	The first rounds of teacher internships are scheduled for June 2001. However, this will be an on-going program
Teacher stipends for STWT planning/implementation	Each school in the consortium will research an additional STWT activity	A consortium review would evaluate the STWT programs and assess progress made as well as providing feedback among consortium members.	The STWT planning is on-going, as the program will continually need to be refined and adapted to best meet the needs of the students.
Costs for teachers to attend conferences/trainings	Teachers in each school in the consortium will attend STWT training, effecting change within the schools.	A consortium review would evaluate the changes made as a result of conference/training attendance and provide feedback among consortium members.	Conferences and trainings as it pertains to this grant will be completed by June 30, 2001; however, training will always be an on-going process.

Criterion 4.4b: Measurable Outcomes, Evaluations, and Continuous Improvement: CONTRACTS

Activity	Measurable Outcome	Evaluation Tools	Timeline
Hiring a grant writer	Additional monies would be generated for STWT programs as a result of hiring a grant writer.	Evidence of new grants and their impact to STWT programs would be the evaluation of an effective grant writer.	Hiring a grant writer would be immediate, with supplemental funding allowing for an on-going position of grant writer.
Contract with local theater for STWT community education	15-second ads focusing on different STWT facets would be produced and shown at the local theater.	Theater receipts would give concrete numbers of patrons viewing the STWT educational ads.	The advertising campaign would begin in January 2001, to be on-going as funding permitted.
Production of local career videos	Three STWT videos would be produced during the 2000/2001 school year. These would be distributed among all the schools in the consortium.	Reviews from teachers on the effectiveness of the videos and their usage in individual school districts would be tracked.	The videos would be filmed and produced so they would be ready for viewing in the 2001/2002 school year.
Business data banks	Organized business data banks will be available to track businesses in at least half the schools in the consortium and they will be able to produce "hard copies" of their data banks.	Evidence of organized data banks and a written assessment of active business/education links would be made in each district.	Some school districts have started with their data banks, but would need additional funding to continue or expand. The data banks will be an on-going project.
Printing materials for career programs, career pathways, etc.	Actual career materials will be added to each school district's STWT resources and actively used with their students.	District-wide assessments will be made judging the most effective STWT materials and that information will be shared with all schools in the consortium.	Materials will be produced immediately with distribution of material to be completed by the end of the 2000/01 school year.

Criterion 4.4c: Measurable Outcomes, Evaluations, and Continuous Improvement: GOODS AND SERVICES

Activity	Measurable Outcome	Evaluation Tools	Timeline
ProStart equipment	The ProStart program will become a viable program offered to students due to acquiring the necessary tools and equipment to operate the program.	The teachers would evaluate the ProStart program, as to its effectiveness and curriculum and adjust as necessary, if needed.	Equipment would be researched and purchased by July, 2001.
Community recognition/promotion	STWT will become a greater part of public awareness and local businesses will be educated on how they can become involved with education.	Each school district will make an accounting of the business/education partnerships, whether they increased in number or strengthened or expanded existing partnerships.	Goods will be purchased upon funding from the grant. However, promotion and recognition will always be a key piece to the STWT program and will be continued indefinitely.
STWT posters, brochures, books	Actual career materials will be added to each school district's STWT resources and actively used with their students.	District-wide assessments will be made judging the most effective STWT materials and that information will be shared with all schools in the consortium.	Research and purchasing of the educational materials for the grant would be completed by July 2001. However, it will be necessary to continually update career information.
Equipment for in-school businesses	In-school businesses will either be initiated or expanded in at least half the schools in the consortium.	Students and educators will both offer written assessments of the businesses in order to evaluate and refine each of them.	The equipment, as it relates to this grant, will be researched and purchased by July 2001. However, these businesses will be on-going and as such will require additional support funding.
K-5 STWT curriculum	Classrooms at the K-5 level will benefit from additional career education curriculum. They will be actively used at all elementary grade levels.	Teacher assessments will evaluate the curriculum and provide input on strengthening and refining the STWT curriculum piece. This information will be shared consortium-wide.	As soon as funding is available, materials will be purchased to be used for K-5 STWT curriculum. This activity will continue to expand among all elementary schools.
Portfolio supplies	Additional portfolio projects will be evidence of expansion. Portfolios will be introduced in at least one additional school and expanded in at least three others.	Educator assessments and feedback from counseling and/or vocational staff will provide meaningful evaluations. Administration evaluations of portfolio programs will also be sought.	Portfolios will be a continually expanding, on-going project.
WOIS programming	WOIS programming will be piloted at one district's middle schools, as there is a great need for career assessments/information at those grade levels.	The use of WOIS would be documented in the middle schools and this information used to determine expansion into other schools within the consortium.	Purchasing the WOIS program would happen as soon as funding is approved.

Criterion 4.4d: Measurable Outcomes, Evaluations, and Continuous Improvement: EQUIPMENT

Activity	Measurable Outcome	Evaluation Tools	Timeline
Machines for sewing/embroidery business	An in-school business would be established, with the intent of aligning curriculum with future skill standards in this industry.	Numbers of students enrolled, the number of businesses providing technical support, and teacher evaluations would refine this in-school business.	Research and planning would be done this year, with equipment purchased and implementation ready in the 2001-02 school year.
Vinyl cutter and software for sign business	An in-school business would be established, with the intent of aligning curriculum with future skill standards in this industry.	Numbers of students enrolled, the number of businesses providing technical support, and teacher evaluations would refine this in-school business.	Research and planning would be done this year, with equipment purchased and implementation ready in the 2001/02 school year.
Laptop computer for community presentations	Having a laptop computer would facilitate community presentations in a polished, professional manner. A Power Point presentation would be developed to educate the community about STWT activities and goals.	Five community presentations would be given by July 2001. Feedback from both the presentation groups and presenter would help determine content of presentation as well as refine the process.	Equipment to be researched and purchased by June 2001 and put to immediate use in community-wide presentations on STWT activities and policies.

Criterion 4.4e Measurable Outcomes, Evaluations, and Continuous Improvement: SKILL STANDARDS

Activity	Measurable Outcome	Evaluation Tools	Timeline
Skill Standards projects	Selected skill standards will be integrated into district-wide curriculum to provide contextual learning among the consortium. Additional new skill standards will be utilized in such programs as ProStart and A+.	Existing industry standards will be reviewed to reaffirm curriculum alignment and assessment of "next step" goals.	This will be an expanding, on-going project.

Criterion 5.1 Leveraged Funds

The partners of the Sun Belt Consortium have a variety of resources to utilize as leverage in establishing a STWT system. The following table illustrates the different sources each partner has to contribute to the overall leveraging by the consortium.

In addition, individual districts are being impacted by other leverage services/in-kind contributions to include:

- Advisor/Advisee period for portfolio assignments shared by all staff not just vocational.
- Late start morning in the Grand Coulee Dam School District which allow staff to work on Essential Learnings to include Goal Four.
- Chamber of Commerce/Ed Committee/Moses Lake, Quincy
- Rotary
- Colville Confederated Tribes
- PIC
- Tech Prep Steering Committee
- Nestles Brand Food Service
- Basic American Foods
- Washington Labor Alliance
- Association of WA Business
- WorkSource (computer \$4,000)
- Grant County Economic Development Council
- 36 Business Volunteers for Career Wednesdays, Career Tuesdays (146 hours)
- Medicare Match (\$3,000)
- Guest Speakers (200 hours)
- Teacher Tours 17 businesses (34 hours)
- CRT (3,000 hours of coordinated work site time)

Criterion 5.1 Leveraged Funds

SUN BELT CONSORTIUM								
	EPHRATA	GRAND COULEE DAM	MOSES LAKE	OTHELLO	QUINCY	WARDEN	WILSON CREEK	WAHLUKE
BASIC ED	\$500	\$4,500	\$20,000	\$9,000		\$1,000	\$5,000	
VOC	\$3,000	\$12,000	\$95,000	\$10,000	\$6,000	\$1,500	\$3,000	\$3,000
TECH PREP	\$1,000		\$10,000	\$5,000	\$5,000	\$5,000	\$,5000	\$5,000
INSERVICE PROVIDER		\$10,000	\$6,500					
IT GRANT	\$90,000		\$142,000		\$95,872			\$40,440
TOTALS	\$94,500	\$26,500	\$273,500	\$24,000	\$106,872	\$7,500	\$13,361	\$48,440
TOTAL AMOUNT LEVERAGED: \$594,673								

Criterion 6.1: Budget Narrative

The major focus of the grant will be used to train teachers in Skill Standards, Automotive, Health Occupations, ProStart, Early Childhood Ed, Ag, Business and A+.

Personnel: \$67,300

Because of the uniqueness of each district, Sun Belt Consortium members will be paying personnel costs in the following ways: 1) hiring of substitutes to give staff "release" time to work on STWT activities; 2) paying staff stipends to work on the STWT activities during the school year; 3) paying staff hourly wages to work on STWT curriculum activities either during the school year or during the summer months.

• Stipend for 2 teachers to work on exit interview portion of career program	\$1,000
• Translation of career information into Spanish	\$400
• Staff stipends for fieldtrips	\$2,000
• Career lesson planning	\$1,500
• Portfolio development	\$8,000
• Pathways/curriculum articulation meetings	\$3,100
• Skill standards – stipend to continue IT, expand into automotive and health occupations	\$12,000
• Work-based learning job shadowing	\$3,000
• Chamber project	\$1,000
• Expansion of pathways activities and work-based learning into academic and vocational classrooms	\$8,000
• Stipends for teachers to set up SpEd school based business	\$1,500
• Technology training	\$1,000
• Grant writer	\$2,000
• Career pathways brochure, Power Point presentations, technology STWT skill standards, Tech Prep & career pathways	\$500
• Web site development for career pathways, Tech Prep	\$500
• Curriculum Development using SCANS Skills	\$1,450
• Skill standards curriculum development (ProStart, Early Childhood Ed, Agriculture Certificate, Business Ed certificates.)	\$7,000
• SpEd STWT curriculum	\$2,300
• Stipends for creating STWT activities	\$3,000
• Stipends for counselors to work and create K-12 district-wide counseling plan	\$2,900
• 2 teachers trained in A+ certification (2 @ \$1,000)	\$2,000
• Stipend for 1 teacher to set up permanent work-based learning business site for ProStart	\$300
• Teacher internships (3@ \$250)	\$750
• Teacher stipend for SCANS Skills pilot (5 @ \$300) one year in length	\$1,500
• Subs for teachers to take graphics training (2 teachers/3 days)	\$600

Benefits: \$23,320

Calculated at 35% of total personnel costs.

Travel: \$11,300

Travel will be used to: 1) send staff to conferences, 2) visit skill standard projects 3) visit best practice model projects and 4) career related fieldtrips

• Travel for staff to explore career sites	\$3,800
• Fieldtrips integrating vocational, academic and SpEd	\$6,000
• Graphics conference to create promotional materials	\$500
• Teacher travel to Wapato to see sr. projects/portfolio presentations	\$1,000

Criterion 6.1: Budget Narrative (cont.)**Equipment \$17,000**

The money will be used to buy equipment for professional presentations, and for start-up on two work-based learning businesses on campus.

- Laptop computer for presentations to civil organizations, school meetings and parents \$2,500
- Embroidery machine for business in fabric arts \$6,000
- Vinyl cutter and software for sign business \$6,500
- Computers for SpEd class for resume, job search \$2,000

Goods/Services \$60,850

Sun Belt Consortium will use supply dollars for elementary career materials, promotional materials K-12, Portfolio development and expansion of pathways K-12, Skill Standard curriculum, WorkSource linkage and beginning a school-based business.

- Additional career related materials at elementary schools \$5,000
- Bulletin board and career posters for high school \$600
- Printing for career programs \$150
- Shelving for career materials \$300
- Portfolio development \$7,600
- MOUS fees \$250
- Supplies for work-based learning
 - ✓ Staff time for expansion of pathways & work-based learning into vocational classrooms \$2,000
 - ✓ Special education school-based business \$5,000
 - ✓ Technology software \$3,700
 - ✓ Skill Standard curriculum development (Early Childhood Ed, ProStart, Bus. Ed. cert., Ag Skill Standards.) \$17,500
 - ✓ Curriculum for REAL training \$700
 - ✓ STWT K-12 activities \$5,350
 - ✓ Choices \$500
 - ✓ A+ texts (\$50 x 30) \$1,500
 - ✓ Office Pro 2000 software/misc software to update IT classes \$2,500
 - ✓ Community recognition/promotion of STWT \$3,000
 - ✓ Worksource linkage (brochures, printing costs) \$500
 - ✓ "HELP! A Family's Guide to High School and Beyond" copies (1700 copies) \$2,700
 - ✓ Career Center books \$300
 - ✓ REAL game \$700
 - ✓ Wood for Alternative Middle School cart \$1,000

Contractual Services \$32,850

Contractual Service dollars will be used by the district for pathways implementation, printing of promotional materials, career computer programs and STWT related curriculum.

- Career pathways implementation \$11,000
- Professional printing for career pathways \$900
- Chamber Project (Web page/Database development/start-up internships) \$4,500
- REAL – student run business \$1,000
- Fairchild Cinemas for theater advertising \$2,600
- Grant Writer, promotional materials \$4,000
- Contract with Skill Center to create 3 more career videos \$6,000
- WOIS/Career Explorer, Navigator Curriculum \$2,350
- License for Concord data base \$500

Criterion 6.2 Budget Spreadsheet

Major Element	Activity	Personnel	Benefits	Contracts	Travel	Goods/ Services	Equipment
WBL	Stipend for 2 teachers to work on exit interview portion of career program	\$1,000	\$350				
WBL	Translation of career information into Spanish	\$400	\$140				
CA	Staff stipends for fieldtrips	\$2,000	\$700				
WBL	Career lesson planning	\$1,500	\$500				
WBL	Portfolio development	\$8,000	\$2,800				
CA	Pathways/curriculum articulation meetings	\$3,100	\$1,085				
SS	Skill standards – stipend to continue IT, expand into automotive and health occupations	\$12,000	\$4,200				
WBL	Work-based learning job shadowing	\$3,000	\$1,050				
CA	Chamber project	\$1,000	\$350				
SBL	Expansion of pathways activities and work-based learning into academic and voc classrms	\$8,000	\$2,800				
WBL	Stipends for teachers to set up SpEd school based business	\$1,500	\$500				
SS	Technology training	\$1,000	\$350				
CA	Grant writer	\$2,000	\$700				
SBL, SS WBL	Career pathways brochure, Power Point presentations, technology STWT skill standards, Tech Prep & career pathways	\$500	\$150				
CA	Web site development for career pathways, Tech Prep	\$500	\$150				
SBL	Curriculum Development using SCANS Skills	\$1,450	\$483				
SS	Skill standards curriculum development (ProStart, Early Childhood Ed, Agriculture Certificate, Business Ed certificates.)	\$7,000	\$2,400				
WBL	SpEd STWT curriculum	\$2,300	\$810				
WBL	Stipends for creating STWT activities	\$3,000	\$1,050				
WBL	Stipends for counselors to work and create K-12 district-wide counseling plan	\$2,900	\$975				
SS	2 teachers trained in A+ certification (2 @ \$1,000)	\$2,000	\$700				
SBL, SS,WBL	Stipend for 1 teacher to set up permanent work-based learning business site for ProStart	\$300	\$105				
CA	Teacher internships (3@ \$250)	\$750	\$262				
WBL	Teacher stipend for SCANS Skills pilot (5 @ \$300) one year in length	\$1,500	\$500				
WBL	Subs for teachers to take graphics training (2 teachers/3 days)	\$600	\$210				
CA	Career pathways implementation			\$11,000			
CA	Professional printing for career pathways			\$900			
CA	Chamber Project (Web page/Database development/start-up internships)			\$4,500			
WBL	REAL – student run business			\$1,000			
CA	Fairchild Cinemas for theater advertising			\$2,600			
CA	Grant writer, promotional materials			\$4,000			
WBL	Contract with Skill Center to create 3 more career videos			\$6,000			

Criterion 6.2 Budget Spreadsheet (cont.)

Major Element	Activity	Personnel	Benefits	Contracts	Travel	Goods/ Services	Equipment
CA	WOIS/Career Explorer, Navigator Curriculum			\$2,350			
CA	License for Concord data base			\$500			
CA	Travel for staff to explore career sites				\$3,800		
WBL	Fieldtrips integrating vocational, academic and SpEd				\$6,000		
WBL	Graphics conference to create promotional materials				\$500		
SBL	Teacher travel to Wapato to see sr. projects/portfolio presentations				\$1,000		
SBL	Additional career related materials at elementary schools					\$5,000	
CA	Bulletin board and career posters for high school					\$600	
SBL	Printing for career programs					\$150	
SBL	Shelving for career materials					\$300	
CA	Portfolio development					\$7,600	
SBL	MOUS fees					\$250	
WBL	Supplies for work-based learning						
SBL	Staff time for expansion of pathways & work-based learning into vocational classrooms					\$2,000	
WBL	Special education school-based business					\$5,000	
SS	Technology software					\$3,700	
SS	Skill Standard curriculum development (Early Childhood Ed, ProStart, Bus. Ed. cert., Ag Skill Standards.)					\$17,500	
WBL	Curriculum for REAL training					\$700	
WBL	STWT K-12 activities					\$5,350	
SBL	Choices					\$500	
SS	A+ texts (\$50 x 30)					\$1,500	
SS	Office Pro 2000 software/misc software to update IT classes					\$2,500	
CA	Community recognition/promotion of STWT					\$3,000	
CA	Worksource linkage (brochures, printing costs)					\$500	
CA	"HELP! A Family's Guide to High School and Beyond" copies (1700 copies)					\$2,700	
WBL	Career Center books					\$300	
CA	REAL game					\$700	
WBL	Wood for Alternative Middle School cart					\$1,000	
CA	Laptop computer for presentations to civic organizations, school meetings and parents						\$2,500
WBL	Embroidery machine for business in fabric arts						\$6,000
WBL	Vinyl cutter and software for sign business						\$6,500
WBL	Computers for SpEd class for resume, job search						\$2,000

Appendix 1—Sun Belt Consortium Members

Grand Coulee Dam School District

Fiscal Agent

Contact: Kathy Proctor
 District Address: 110 Stevens
 Coulee Dam, WA 99116
 Building Address: Lake Roosevelt High School
 500 Civic Way
 Coulee Dam, WA 99116
 Phone: 509-633-1442
 Fax: 509-633-0356
 E-Mail: kproctor@esd171.wednet.edu

Moses Lake School District

Contact: Christine Armstrong
 District Address: 1318 W. Ivy. Street
 Moses Lake, WA 98837
 Building Address: Moses Lake High School
 803 E. Sharon Ave.
 Moses Lake, WA 98837
 Phone: 509-766-2666
 Fax: 509-766-2682
 E-mail: carmstrong@mlsd.wednet.edu

Ephrata School District

Contact: Bob Jamison
 District Address: Box 788
 Ephrata, WA 98823
 Building Address: Ephrata High School
 333 Fourth Avenue NW
 Ephrata, WA 98823
 Phone: 509-754-2043
 Fax: 509-754-4993

Quincy School District

Contact: Evon LaGrou
 District Address: 118 'J' Street SW
 Quincy, WA 98848
 Building Address: Quincy High School
 16 Sixth Avenue SE
 Quincy, WA 98848
 Phone: 509-787-3501
 Fax: 509-787-8989

Warden School District

Contact: Randy Wiggins
 District Address: Box 308
 Warden, WA 98857
 Building Address: Warden High School
 Box 308
 Warden, WA 98857
 Phone: 509-349-2581
 Fax: 509-349-2367
 E-mail: rwiggin@esd171.wednet.edu

Wilson Creek School District

Contact: Scott Mortimer
 District Address: PO Box 46
 Navar Street
 Wilson Creek, WA 98860-0046
 Building Address: Wilson Creek High School
 PO Box 46
 Navar Street
 Wilson Creek, WA 98860-0046
 Phone: 509-345-2541
 Fax: 509-345-2288

Othello School District

Contact: Linda Crosier
 District Address: 615 E. Juniper
 PO Box 588
 Othello, WA 99344-0588
 Building Address: Othello High School
 240 S. Seventh
 Othello, WA 99344
 Phone: 509-488-3351
 Fax: 509-488-4600

Non-funded Partners**Big Bend Community College**

Contact: Mary Shannon
 Address: 7662 Chanute Street
 Moses Lake, WA 98837-3299
 Phone: 509-762-6212
 Fax: 509-762-6329

Columbia Basin Job Corp

Contact: Danny Erickson
Address: 6739 24th. Street, Bldg. 2402
Moses Lake, WA 98837
Phone: 509-762-5581
Fax: 509-762-9540

PIC

Contact: Yolanda Rios
Address: 226 W. Third
Moses Lake, WA 98837
Phone: 800-289-9196

Moses Lake Chamber of Commerce

Contact: Karen Wagner, manager
Address: 324 Pioneer Way
Moses Lake, WA 98837
Phone: 509-765-7888
Fax: 509-765-7891

WorkSource

Contact: Todd Dixon
Address: PO Box 1249
1616 S. Pioneer Way
Moses Lake, WA 98837
Phone: 509-766-4105
Fax: 509-766-4131

Colville Confederated Tribes

Contact: Shelley Chaney
Address: 500 Civic Way
Coulee Dam, WA 99116
Phone: 509-663-1442

Quincy Chamber of Commerce**Education Committee**

Contact: Nathan Bishop
Address: PO Box 277
Quincy, WA 98848
Phone: 509-787-4513
Fax: 509-787-1166
E-mail: nbishop@lemaster-daniels.com

Grant County Economic Development Council

Contact: Terry Brewer
Address: 6594 Patton Blvd. NE
Moses Lake, WA 98837
Phone: 509-764-6579
Fax: 509-762-5161
E-mail: tbrewer@grantedc.com

NC Technical Skill Center

Contact: Larry Smith, director
Address: 510 W. Broadway Ave.
Moses Lake, WA 98837
Phone: 509-764-4512
Fax: 509-764-1927
E-mail: lsmith@mlsd.wednet.edu

Columbia Colstor, Inc.

Contact: Mike Bolander, director of administrative services
Address: 2908 W. Broadway Avenue
Moses Lake, WA 98837
Phone: 509-765-3343
Fax: 509-765-3363
E-mail: mbolander@colstor.com



c/o Big Bend Community College
7662 Chanute Street N.E.
Moses Lake, WA 98837-3299
(509) 762-5351, ext. 212 Fax: (509) 762-6355

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TECHNICAL PREPARATION for a SKILLED WORKFORCE

October 18, 2000

TO: Office of Superintendent of Public Instruction

RE: SUNBELT STW CONSORTIUM
SCHOOL-TO-WORK GRANT

The Sunbelt STW Consortium and the Basin Tech Prep Consortium are made up of the same member secondary schools. Both consortiums have worked closely together to further the efforts of implementing STW educational reforms and the Tech Prep program.

Such collaboration has resulted in many benefits for members. Communication links between secondary schools and with the community college have greatly improved. We are able to exchange ideas, resources, and work together for the benefit of students. Specific accomplishments include creation of local chamber of commerce education committees, business partnerships, teacher internships, "Tuesday Tours," uniform career pathways, and "Call-to-Parents" presentations with certified trainers in all districts.

Significant progress has occurred over the years and it is exciting to see all the pieces of STW programs coming together. By leveraging Tech Prep and STW dollars the consortium has been able to create more effective programs and accomplish more together than any single district could do alone.

Basin Tech Prep strongly supports the Sun Belt STW Consortium's application for a STW grant and will continue to partner with member schools on future projects.

Sincerely,

Mary Shannon
Director, Tech Prep and Career Advising & Outreach;
Professional/Technical Programs

CC: Bonnie Russell, Moses Lake STW Coordinator

Moses Lake Area
CHAMBER of COMMERCE
324 SOUTH PIONEER WAY • MOSES LAKE, WA 98837-1737
509-765-7888



October 20, 2000

TO WHOM IT MAY CONCERN:

As Manager of the Moses Lake Chamber of Commerce it gives me a great deal of pleasure to write a letter of endorsement for Moses Lakes *School to Work Program*.

Because educating everyone takes everyone, the Moses Lake Chamber of Commerce has established a very active Education Committee. Communication and interaction is a key to the success of our business/education partnership. Our businesses have offered overwhelming support and continued involvement. Education is a community priority.

The School to Work Program is involved in Tuesday Tours, the Job Shadowing program, teacher involvement with Business After Hours, the "What I Want To Be When I Grow Up" essay contest, public service announcements focusing on job hunting skills, involvement with Big Bend Community College's Job and Career Fair and visibility at other Chamber and public functions and has involved students, teachers and members of the business community.

As the program continues to grow and accomplish the goals we have set, we see the need for our efforts continuing to expand. We appreciate your positive action toward helping us achieve our continued efforts.

Very sincerely,

Karen Wagner
Manager
Moses Lake Area Chamber of Commerce



435 SOUTH CENTRAL AVE
 QUINCY, WA 99348
 (509) 787-4311
 FAX (509) 787-1166

SPOKANE
 SPOKANE VALLEY
 COLFAX
 EVERETT
 GRANDVIEW
 MOSES LAKE
 OHAOK

80HELLO
 PULLMAN
 QUINCY
 TRI-CITIES
 YAKIMA
 NORTH IDAHO

LE MASTER &
 DANIELS PLLC

ACCOUNTING

October 17, 2000

AND

To: Office of Superintendent of Public Institution

CONSULTING

RE: Quincy High School
 School-to-Work Grant

SERVICES

The Quincy Education Committee is a volunteer partnership formed between Quincy High School and the Quincy Chamber of Commerce. The School-to-Work Grant has enabled the Quincy Education Committee to begin implementing a plan that will allow High School Students the opportunity to get hands on experience and knowledge of different carrier choices in the local region.

MEMBER OF

TAG

The committee's goal is to allow students to experience a variety of different carrier choices that interest them. Once the students have selected a field that interests them, the students will be able to apply educational resources that are available to them through High School classes that will prepare them for College and on into the carrier field desired.

INTERNATIONAL

Many businesses have expressed a desire to help implement this program into the Quincy High School. Teachers will be touring these businesses in order to find out what skills and applications the teachers can implement that will enhance the skills of the students. Students will, and are currently, work at theses businesses in order to obtain a hands on experience regarding what skills are needed and what it is actually like in the carrier field that they are interested in.

The School-to-Work Grant has bridged the gap between businesses and High School students. The programs that we have started and are currently developing, have had positive feedback from students, teachers, and business leaders. However, the program is not complete and is in the beginning steps of implementation. The School-to-Work Grant will allow the Quincy Education Committee to finish the program and add an extremely useful resource to the High School Students of Quincy High School.

Sincerely,

Nathan Bishop
 Quincy Education Committee Chairman

Moses Lake Area
CHAMBER of COMMERCE

324 SOUTH PIONEER WAY • MOSES LAKE, WA 98837-1737

509-765-7888



October 20, 2000

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As the program continues to grow and accomplish the goals we have set, we see the need for our efforts continuing to expand. We appreciate your positive action toward helping us achieve our continued efforts.

Very sincerely,

Karen Wagner
Manager
Moses Lake Area Chamber of Commerce

APPENDIX G:

**TIGER FUTURES
PROGRAM BROCHURE**

REASONING FOR PROGRAM

- * Tool for students and community to assess whether students have mastered the EALRS, mission statement and beliefs of school
- * Meets one area that the school has been weak in: seeing relationship between what students are doing at school and the real world
- * Create a visual history of student growth over a long period and provide a place to preserve work that otherwise might be lost
- * Requires students to take ownership
- * Students given opportunities to express their culture, abilities, and knowledge
- * Serve as a resource/checklist for students, counselors, teachers, and parents in registering for classes and preparation for post-secondary education
- * Used for application and interviews at colleges, technical schools and for entry-level professions

TIGER FUTURES PROGRAM TIME LINE

- | | |
|-------------|---|
| 2000 - 2001 | Portfolio Handbook
Portfolio Activity Period
Portfolio Checkoff Sheet
Reflection Days
Volunteer Exit Interviews |
| 2001 - 2002 | Revisions on Portfolio
Exit Interview Handbook
Pilot Exit Interview |
| 2002 - 2003 | Revisions on Exit Interview
Possible Graduation
Requirements |

Information about the Tiger Futures Program is also available at:
www.esd165.org.com

"As an equal opportunity employer and educational institution, the Ephrata School District does not discriminate on the basis of sex, race, creed, color, national origin, age, or disabling condition in its education program, activities, curriculum and in its employment, recruitment, interviewing, hiring and training practices."

TIGER FUTURES PROGRAM



EPHRATA HIGH SCHOOL

333 4th Avenue NW
Ephrata, WA 98823
(509)754-5285

BACKGROUND

The program was started in 1995 with a group of teachers working on the career pathways. The pathways were completed in 1997. The portfolio portion has been in progress for several years, with the binder being completed in 1999. A portfolio handbook was completed in 2000. The final piece of the program, the exit interview for seniors, will be completed in 2001.

The completion of this program is crucial to prepare our students for their future careers and aligns with our school's mission statement and beliefs. The program combines student work and presentation skills. Students will leave Ephrata High School with a portfolio, focusing on four areas (self, education, community and school activities, and career), which demonstrates their knowledge and capabilities.

DEFINITIONS

Career Pathways: occupational routes students can take to better prepare themselves for future employment opportunities

Portfolio: overall picture of a student's abilities through a collection of representative samples of a student's works based on goals and objectives

Exit Interview: student presentation, given to a panel based on the portfolio, which demonstrates knowledge and accomplishments of the student throughout the four years of high school

CAREER PATHWAYS

7 Pathways:

Agriculture/Natural Resources
Art/Communication
Business/Marketing
Business Operations
Health/Home/Recreational
Industrial Tech./Engineering
Social/Human/Government

- * Students decide on a path to focus on based on interests/aptitudes
- * Know what classes to take for each level (entry, skilled/technical, and professional)
- * Suggested school and community activities to be involved in
- * 5 year plan of classes and career

PORTFOLIO

- * Binder with tabs to hold information (can be done electronically)
- * Required items:
 - Title Page, Autobiography
 - Tiger Futures Assessment Sheet
 - Major Projects
 - Awards/Certificates/Pictures
 - Aptitude/Interest Surveys
 - Job Application, Cover Letter
 - Resume, Letter of Recommendation
 - Personal Goals/Statements

- * Portfolio Handbook

EXIT INTERVIEW

- * Way to assess mastery of student learner outcomes for Ephrata High School
- * Presentation given to a panel consisting of Ephrata High School staff and community members
- * Students will explain what they learned and how they will use the information in each area (self, education, community and school activities, career)
- * Exit Interview Handbook (to be completed by the 2001 - 2002 school year)

TIGER FUTURES PROGRAM PROCESS

1. Once a month work on portfolio during activity period
2. Twice a year have reflection days to assess and evaluate work in every class
3. Assessment in May (portfolio graded in the sixth period class, exit interview for seniors)

APPENDIX H:

TIMELINE FOR TIGER FUTURE PROGRAM

APPENDIX H
2000 – 2001 TIME LINE

September 20	Pass out/review handbook, Review time line
October 25	Complete personal statement handout and volunteer service form
October 26	1 st Reflection Day (all classes reflect on one assignment/project) periods 1, 3, 4, 5, 7
October 27	Finish reflection time periods 2, 6
November 29	Complete work experience form and school and non-school related activities form
December 20	Complete achievements and awards form, review letter of recommendation
January 31	Complete cover letter
February 28	Complete resume
March 15	2 nd Reflection day (all classes reflect on one assignment/project) periods 1, 3, 4, 5, 7
March 16	Finish reflection periods 2, 6
March 21	Complete job application
April 11	Work on autobiography, Seniors request transcript, other grades get copies of report cards
May 2	Finish autobiography, organize portfolio

3 YEAR TIME LINE

2000 – 2001 Portfolio Handbook

Portfolio Activity Period

Portfolio Checkoff Sheet

Twice a year reflect on assignments

Volunteer Exit Interviews for Seniors

2001 – 2002 Revisions on Portfolio process

Exit Interview Handbook

Pilot Exit Interview

2002 – 2003 Revisions on Exit Interview process

Portfolio and Exit Interview Graduation Requirements