

VIRGINIA CAREER AND TECHNICAL EDUCATION CONSOLIDATED ANNUAL REPORT 2004 - 2005

PURPOSE

The accomplishments, activities, and performance measures for Career and Technical Education in Virginia are reported here as outlined in the State Plan for Career and Technical Education for 2004-2005. The Consolidated Annual Report details the use of resources from the Carl D. Perkins Vocational and Technical Education Act of 1998, as well as state and local funds. The document also meets the reporting requirements of the Carl D. Perkins Vocational and Technical Act of 1998.

The general purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P. L. 105-332) is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs by--(1) building on the efforts of States and localities to develop challenging academic skills; (2) promoting the development of services and activities that integrate academic, vocational and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students; (3) increasing state and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and (4) disseminating national research, and providing professional development and technical assistance that will improve vocational and technical education programs, services, and activities.

DELIVERY SYSTEM

The Virginia Board of Education, serving as the State Board of Career and Technical Education, developed a State Plan for career and technical education (CTE) that provides programs and services for the following:

- Local school divisions
- Virginia Schools for the Deaf and Blind at Hampton and Staunton
- Virginia Community College System
- Institutions of higher education for career and technical education
- Woodrow Wilson Rehabilitation Center
- Apprenticeship programs jointly supported by the Virginia Department of Labor and Industry
- Department of Correctional Education

During the 2004-2005 school year,

- 305 middle schools provided exploratory and special programs
- 293 high schools offered career preparation courses
- 36 separate and 9 jointly-owned regional technical centers offered career and technical programs
- 22 separate centers provided special services to disadvantaged and disabled students
- 23 community colleges provided continuing education at 40 campus locations.

STATE ADMINISTRATION

The State Board of Education has been designated as the State Board of Career and Technical Education to carry out the provisions of the Federal Vocational and Technical Education Act. Hence, the Board, as the sole agency responsible for the administration and supervision of the state career and technical education program, has all necessary powers to cooperate with the U.S. Department of Education in the administration of the State Plan. The Superintendent of Public Instruction has delegated the authority for administering all State Plan programs within the management of the Board of Education and as prescribed by laws of the commonwealth. Under the leadership of a director, associate director, grants program administrator, and 10 specialists, the Office of Career and Technical Education Services within the Virginia Department of Education provides direction for CTE in the state.

Secondary career and technical education encompasses eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills. Students who complete a concentration or specialization in a CTE program and graduate from high school are prepared to continue their education and/or become members of the workforce. Virginia's eight CTE programs are Agricultural Education, Business and Information Technology, Career Connections, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial Education. For reporting purposes and for educational planning for students, all courses offered in the CTE programs have been aligned to one of the 16 national clusters.

Among its many technical services, the Office of Career and Technical Education Services

- establishes, collects, and disseminates performance information
- provides technical services to teachers, administrators, and teacher educators

- awards grants to local school divisions; distributes funds
- coordinates other activities with workforce agencies
- coordinates curriculum efforts
- provides presentations on curriculum frameworks and standards to local practitioners
- provides professional development for school personnel in accordance with the State Plan and the Virginia Department of Education Strategic Plan.

The Virginia Community College System (VCCS) operates 23 community colleges with 40 campuses. During 2004-05, Virginia's community colleges:

- served the equivalent of 92,698 full-time students or 231,565 individual students;
- served the training needs of more than 3,189 employers; and
- awarded 10,898 degrees, diplomas, or certificates, 9,703 of which were in CTE areas of instruction.

The Workforce Development Services Unit of the VCCS central office is responsible for the state administration of the Perkins grant. Currently, the major goals of the VCCS Perkins Administration Team are to further develop, review, and refine the vision, mission, programmatic goals, and evaluation processes of local Tech Prep and Postsecondary Perkins to meet statewide performance measures for student retention, graduation, and job placement rates. In 2004-05, the VCCS for the first time required Tech Prep programs to report quantitative data such as number of students enrolled in career pathways, number of students transitioning from secondary to postsecondary programs, and the number of credentials earned by students in Tech Prep programs.

A second major goal of the Perkins team is to integrate a career pathways model into local Tech Prep and Postsecondary Perkins programs. To assist colleges in developing and improving career pathways for their CTE students, the VCCS Perkins team is planning two Career Pathways conferences each year that will collectively serve more than 200 postsecondary educators. These semiannual Career Pathways events will serve as the VCCS primary professional development vehicle for college CTE personnel.

STATE LEADERSHIP

Secondary Career and Technical Education Programs

Agricultural Education

Staff Development: 500 participants attended in-services on methods for infusing new topics into the Agricultural Education curriculum. The major topics were biotechnology, veterinary science, and career development events. Other topics included forestry technology, turf management, global positioning systems, and middle school programs.

Curriculum Development: The curriculum was enhanced with the distribution of instructional units in biotechnology, veterinary science, forestry technology and turf management. A CD containing lesson plans on agri-terrorism was distributed to teachers.

Student Organizations: More than 10,000 students were members of the Virginia Association FFA in 2004-2005. These members promoted the FFA, agricultural education, and the food and fiber industry. Approximately 1,300 FFA members attended the 2005 State FFA Convention. In March, the state conducted the national Made for Excellence Conference, with more than 200 Virginia FFA members attending a variety of leadership activities. In addition, more than 800 members attended state leadership conferences at Virginia Tech and Virginia State University. The Young Farmers continued to provide programs for students above the high school level. More than 500 members participate in this adult organization.

Certification Academies: Two academies enabled 50 teachers to become certified in Greenhouse Operations or in 4-Stroke Small Engines.

Business and Information Technology

Staff Development: Speakers and presenters were sponsored for the following staff development sessions:

- 2004 Career and Technical Education Professional Development Institute for 307 business and information technology educators;
- Business and Information Technology Focus Group (staff development on leadership) for 28 teacher/advisers and teacher educators working with the student organization;
- conference planning meeting with Business & Information Technology educators for 35 participants;
- on-site MOS Certification Prep/Test, serving 132 participants;
- on-site IC³ Certification Prep/Test, serving 53 participants;

- online IC³ (117 participants) and MOS (179 participants) Virtual Academies (June 2004 through December 2005)
- Dreamweaver Certification Prep/Test, serving 22 participants;
- Flash Certification Prep/Test, serving 25 participants;
- Certified Internet Webmaster, serving 57 participants;
- voice recognition technology workshops, serving 46 participants; and
- Information Technology Fundamentals teacher methodology training, serving 52 participants.

In addition, the state program sponsored travel for attendees to the Virtual Enterprise training in Newport News. The initial training served 30 participants.

Curriculum Development: Four curriculum frameworks were revised during the 2004-2005 school year: Business Management, Database Design and Management, Advanced Database Design and Management, and the Business Individualized Program (for students with disabilities). The Keyboarding Methodology Handbook was revised. Program brochures were developed and disseminated in 2005.

Essential Competencies: Essential competencies are identified for all established courses for Business and Information Technology. Standards of Learning have been correlated to the competencies in every course.

Student Organizations: In 2004-2005, the Future Business Leaders of America (FBLA) student organization consisted of 15,487 members, representing 11 regions of the state; Virginia had the second-largest FBLA chapter in the nation. Phi Beta Lambda (PBL) had 363 members. Competing in the National Leadership Conference were 142 FBLA students and 37 PBL students.

Family and Consumer Sciences (FACS)

Staff Development:

- 308 participants attended the 2004 Professional Development Institute in Virginia Beach. Following the summer institute, new and returning teachers were offered a three-credit FCCLA course. A Teaching FACS course was provided for 12 teachers who needed additional assistance on methodology and teaching strategies.
- CTE state staff and local teachers assisted the Teacher Quality staff in presenting the Teachers for Tomorrow/Teacher Cadet Program at the Great Virginia Teach In. More than 3,100 participated in the two-day conference.
- National program certifications and end-of course testing have been a major emphasis for the last five years. A majority of the FACS teachers have opted for the end-of-course tests. Certain national program certifications and end-of-course tests may be substituted for verified credits in one or more of the four core academic disciplines.
- 1,893 early childhood education workers, including 9 occupational FACS teachers and 14 high school students, attended a workshop sponsored by the Virginia Association for Early Childhood Education (VAECE) and Head Start.

Curriculum Development:

- The curriculum focus has been the *Work-Based Learning Handbook: A Practical Guide in Career Choice and Development*.
- Introduction to Leadership and Leadership Development courses were reviewed and updated. Additional modifications were made to the Culinary Arts and Baking curricula.
- All courses, including updates, continue to be cross-walked with the Standards of Learning for the core academic areas, and the academic program specialists reviewed these FACS crosswalks for accuracy.
- The equipment list for Family and Consumer Sciences was revised.

Essential Competencies: Essential competencies have been identified for all FACS courses and are available online through the CTE Resource Center and the FACS Web sites.

Student Organizations: There are 243 Virginia chapters with a membership of 12,284 in the FCCLA. FCCLA continues to search for feasible educational grants that will support the organization's reach into the community and provide leadership activities for all the members.

Health and Medical Sciences

Instructors for Health and Medical Sciences programs must be licensed or certified as health care professionals in the applicable area by the Department of Health Professions and licensed and endorsed to teach by the Department of Education.

Staff Development: In-services for each of the six regions were held in the spring and fall to review changes by health regulatory boards. A comprehensive statewide Health and Medical Sciences conference is held each summer for all teachers.

Curriculum Development: Curriculum for the program area is under constant revision to keep abreast of changes in health care. During the 2004-2005 school year, 17 new programs were approved for implementation by the Department of Education, including dental assisting, emergency medical technician, pharmacy technician, veterinary science, and nurse aide. Technical panels are scheduled to meet in December, 2005 to begin work on the development of frameworks for the athletic trainer/sports medicine aide and the biomedical curriculum. Enrollments have increased in the Health and Medical Sciences programs in local school divisions. The Department of Education, CTE office, worked closely with the Virginia Board of Pharmacy to develop a state certification examination that also leads to a verified credit toward graduation for completers of the pharmacy technician program.

Student Organizations: Health Occupations Students of America (HOSA) is the approved CTE student organization for students enrolled in Health and Medical Sciences programs. Regional rallies are held annually, and the student leadership conference is held in March of each year. The student specialist for HOSA also provides technical assistance to teachers, especially newly employed teachers.

Marketing

Staff Development: A variety of staff development activities were provided for marketing teacher-coordinators at the annual VAME Conference in August 2004, including tips for teaching Internet Marketing, how to make DECA co-curricular, managing teacher stress, and coordination tips. In addition:

- An online listserv for Marketing teachers, supervisors, and teacher educators continues to be a vital communication link to provide professional development announcements and information in a timely fashion;
- Program updates were provided for the following conferences/meetings: CTE Administrators, New CTE Administrators, Cooperative Education Workshop, VAME Executive Board meetings, VAME Conference and Career Technical Institute, and DECA Board of Trustees meetings.
- 5 industry certification academies (consisting of workshops and certification testing opportunities) were delivered for marketing teachers in the state. Workshops focused on how the history and purpose of industry certification and education reform in Virginia have converged to make student-selected verified credits an integral part of high school graduation diploma requirements. At the conclusion of the 2004-2005 school year, approximately 85% of marketing teachers had passed an industry certification test.

Curriculum Development: The Financial Services Marketing task list was revised and the instructional framework was updated in 2004-2005.

Student Organization:

- More than 200 Virginia DECA chapters serve nearly 12,000 national and state members, making Virginia DECA the largest state DECA association in the nation. More than 2,000 students and advisors participated in the Virginia DECA State Leadership Conference; and 700 students and advisors participated in the International Career Development Conference (ICDC) in Anaheim, California. The Virginia delegation was the largest attending the ICDC.
- Virginia DECA Foundation, a recently formed organization, continues to grow and show promise of becoming a major resource for DECA scholarship funding.
- Virginia DECA has an established presence on the Internet with its online electronic memberships/registration and communication system.

Technology Education

Staff Development: More than 900 technology education teachers participated in regional and statewide technical update workshops that focused on the following content areas: biotechnology, communication, construction, manufacturing, and transportation technologies. In addition, the following activities were provided:

- onsite technical assistance for 18 LEAs;
- 5 division-wide staff development workshops; and
- statewide in-service seminars at the annual Technology Education conference.

Curriculum Development:

- Developed a new program/course framework guide for statewide implementation of Aerospace Technology.
- Conducted research pertaining to the impact of Geospatial Technology and Nanotechnology industries in Virginia and the potential for applications of their spin-offs in secondary schools.

Essential Competencies: Revised the following 6 program/course essential competency lists to reflect state-of-the-art technology: Technology Foundations, Technology Transfer, Technology Assessment, Construction Technology, Production Technology, and Materials and Processes Technology.

Student Organizations: 2,746 students participated in Virginia Association of the Technology Student Association (TSA) leadership and competitive events. Another 225 delegates from the Virginia TSA attended the National TSA Leadership Conference held in Nashville. A total of 16,500 students participated in local TSA programs.

Trade and Industrial Education

Trade and Industrial Education (T&I) program service consists of 52 distinct courses located in 208 high schools, technical centers, and jointly operated centers.

Staff Development: The following staff development opportunities were provided:

- Trade and Industrial Education Summer Conference (232 attendees)
- occupational technical updates (232 attendees)
- certification academies (75 attendees)

Curriculum Development: Curriculum frameworks were revised for the following programs:

- Auto Body Technology
- Building Management
- Building Trades
- Carpentry
- Computer Networking
- Criminal Justice
- Firefighting
- Public Safety

Essential Competencies: Essential competencies have been identified in all Trade and Industrial program offerings.

Student Events: The following leadership activities were conducted during the 2004-2005 school year:

- Ford/AAA Auto Skills Student competition (258 attendees)
- SkillsUSA-VICA District Conferences (2,400 attendees)
- SkillsUSA-VICA State Conference (1,100 attendees)
- SkillsUSA-VICA State Rallies (250 attendees)
- SkillsUSA-VICA National Conference (225 attendees)

Career Connections

Staff Development:

- In connection with development of the Virginia Career Resource Network (VACRN), 56 workshops introduced 3,916 educators to VACRN components, the new national and state career classification system, and related products and services.
- 24 teachers attended a three-day training session for Teachers for Tomorrow in February 2005.
- Sessions were provided for Teachers for Tomorrow/Teacher Cadet high school students and their teachers at the Great Virginia Teach-In. A FACS teacher was on a panel for one of the general sessions.
- Two Teachers for Tomorrow/Teacher Cadet workshops provided program information for 50 educators at the 2004 FACS Professional Development Institute.
- 6 FACS teachers and the state program specialist attended the 2004 South Carolina's Fall Staff Development Conference for Teacher Cadet and ProTeam Programs in their state.
- Approximately 1,000 counselors and teachers who provide services for special population students participated in the Transition Forum, co-sponsored with the Department of Rehabilitative Services and Special Education.

Curriculum Development: Two Entrepreneurship, two Leadership, and three Education for Employment task lists and frameworks were updated. Copies of the student career magazine *r u ready?* were distributed to more than 95,000 students, and 110,000 copies of the parent brochure *Call to Action* were distributed as well. A brochure for middle school parents and posters for all middle and high schools have been distributed and additional copies are available from the CTE Resource Center. In addition, plans were formulated for development of the sixth edition of the *get ready* series, and extensive technical assistance was provided to local school divisions concerning use of the products.

Postsecondary Career and Technical Education

For 2004-05, \$3,402,614 was distributed through Perkins local grants to the 23 colleges in the VCCS. Each college had the opportunity to determine the appropriate use of these funds. Strategies included the following:

- *Program Assessment.* The VCCS initiated development of student registration systems to measure the impact of Perkins programs on student performance in terms of continued education and job placement. Local colleges conducted research to determine how to impact student retention and graduation rates. The VCCS created an integrated Assessment and Research Team to improve data collection and research processes within the agency.
- *Use of Technology.* 150 college CTE programs updated technology in CTE programs, and 13 college programs upgraded or added software to CTE programs.

- *Professional Development.* 319 secondary and postsecondary faculty members participated in professional development activities with an additional 125 educators participating in training offered by the VCCS. Instructional technology workshops, curriculum writing retreats, project-based learning, and career coaching were among the topics addressed through professional development activities.
- *Academic/Vocational Integration.* Colleges piloted use of online tutoring services to improve academic performance of CTE students. VCCS trained 52 faculty members in instructional methods for academic and technical integration. VCCS introduced a new career pathways matrix for use by Tech Prep and Perkins practitioners throughout the state, which integrates academic, technical and employability skills development.
- *Nontraditional Students.* Six colleges developed marketing materials or initiatives for recruiting nontraditional students. The VCCS mandated that local colleges set aside a designated percentage of their Perkins funds to improve nontraditional student recruitment.
- *Supporting partnerships to improve student academic performance and vocational/technical skills.* The VCCS partnered with VDOE and the League of Innovations for Community College to pilot the Bridges Program in 11 high schools. The program provides early college placement testing and academic intervention to 10th grade students. The VCCS and VDOE also partnered to support career coaching services in 15 high schools.
- *Supporting special populations.* 859 hours of Perkins-funded tutoring were provided in 2004-05 to students with learning disabilities and other special needs. Career coaching services were provided to ESL students in one community college with early college placement testing and academic intervention as needed. The VCCS and VDOE also partnered to support career coaching services in 15 high schools. This initiative provided high school students with career planning and other services designed to increase motivation and retention in career pathways to improve employability and other skills.

Correctional Education

During the 2004-05 school year, the Department of Correctional Education (DCE) offered CTE programs at 26 adult correctional facilities, 6 adult correctional field units, and 9 juvenile correctional centers. Adults received instruction in 38 different program areas in 3 occupational trade areas. Juveniles received instruction in 49 different courses in 23 program areas in 7 occupational trade areas. A number of adult and juvenile facilities provided career and technical assessment and transition services in addition to the evaluation conducted by Adult Classification and the Juvenile Reception and Diagnostic Centers.

Major Correctional Education Initiatives for 2004-2005:

- developed plans for expanding industry based certification programs, including the purchase of curriculum materials for the construction trades so the certification and testing could be implemented during the 2005-2006 school year;
- arranged for initial training of instructors regarding industry certification;
- developed standard installations for our programs that run with computer networks to improve security and standardize systems for easier maintenance;
- updated Youth Apprenticeship Manual;
- developed a written procedure for evaluating Apprenticeship Programs;
- updated instructional materials, software, and computers for the Graphic Communications and Computer Aided Drafting programs;
- provided extensive training for CTE staff through state sponsored institutes, industry sponsored technical updates, college courses, and agency sponsored training events;
- conducted two separate student surveys to obtain information for developing new programs at Bon Air and Culpeper Juvenile Correctional Centers;
- set up new Business Education Programs at Powhatan, Rustburg, and Augusta Correctional Centers; and
- met all program performance measures for CTE programs for the Executive Agreement with the Governor's Office.

Competencies: Competencies are revised as necessary to keep programs up-to-date with changes in technology, products, and trade practices. The DCE has completed the restructuring of all the remaining adult curricula during 2004-2005. The new curriculum remains competency-based but organizes the competencies into units of instruction. This helps students who may be transferred or released prior to completing an entire program to acquire specific training, increasing probability of employment.

2004-2005 Correctional Education Enrollment

Program Area	Adult Enrollment	Adult Completion*	Juvenile Enrollment	Juvenile Completion**
Agricultural Education	350	88	125	7
Business and Information Technology	1,028	364	511	98
Health and Medical Sciences	50	25	0	0
Technology Education	174	28	296	57
Special Programs (EFE/WECEP)	0	0	620	111
Trade and Industrial Education	3,970	1,198	1,032	91
Family and Consumer Sciences	0	0	208	17
Marketing	0	0	91	0
Grand Total	5,572	1,703	2,883	381

2004-2005 Adult and Juvenile Apprenticeship Programs

Program Area	Adult Enrollment	Adult Completion*	Juvenile Enrollment	Juvenile Completion**
Agricultural Education	19	0	4	0
Health and Medical Sciences	5	5	0	0
Trade and Industrial Education	557	70	12	0
Grand Total	581	75	16	0

*Correctional Education Adult Completion includes all adults, with and without a GED or high school diploma, who have completed the course work in a specific career and technical program.

**Correctional Education Juvenile Completion includes only the students who have completed the course work in a specific career and technical program and have earned a GED or high school diploma.

Enrollment and Cooperative Education Data

2004-2005 Duplicated Enrollments

Program Area	Grades 6-12	Adult
Agricultural Education	30,569	2,172
Business and Information Technology	171,776	11,383
Consumer & Homemaking Education	123,186	0
Health and Medical Sciences	7,240	2,476
Marketing	28,646	1,790
Occupational Home Economics	24,802	2,466
Technology Education	153,286	304
Trade and Industrial Education	38,889	9,810
Special Programs (EFE/WECEP)	18,860	194
Grand Total	597,254	30,595

2004-2005 Cooperative Education Placements

Program Area	Total Students	Total Employers	Total Wages
Agricultural Education	261	291	\$ 1,224,771.16
Business and Information Technology	1,543	1,402	6,285,207.25
Health and Medical Sciences	9	8	56,856.52
Marketing	7,035	6,472	27,436,017.12
Special Programs (EFE/WECEP)	464	411	1,361,696.07
Trade and Industrial Education	1,040	916	4,135,332.62
Family and Consumer Sciences	76	67	255,175.32
Grand Total	10,428	9,567	\$ 40,755,056.06

Improving and Developing New Courses

CTE Resource Center

The CTE Resource Center provides services and resources for Virginia public school educators, Virginia Department of Education (VDOE), community colleges, and Tech Prep consortia to assist in the design, development, and implementation of CTE programs. The VDOE contracts with the Center each year for development of a specified number of curriculum-related products. Development consists of any combination of writing, editing, design, and production. The Center provides these resource materials at no cost to Virginia public school educators.

Under the direction of the state CTE staff, the Center:

- revised and updated all task/competency lists for all CTE courses in Virginia and made them available to school divisions on the Web site <http://www.cteresource.org/VDOE/CTE/cbeindex.html>;
- revised the standardized student competency record for each CTE course, allowing teachers to document competency attainment;
- developed 131 curriculum-related products for the VDOE, 37 for Tech Prep, and 46 for local school divisions;
- responded to 94 extended search requests from Virginia patrons seeking research data and specialized resources;
- presented or facilitated 112 in-service panels, programs, and workshops for approximately 2,264 participants;
- loaned 982 resources through the library service and acquired 447 new titles;
- marketed/exhibited Virginia products at 14 conferences; and
- distributed 95,703 resource items to patrons.

The Center sold 170 copies of Virginia publications to out-of-state and private education providers, recouping \$741.47 in printing and handling costs. Using an inventory of items selected by the VDOE/CTE staff, the Center also sells curriculum materials and resources from other providers to Virginia patrons. The Center sold 5 copies of assorted titles for \$357.00 in gross sales. Any funds accumulated over costs are used for additional purchases of materials for sale.

Technical Committees

Under the direction of the state CTE program specialists, the CTE Resource Center facilitated four technical committees composed of 29 business and industry representatives who contributed to, reviewed, and validated CTE program competencies. Different processes, including DACUM and Panel of Experts, were used to facilitate occupational analysis.

Labor Market Data

Weldon Cooper Center

The University of Virginia's Weldon Cooper Center for Public Service is a research and training organization focused on the Commonwealth of Virginia. The Center provides objective information, data, research, technical assistance, and practical training to state and local officials, community leaders, and members of the general public. The VDOE, in partnership with the Center, provides the electronic *Guide to Career Prospects in Virginia*. This guide provides analysis of education requirements and job outlooks for hundreds of Virginia careers with special emphasis on non-traditional careers, as well as employment projections and annual average job openings by regions. This information is used frequently by state and local CTE specialists when updating and planning new courses and curriculum.

Virginia Career VIEW

Virginia *Career VIEW*, www.vaview.org, located on the campus of Virginia Tech in Blacksburg, provides accurate, current, and comprehensive career information in a dynamic multimedia format that is accessible to all citizens in the Commonwealth. Sponsored by the Office of Career and Technical Education, Career VIEW staff completed the following work in 2004-2005:

- conducted 30 regional workshops for approximately 1,000 educators and provided training on all new products and services;
- conducted 28 customized outreach programs and exhibits for students, parents, and professionals;
- redesigned the Virginia Career VIEW web site portal to allow for easier access by professionals and students;
- produced Activity Guides for professionals to complement the Career Exploration resources for students in grades K-12 listing corresponding activities to Virginia Standards of Learning (Print);
- added activities to the "Career Town Activity Center" for Elementary Students (K-5) and Special Populations (Internet based);

- developed an updated Resource CD-ROM for professionals containing all Virginia VIEW print resources (Distributed more than 3,250 CD-ROMS);
- developed the Career *Interactive* CD-ROM that is networkable for Windows platforms (Distributed more than 3,250 CD-ROMS) -- a “portable” version of the Career VIEW Internet search;
- updated the Career Information Data Base that contains 600 occupations, videos, labor market information, and occupational profiles;
- produced original informational posters, flyers and other career-related handouts for exhibits and workshops and distributed more than 1,000 sets of materials to educators and students (Print);
- developed a “Life Skills Module” to help students explore and develop skills needed for educational and occupational success (Internet);
- updated all data, web site information, resource information, and statistics in the Career Hunt publication designed for Adults ages 18 (Print); and
- expanded the “Professionals Sections” of the Career VIEW web site to include career planning tools, professional resources, lesson plans, publication downloads, online workshop registration, and many other useful features.

Special Initiatives and Partnerships

Prosoft Learning/CompTIA/Brainbench

Virginia has renewed several statewide partnerships with industry certification entities. A partnership with Prosoft Learning allows schools to receive free test vouchers for teachers and discounts for students on Web teaching materials and selected vouchers as well as allowing schools to conduct online testing in their classrooms for Certified Internet Webmaster industry certifications. A similar partnership with CompTIA provides free vouchers for selected information technology certifications. Access to “members only” Web resources is also a feature of both partnerships.

Virginia has a new partnership with Brainbench that allows an academic discount on selected certification tests. This partnership also provides free testing for selected categories of Brainbench assessments in the information technology area. Brainbench provides an ongoing transcript of all credentials earned by individual students and teachers that may be e-mailed to employers and/or included with student resumes.

Automotive Youth Education Services (AYES)

The Office of Career and Technical Education entered into a partnership with the Virginia Automobile Dealers Association and the Automotive Youth Educational Services (AYES), formerly known as the General Motors Youth Educational System (GMYES), to expand the AYES programs in Virginia. Virginia was one of the first states to adopt this partnership model that includes a manufacturer, retailer and educator all working together to give students the opportunity to develop skills needed for a successful career in auto technology. This partnership has enhanced both the curriculum and the equipment in auto service technology labs and provided students with mentoring experiences and internships in local auto dealerships. The partnership has increased the number of AYES programs from 3 to 21.

Virginia Business Magazine

The Office of Career and Technical Education’s partnership with *Virginia Business Magazine* provides a new streamlined program to help students learn the process of career choice. Components of this initiative include: the *ready?* career magazine for high school juniors, a user’s guide and lesson plan for use in the classroom, a Parent’s Guide for assisting their children in planning for secondary education and beyond for all eighth graders, and a Website that is a part of the Virginia Career Resource Network.

Manufacturing Program Grants

All 15 pilot sites that received funding under the Integrated Manufacturing initiative have fully implemented the program, which provides local models to serve as centers for the dissemination of best practices pertaining to state-of-the-art manufacturing programs. Best practices focus on academic and CTE preparation directed towards careers in high-performance manufacturing fields. Local staff development workshops were held in each location, as was one statewide technical update session for teachers. These workshops placed emphasis on:

- Computer Integrated Design
- Manufacturing Processes
- Quality Systems
- Computer Numerical Control
- Rapid Prototyping and Process Control
- Electrical Systems, Mechanical Systems
- Automation and Material Handling
- Statistical Process Control
- Robotics Applications
- Artificial Intelligence.

The Integrated Manufacturing Program promotes the transfer of knowledge of these technologies to postsecondary education and entry-level employment opportunities. The pilot sites have completed the testing of the teacher's *High Performance Manufacturing* instructional resource guide, and the document has been made available for statewide implementation.

Project Lead the Way

PLTW is a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. The primary courses are Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, and Engineering Design and Development. PLTW opportunity grants have been provided to 20 schools in 11 school divisions. The grants provide matching funds to assist schools in fully implementing PLTW. The School of Engineering at Old Dominion University has become the state affiliate for providing workshops and graduate courses to prepare teachers to implement PLTW. Technical update workshops are provided during the year. A series of in-depth PLTW courses are offered during the summer.

Improving Students' Academic and Technical Skills

VERSO

Background

In the spring of 2003, the CTE Resource Center, as directed and supported by the Virginia Department of Education, introduced VERSO, Virginia's Educational Resource System Online. VERSO is the state's first online curriculum management system and is designed to accommodate CTE task lists, student competency records, and instructional frameworks.

VERSO continues to offer current, readily accessible information in a cost-efficient manner. Printing costs are held to a minimum, and the online documents provide data in a logical, sequential format. Additional resources, such as connections to professional accreditation and certification organizations, are incorporated.

The benefits are many:

- easy access to Virginia's statewide CTE curriculum requirements all in one location;
- immediate availability of curriculum data from home or school;
- up-to-the-minute current data, such as certification information;
- hot links to companion documents, professional associations, student organizations, and other helpful Web sites; and
- capability for Virginia educators to print parts or all of their instructional frameworks directly from the system.

All 2004-2005 task lists and student competency records were available in VERSO as of June 2004. A listserv message notified educators in July 2004 of the 2004-2005 instructional frameworks in VERSO, and additional messages went out periodically throughout the year to inform registered users of new products in the system.

By-Task Correlations with the Standards of Learning

In response to Governor Warner's mandate, the VDOE Office of Career and Technical Education Services, supported by the Center, correlated each task in every CTE course to the Virginia Standards of Learning for Mathematics, Science, English, and History/Social Science, where appropriate. CTE and academic experts validated each correlation. This information, entered into VERSO, is now accessible at the top of each task list and within each framework.

Industry Certifications

The Governor also directed the Office of Career and Technical Education Services to identify the related industry certifications, state licensures, and occupational tests for each CTE course in Virginia. As with the standards correlations, this information is linked at the top of each applicable task list and appears within each framework in VERSO. These are updated whenever the Board of Education modifies its approved list of certifications.

VERSO Statistics

Registered User. Anyone can obtain the CTE task lists and student competency records from VERSO. The registration system is in place so that Virginia public school educators may also view the full instructional frameworks. The number of registered VERSO users increased from 1,459 in July 2004 to 3,514 in June 2005. Since

users are not required to register to view the top level of VERSO, it is likely that the numbers reflect a relatively small percentage of patrons who are using the system in some way.

Listserv Message. Registered patrons are automatically members of the VERSO listserv. The Center sent 12 listserv messages to announce new postings in 2004-05. The Center seeks to provide instructional resources throughout the summer so that teachers will have the most current data for the beginning of each school year. The VERSO listserv messages reflect this work schedule.

Current System Data. At the direction of the VDOE, the Center posts new task lists in VERSO by July 1 of each year. Additionally, frameworks that support and expand upon the task lists are published throughout the year. As of November 10, 2005, the following types of documents have been published in VERSO:

- CTE Task/Competency Lists: 260
- CTE Student Competency Records: 260
- CTE Instructional Frameworks: 154.

Use Among Educators. The success of the Center's effort to train educators in VERSO operation is reflected by increases in use of the system. Below are the total VERSO statistics for 2004-2005:

- 1st Quarter 117,478
- 2nd Quarter 51,399
- 3rd Quarter 63,991
- 4th Quarter 60,899

Implications for Other Disciplines and Other Types of Documents

The Center is currently expanding and enhancing VERSO. Rather than publishing three distinct types of documents, which is the case with the current VERSO system, the new improved management system will store each piece of information with metadata attached. The new VERSO system will generate reports that pull from this metadata and assemble it in a Web-based format. The data can be used multiple times in multiple formats and sent to multiple reports/locations on the Web.

Collaborative Lesson Plans

The Office of Career and Technical Education publishes and disseminates rigorous *Collaborative Lesson Plans* developed by Virginia teachers as a means of sharing examples of quality integrated instructional strategies. Each lesson helps students put learning into practice in the context of real world situations; preparing for a career, contributing to the community, or demonstrating effective consumer practices. Lessons are correlated to the Virginia Standards of Learning and challenge students to use a variety of thinking skills.

During 2003-2004, all previously published collaborative lesson plans were reviewed and correlated to specific CTE courses. They were then loaded into VERSO. VERSO has become the primary means of distribution for this data. Copies continue to be available in print and in downloadable PDF files.

Board of Education Diploma Seals and Certifications

The State Board of Education has established the Career and Technical Education Seal, to be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a CTE concentration or specialization that they choose. For the 2004-2005 school year, 15,588 students obtained the Career and Technical Education Seal. To qualify for the seal, a student must accomplish one of the following:

- maintain a "B" or better average in CTE sequence of courses;
- pass an examination that confers certification from a recognized industry, trade, or professional association; or
- acquire a professional license in a CTE field from the Commonwealth of Virginia.

The State Board of Education has also established the Seal of Advanced Mathematics and Technology, to be awarded to students who earn either a Standard or Advanced Studies Diploma. For the 2004-2005 school year, 501 students obtained the Advanced Mathematics and Technology Seal. To qualify for the seal, the students must satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and accomplish one of the following:

- pass an examination in a CTE field that confers certification from a recognized industry, or trade or professional association;
- acquire a professional license in a CTE field from the Commonwealth of Virginia; or
- pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

In addition to their use in awarding diploma seals, selected industry credentials are used for awarding student-selected verified credit—required for graduation (standard or advanced studies diploma) for the first time in 2004. Students in Virginia earn two types of credit during high school. Standard credit is based on hours of instruction and successful completion of the course. Verified credit is based on standard credit plus a passing score on an end-of-course Standards of Learning (SOL) test or other Board-approved substitute test (e.g., industry credential).

To be eligible for the standard diploma, students must earn the minimum standard credits as well as six verified credits. Several of those verified credits may be earned in a CTE course or course sequence by passing an industry credential approved by the State Board of Education. One student-selected verified credit can be earned in a CTE course that offers one standard credit, and at least two can be earned if the student is a completer in a CTE program sequence offering two or more standard credits (concentration or specialization).

For Virginia’s advanced studies diploma, students must earn nine verified credits. One of the verified credits may be earned in a CTE program by passing the course/course sequence and achieving an approved CTE credential.

The State Board of Education in Virginia has approved 181 credentials for 72 different CTE courses and/or course sequences. Credentials have been defined as 1) a complete industry certification program (e.g., Certified Nursing Assistant, CNA), 2) a “pathway” examination that leads to a completed industry certification (e.g., automotive technician examinations from ASE), 3) a state issued professional license (e.g., Cosmetology), and 4) an occupational competency examination (e.g., assessments from the National Occupational Competency Institute, NOCTI).

In the 2004-2005 school year, Virginia students passed 4,806 credentialing examinations (NOCTI assessments not included). Students who passed examinations were eligible for student-selected verified credit.

In the 2004-2005 school year, schools administered 952 occupational competency assessments, and 446 of these were scored at or above the national norm for the specific assessment. This allowed student test takers to be eligible for student-selected verified credit. Occupational competency assessments from NOCTI are being used in every CTE area.

High Schools That Work

The High Schools That Work (HSTW) initiative is a comprehensive approach to school improvement that complements and supports Virginia’s educational goals. HSTW sites are named through a grant application process for experienced sites. The Carl D. Perkins Federal Act funds the grants, requiring a 50% local match. During 2004-2005, 34 experienced sites were funded \$7,500 each and two sites were funded through the Obey-Porter Comprehensive School Reform Demonstration Program. As a research- and assessment-based reform initiative, HSTW uses as guidelines a framework of goals, key practices, and key conditions to improve school practices, instruction, and student achievement in technical and academic studies.

The Southern Regional Education Board (SREB) has chosen to use standardized achievement tests in reading, mathematics, and science, as developed by the Educational Testing Service in Princeton, N. J., to measure student progress at HSTW sites. The assessment is a variation of the National Assessment of Educational Progress (NAEP). The assessment is administered in even numbered years, primarily to senior students projected to complete CTE programs.

Academic Achievement Trends at HSTW Sites

HSTW/NAEP Tests	1996	1998	2000	2002	2004	SREB Performance Goals
Total Students Tested	1,561	2,661	2,829	2,488	2,062	---
Reading	275.9	279.2	279.3	285.0	280.0	279.0
% Reached SREB Goal		55%	56%	63%	57%	
Mathematics	285.5	297.3	299.6	302.0	299.0	297.0
% Reached SREB Goal		59%	61%	62%	58%	
Science	284.1	291.4	293.5	297.0	298.0	299.0
% Reached SREB Goal		57%	59%	54%	54%	

All Virginia schools must meet pass-rate benchmarks, set by the Board of Education, in tests for the content areas of English, mathematics, science, and history and social sciences to earn school accreditation status on an annual basis. During the 2004-2005 school year, 36 experienced HSTW sites earned accreditation status as follows:

- 32 of 36 (89%) Fully Accredited
- 3 of 36 (8%) Accredited with Warning
- 1 of 36 (3%) Accreditation Pending

High Schools That Work Technical Assistance Visits

The Office of Career and Technical Education Services, in collaboration with local school divisions, conducted HSTW technical assistance visits at 13 of the 36 sites. The technical assistance team members consisted of local practitioners, VDOE content specialists, postsecondary representatives, and local business/industry partners. An analysis of the technical assistance reports provided to the HSTW sites indicated the following strengths and challenges:

Prevailing Strengths

- raise expectations for all students and teachers;
- gain division- and school-level support for and implementing comprehensive school reform strategies;
- implement comprehensive systems for providing extra help and time to improve student performance and achievement in academic and technical studies; and

Prevailing Challenges

- increase student-centered instruction that actively engages the student in the learning process through real-world applications;
- increase opportunities for teachers to plan and implement quality integrated curriculum, instruction, and assessments;
- continue to improve student achievement in the core academic content areas; and
- increase opportunities for students to pursue CTE programs with industry certification.

Linking Secondary and Postsecondary Programs

Tech Prep

All 23 community colleges are active participants in Tech Prep, the primary VCCS vehicle for connecting secondary and community college CTE programs. A Tech Prep program combines secondary and postsecondary curricula into an integrated, nonrepetitive educational pathway that prepares students for successful integration into college and designated career fields. In Virginia, Tech Prep career pathways also offer students articulated or dual-enrollment college credits for high school coursework, business and industry connections, career planning, and work-based learning options. Some VCCS Tech Prep programs include paid internships and co-ops, scholarships, and employment placement. Increasingly, Tech Prep programs include articulation into four-year university programs following completion of an associate degree.

During the 2004-05 grant year, 41,135 secondary and postsecondary students were enrolled in Tech Prep career pathways. The 23 Tech Prep consortia received \$2,419,604 to implement local Tech Prep programs, including the following:

- 4,677 secondary and postsecondary faculty received professional development, including certification training and professional development in career coaching;
- 4,069 high school students participated in community college orientations and advisory services organized and sponsored by Tech Prep;
- 2,905 high school students completed college placement tests and assessments and follow-up services such as college advising and academic tutoring;
- 7,731 high school students participated in career assessment activities;
- 6,760 high school students participated in career exploration activities such as job shadows, mentorships, and worksite visits;
- 4,534 high school students received employability skills training;
- 1,753 secondary and postsecondary students participated in worksite learning such as cooperative education, internships, and service learning;
- 820 high school students earned industry certifications;
- 22,217 students received career counseling and planning services;
- 22 job shadowing or career fair programs served 16,879 high school and college students;
- 16,000 high school and college students participated in service learning, internship, and/or co-op programs developed or supported by Tech Prep;

- 13 secondary to postsecondary career pathways were developed in areas such as Engineering Technologies and Allied Health;
- 5 new distance learning courses were developed;
- 16 school divisions received equipment or software upgrades;
- 178 professional development activities were provided to 5,861 secondary and postsecondary instructors; and
- 142 professional development activities were provided to 2,082 secondary and postsecondary counselors.

In addition to the grants that were awarded to the consortia, Tech Prep funding was also allocated to support statewide activities for the purpose of fostering secondary/postsecondary linkages in Virginia. These activities included:

- statewide certification training for secondary and postsecondary faculty;
- technical skills development through graduate level courses offered to secondary and postsecondary faculty;
- training for Tech Prep teams of secondary and postsecondary educators in strategic planning and developing career pathways;
- Career Pathways Conference;
- quarterly Tech Prep Directors' meetings; and
- support of the CTE Resource Center, which provides curriculum development assistance to CTE educators.

Professional Development Cooperative Education Workshop

A workshop for all new CTE cooperative education coordinators was conducted in Richmond, July 20-22, 2004. A total of 41 participants representing Agriculture, Business and Information Technology, Marketing, Education for Employment, Family and Consumer Sciences, Health and Medical Sciences, and Trade and Industrial Education attended. Topics included all facets of cooperative education coordination, from determining the need for programs to arranging employer appreciation activities.

New Career and Technical Administrators Workshop

A two-day workshop was held in Staunton September 22-23, 2004 for more than 30 new CTE administrators. Topics included:

- overview of CTE in Virginia
- introduction of Perkins
- VERSO
- program improvement
- graduation requirements and industry certifications
- CTE funding and requisitions
- advisory councils
- federal program monitoring
- Tech Prep
- CTE Resource Center
- local regions, VACTE, VACTEA, and professional organizations
- Virginia View and Career Prospects
- CTSO's

New Teachers Institute

Each year a weeklong institute is held for new CTE teachers, organized around 30 essential research-based competencies. The goal is to help highly qualified professionals transfer technical knowledge from workplace to the classroom. University of Virginia professors provide classroom instruction, and upon completion, teachers receive three college credits toward teacher licensure.

Each year many professionals leave private industry to enter the teaching profession. Licensure for teaching in core areas is provided by issuing a provisional teaching license that allows three years to complete the educational requirements for a permanent teaching license. As a result, these individuals require intense staff development to assist in the move from industry professional to licensed teacher.

Due to the increased emphasis on CTE, the New Teacher Institute, which began as a workshop for Health and Medical Sciences practitioners, was expanded to include new teachers from other disciplines. In 2004, 78 teachers attended, including those from Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial.

Online Teacher Certification Programs

In response to shortages of qualified licensed teachers in CTE program areas, many Virginia school divisions are hiring individuals who are issued provisional licenses to teach. These teachers have three years to complete a sequence of required courses to earn either a Collegiate Professional or a Technical Professional License. To fill the need for licensure courses, the Office of Career and Technical Education Services, in collaboration with Virginia Tech, provides multimedia-based licensure courses for CTE teachers who have a temporary license in one of the content areas of CTE. These courses are also beneficial to practicing teachers.

Technology Keyboarding

Workshops were held to train nonbusiness educators in the methodology of touch keyboarding instruction and to train business educators to conduct local keyboarding instructional workshops. A part of each workshop addresses the writing process. The following workshops were conducted during 2004-2005:

- September 15, 2004, Richmond, 25 participants and two presenters;
- December 9, 2004, Richmond, 28 participants and two presenters; and
- February 3, 2005, Virginia Beach, 17 participants and two presenters.

Regional Administrators Conferences

Winter 2004

An update on the local plan requirements for 2005-06 was provided in two regional meetings held in Roanoke and Richmond for all local CTE administrators. These updates provided information regarding the changes that occurred in the development of the local plan due to new requirements in the Standards of Quality related to Career and Technical Education. More than 150 administrators participated.

Spring 2005

Two 2-day meetings conducted across the state addressed Performance Standards and Measures, which included negotiated Levels of Performance; the Annual Division Performance Report; the Annual Division Data Analysis Report; Program Improvement Process; 2005 Follow-up of 2004 completers; Secondary Student Enrollment Report; Department of Education Update; and the General Assembly and Federal Updates. The VERSO curriculum management system was revisited with CTE administrators. Approximately 175 career and technical administrators attended these meetings.

Assessment of CTE Programs

Each LEA participates in an annual assessment of its local programs based on program improvement standards composed of three elements: performance standards, student follow-up and employer follow-up. Data is provided to each school division based on programmatic results, so that school divisions can easily identify areas of improvement within specific programs. In addition to the program improvement aspect, a monitoring system has been developed to assess compliance with federal and state regulations. Each local school division must participate in this assessment every 5 years. The assessment is composed of three parts: self-assessment, review and implementation, and verification of corrective actions. Last year 22 school divisions participated in this compliance assessment of their CTE programs.

Last year, an independent survey was taken of local school divisions to determine the amount of money local school divisions spent on equipment above and beyond the federal and state dollars allotted for this purpose. This survey, conducted by the state CTE advisory committee, helped assess local dollars used to purchase equipment for the operation of CTE programs. This assessment helped to provide justification for additional state equipment funds for CTE programs for 2005-2006.

Non-Traditional

All local school divisions are required to address activities that they will implement to attract non-traditional students into their programs. This is accomplished by the local plan's CTEMS Schedule 2 B in which activities are identified. In addition, school divisions that do not meet standards for participation, as well as completion, must develop an improvement plan addressing how they plan to meet the standard/s. Virginia has been very proactive in trying to provide support for non-traditional participation and completion. To emphasize this important initiative, we provided to all school divisions and schools a tool kit entitled "Taking The Road Less Traveled" which contains a number of resources that local school divisions could use in promoting non-traditional occupations to students.

Also, in partnership with the Virginia CTE Foundation, posters of student success stories have been disseminated to middle school and high school guidance counselors for display. These posters include some non-traditional students. In addition, a school calendar was published featuring success stories of past CTE completers. One-third of the pictures in the calendar include individuals in non-traditional occupations. Over 80,000 of these calendars have been distributed to participating school divisions across Virginia.

In addition, the Weldon Cooper Center has identified non-traditional jobs within the career briefs they develop for use in career guidance. The header for these new career briefs is "Think Outside the Box."

Distribution of Funds and Local Plan

Secondary

In 2004-2005, 134 local education agencies were eligible to receive a Perkins grant. For an eligible LEA to receive a grant, a local plan must have been developed and approved by the Office of Career and Technical Education. A list of eligible recipients for 2004-2005 and a local plan are provided in Appendix A.

Post-Secondary

In 2004-2005, 23 community colleges were eligible to receive a Perkins grant. For an eligible community college to receive a grant, a local plan must have been developed and approved by the Virginia Community College System. A list of eligible recipients for 2004-2005 and a local plan are provided in Appendix B.

Budget

To support measuring performance of CTE students, money is allocated in the budget for the following:

Harcourt Brace

- CD-ROMs with the raw data from the Standards of Learning end-of-course tests;

VA Tech Contract

Services and support to collect and analyze the

- Completer and Employer Follow-Up Surveys and
- Adult Enrollment Report;

Staff Development

The costs of local career and technical education administrators to attend the

- Fall and Spring Regional Meetings;
- New Administrators Conference; and
- Student and Employer Follow-Up Survey Staff Development.

Implications for Next Fiscal Year/State Plan

Virginia will continue the specific services and initiatives identified in the State Plan that support the enhancement of student achievement in both academic and career and technical education. In allocating Perkins funds at the state or local level, preference will be given to those initiatives identified in the State Plan that will enhance the attainment or improvement of performance standards.

PROGRAM PERFORMANCE

Consistent with the federal requirement, the Virginia Board of Education on November 24, 1992, approved performance standards and measures in academic achievement, occupational competence, access and success in CTE by targeted groups/special populations, and transition from school to employment, further education, military or other service, or apprenticeship. In the spring of 1994, the fifth measure, employee and employer assessment of career and technical and academic preparation, was implemented. The first four measures apply to both secondary and postsecondary career and technical education programs. However, the standards for the postsecondary programs were modified to accommodate the different nature of the postsecondary environment. The Vocational and Technical Education Planning and Review Committee reviewed and approved the Performance Standards and Measures on February 18, 2000.

Overall Performance Results

Virginia has met or exceeded the performance standards, which have been negotiated with OVAE for the last five years. This success can be attributed to Perkins II, when Virginia established performance standards for programs and returned a report to local school divisions on their actual performance. If a school division did not meet the performance level established by the Committee of Practitioners, then the school division had to develop an improvement plan to address specific strategies for improving performance within the performance standards. Virginia established an accountability system so that school divisions are aware of expectations and the consequences if they fail to meet them, beginning with Perkins II and continuing with Perkins III.

Overall Special Populations Results

As stated above, Virginia has met or exceeded the overall performance standards negotiated with OVAE for the last five years. Special emphasis has been placed on the access/success of special populations in CTE programs based on the performance measures established in Perkins II. Virginia has continued the emphasis on this standard for all local school divisions in Perkins III. However, there are local school divisions that are not successful in meeting

individual special population categories in the academic achievement, skill attainment, and placement standards but do meet standards overall with all students. School divisions with special populations not meeting these standards are required to complete an improvement plan. To assist school divisions with special populations, a resource guide titled *Working with Diverse Learners* has been developed. In addition, emphasis continues to be placed on improving data collection and identifying special populations. Workshops have been conducted to assist teachers working with special populations, and this effort will be continued each year. CTE in Virginia has continued to maintain the same performance standards for all students and has reinforced these standards each year as performance data is provided back to each school division.

Secondary Performance Standards and Measures

Indicator 1: Academic Achievement

Measure 1S1: Students enrolled in CTE courses will show continuous improvement (to be defined by the State Board of Education) annually toward meeting the school's accreditation requirement (70% passing rate for all eligible students).

Data for academic achievement was collected for all students enrolled in a CTE course who were simultaneously enrolled in a course that offered a Standards of Learning end-of-course test. The passing rate for all Standards of Learning end-of-course tests taken by CTE-enrolled students was 83.07% for the 2004-2005 school year. (See the Accountability Report, 1S1.)

Special Data Notations

- The Standards of Learning end-of-course tests are given in the four core academic areas. Depending on the student's schedule, he/she may have taken one, two or more, or no tests during the 2004-2005 school year.
- The ethnic group *Native Hawaiian and Other Pacific Islander* is not collected on this state report. Any student whose race was not identified has been included in the *Unknown/Other* category.

Indicator 2: Occupational Competence

Measure 1S2: Students in a coherent sequence of courses in a CTE program will attain 80% of the occupational/technical competencies on the industry-validated, state-provided competency lists.

29,816 students completed a CTE program; 38.82% completers (11,575 students) were members of a special population. Based on the standard and performance data, 96.83% (28,870 students) of all CTE program completers attained 80% or more of their occupational competencies. (See the Accountability Report, 1S2.)

Indicator 3: Access/Success

Measure: Access: Access to CTE by special populations shall be demonstrated annually by reporting enrollment rates relative to all other students enrolled in career and technical education.

Of all students enrolled in CTE in the 2004-2005 school year, 49.11% (97,761 students) were members of at least one special population. Notably, there were 4,529 students served in 437 sections of 16 different courses especially designed for students with disabilities and/or disadvantages.

Measure: Success: Students identified as members of special populations will demonstrate success in the performance indicators at the same rate as other career and technical program completers.

Of the 132,299 Standards of Learning end-of-course tests taken by students enrolled in a CTE course who are members of a special population, the passing rate was 70.08% (92,723 Standards of Learning end-of-course tests). (See the Accountability Report, 1S1.) In addition, 95.21% of CTE program completers (11,020 students) who are members of a special population attained 80% of their occupational competencies. (See the Accountability Report, 1S2.)

Measures 4S1 and 4S2: Enrollment/Completion Rates for Nontraditional Career Preparation: Total enrollment and completion rates for students in CTE programs that lead to training and employment in nontraditional careers will be comparable to the total enrollment and completion rates for students of the gender which comprises less than 25% of the state identified programs.

The 2004-2005 school year was the third consecutive year that Virginia had an increase in the number of nontraditional enrollees into the 40 programs identified as nontraditional. 13.89% of all enrollees into these programs were of the nontraditional gender. (See the Accountability Report, 4S1.) The 0.33% increase is attributed to the statewide staff development workshop and the continued work of the LEAs to make all Virginia programs accessible to all students.

The completion rate has continued to exceed the required performance level. 12.89% of all completers of nontraditional programs were of the underrepresented gender. (See the Accountability Report, 4S2) Virginia's performance level exceeded the required performance level this year by 3.01%.

Special Data Notations

- The Male Denominator is the total number of students enrolled in male-underrepresented Nontraditional Programs. The data is reported this way so the Actual Level of Performance is correct. It accurately reflects the percentage of males who were enrolled in a program that traditionally did not include males.
- The Female Denominator is the total number of students enrolled in female-underrepresented Nontraditional Programs. The data is reported this way so the Actual Level of Performance is correct. It accurately reflects the percentage of females who were enrolled in a program that traditionally did not include females.

Indicator 4: Successful Transition

Measure 2S1: Secondary School Completion: School divisions will annually report the number of completers by CTE programs, including the secondary component of Tech Prep programs, and indicate the number of students who have been identified as members of a special population.

The Secondary School Completion rate is 98.84% for the 2004-2005 school year. (See the Accountability Report, 2S1.)

Measure 3S1: Transition Indicators: Students will successfully transition at a rate of 92.81% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of these transition indicators.

The overall response rate of the 2005 Follow-up of the 2004 Completers was 77.44%. Of the 20,817 usable responses that were returned 95.04% successfully transitioned to employment, the military or further education. (See the Accountability Report, 3S1.)

Survey Highlights of the 2005 Follow-up of the 2004 Career and Technical Education Completers

- Only 4.96% of the respondents (1,033 completers) indicated they were unemployed and not in school.
- Of the follow-up survey respondents who were employed 84.01% (7,985 completers) indicated they were earning more than \$6.00 per hour; 555 (5.84%) of these were earning \$12 or more per hour.
- 91.13% of the 6,175 respondents reported that their job is related to the CTE program they completed in high school.
- 90.04% of the respondents indicated they were "satisfied to very satisfied" with the preparation they received in high school for employment and/or further education.
- In summary, 89.41% of the respondents who were employed (8,740 completers) indicated they were "satisfied" with the aspects of their present employment.
- Of the employers who responded to the Employer Follow-Up Survey, 88.48% (1022 employers) were "satisfied to very satisfied" with the preparedness of the completer they hired.
- 46.14% of the employer follow-up survey respondents (514) indicated their employees (completers) were better prepared than other employees doing the same job.

Special Data Notations

- Employment and continuing education are non-exclusive and may contain individuals doing both.

Postsecondary Performance Standards and Measures

Indicator 1: Student Attainment

Measure 1P1: Academic Achievement: Percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course is the basic measure. Specifically, for a fall term all completers for occupational-technical students in math, English, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of C or above is the numerator.

The target of 70.28% for academic achievement for 2004-2005 technical students was met. The actual level was 77.93%.

Measure 1P2: Technical Skills: Percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for the fall term all completers for occupational-technical students in occupational-technical courses, HEGIS codes greater than 5,000, are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of C or above is the numerator.

The target of 83.20% for CTE skills for 2004-2005 technical students was met. The actual level was 86.28%.

Indicator 2: Completion

Measure 2P1: Graduation Rate: The federal student right-to-know measure is used, which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the cohort beginning the same fall semester (denominator).

The target of 18.20% for 2004-2005 was met. The actual level was 18.40%.

Indicator 3: Placement and Persistence

Measure 3P1: Placement, Employment, and Further Study: Virginia employment information is obtained for technical graduates within 6 to 12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine employment status in the 4th quarter of that calendar year. For the same graduates, the State Council of Higher Education will be asked to determine the number enrolled at a four-year institution within the corresponding fall semester. This measure is the unduplicated count of those working or studying as a percentage of the total graduates.

The target of 70.30% for total placement was met. The actual level was 74.18%.

Measure 3P2: Retention, Employment: Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4th quarter 2000 would be matched against UI employment information for 1st quarter 2001.

The target of 89.83% for retention, employment was met. The actual level was 93.62%.

Indicator 4: Equity—Program Enrollment and Completion

Measure 4P1: Representation, Enrollment: For programs shown to be related to occupations with gender under-representation, representation measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all “under-represented” programs. “Under-represented” programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey).

The target of 19.05% for nontraditional participation was met. The actual level was 19.37%.

Measure 4P2: Representation, Graduates: For programs shown to be related to occupations with gender under-representation, the combined minority gender graduates from each program as a percentage of the total graduates for all “under-represented” programs.

The target of 22.70% for nontraditional completion was met. The actual level was 24.54%.

Definitions of CTE Participant/Concentrator/Completer/Tech Prep Student

- *Career and Technical Education Participant:* a student enrolled in a career and technical education course.
- *Career and Technical Education Concentrator:* a student who completes a coherent sequence of courses in a specific program area as identified in the *Administrative Planning Guide*.
- *Career and Technical Education Completer:* a student who has met the requirements for a CTE concentration or specialization and all requirements for high school graduation or an approved alternative education program.
- *Tech Prep Student:* at the secondary level, a student enrolled in an articulated or dual-enrollment class that is contained or imbedded in a Tech Prep Program of Study. At the postsecondary level, a student enrolled as a declared major in an associate degree, bachelor degree, or apprenticeship program that is recognized by the locality and state as a Tech Prep Program of Study.

Measurement Approaches and Data Quality Improvement

	Quality/Confidence	Activities to Improve Data Quality in 2004-2005
1S2, 2S2, 4S2	High Quality High Confidence	The Completer Demographic collection tool was improved for 2004-2005 resulting in more accurate data. All LEAs corrected all errors and verified their data by November 1, 2005.
2S1	High Quality High Confidence	2004-2005’s improved Completer Demographic tool combined with the state dropout collection report was utilized to determine the completion rates.
3S1	High Quality	2003-2004’s improved Completer Demographic tool combined with the

	High Confidence	continued use of the online survey process greatly improved the quantity of data collected as well as the quality.
4S1	High Quality High Confidence	This report has been collected consistently the same way for many years and the enrollment data collected is used to determine Standards of Quality funds for Virginia schools.
1P1, 1P2, 2P1, 3P1, 3P2, 4P1, 4P2	High Quality High Confidence	Centralized census files are used for all state and federal reporting. They are fully edited and reviewed.

IMPROVEMENT STRATEGIES

Secondary Improvement Strategies

The State Plan for Career and Technical Education in Virginia identifies specific services and initiatives which include the following: provide up-to-date curriculum frameworks, provide professional development opportunities, promote incentive grants to improve teaching and learning, provide career information services, and provide performance assessments. All services and initiatives identified and reported on within this plan will help prepare students to complete a career and technical education program that has the following components:

- offers a rigorous, coherent sequenced program of study that includes academics and career relevance based on industry standards;
- teaches all aspects of industry; connects with business and industry through mentoring, shadowing, co-op, or apprenticeship;
- connects with postsecondary education and other programs, if applicable;
- recognizes program completion via a valid certificate, degree, or license, if available; and
- provides a foundation for long-term employment and lifelong learning for all students.

Virginia will continue the specific services and initiatives identified in the State Plan that support the enhancement of student achievement in both academic and career and technical education. In allocating Perkins funds at the state or local level, preference will be given to those initiatives, which will enhance the attainment of or the improvement of performance standards.

Postsecondary Improvement Strategies

To meet federal performance benchmarks in 2004-05, the Virginia Community College System (VCCS) needed to improve measures in student retention and completion and enrollment of non-traditional students. Perkins led initiatives to improve performance in the first two areas are supported by Dateline 2009, the Chancellor's five-year strategic plan for the VCCS as the plan prioritizes student retention and graduation. Local colleges are accountable to meeting target goals in these areas with college presidents providing quarterly progress reports. Supplementing Perkins funds, the VCCS is dedicating significant resources to improvements in retention and recruitment. One example was a recent professional development course for college administrators during which each college finalized its local plan for meeting retention goals based on national best practices.

Additionally, the VCCS has applied a three-pronged approach to improving overall system performance in areas in which the VCCS did not meet benchmarks in 2003-04. Colleges that do not meet local benchmarks are required to dedicate as much as 30% of their Perkins funds to strategies to improve performance in identified areas. This change in grants administration immediately resulted in significant reallocations of Perkins funds at the college level with increased emphasis on retention, completion, and non-traditional students.

Similarly, on a VCCS level, the Perkins State Leadership Plan is now wholly targeted to meeting performance measures that have not yet been met by the VCCS. The State Leadership plan still addresses all required program areas but now also maps to strategies to improve specific performance measures.

Finally, the VCCS has implemented a local Improvement Plan (LIP) that includes the following:

- Identification and reporting of issues related to non-completion of occupational/technical programs and student retention
- Initiation of statewide professional development on best practices for improving student retention and graduation rates including team-based, project-based learning; statewide student competitions and career related organizations; work-site learning; and student learning communities including those for non-traditional students.

APPENDICES

APPENDIX A: PERKINS GRANT SECONDARY RECIPIENTS AND LOCAL PLAN

APPENDIX B: PERKINS GRANT POST-SECONDARY RECIPIENTS AND LOCAL PLAN

APPENDIX C: VIRGINIA COMMUNITY COLLEGE SYSTEM LOCAL IMPROVEMENT PLAN

APPENDIX A: PERKINS GRANT SECONDARY RECIPIENTS AND LOCAL PLAN

COUNTIES

Accomack	Cumberland	King William	Pulaski
Albemarle	Dickenson	Lancaster	Rappahannock
Alleghany	Dinwiddie	Lee	Richmond
Amelia	Essex	Loudoun	Roanoke
Amherst	Fairfax	Louisa	Rockbridge
Appomattox	Fauquier	Lunenburg	Rockingham
Arlington	Floyd	Madison	Russell
Augusta	Fluvanna	Mathews	Scott
Bath	Franklin	Mecklenburg	Shenandoah
Bedford	Frederick	Middlesex	Smyth
Bland	Giles	Montgomery	Southampton
Botetourt	Gloucester	Nelson	Spotsylvania
Brunswick	Goochland	New Kent	Stafford
Buchanan	Grayson	Northampton	Surry
Buckingham	Greene	Northumberland	Sussex
Campbell	Greensville	Nottoway	Tazewell
Caroline	Halifax	Orange	Warren
Carroll	Hanover	Page	Washington
Charles City	Henrico	Patrick	Westmoreland
Charlotte	Henry	Pittsylvania	Williamsburg/James City Co.
Chesterfield	Highland	Powhatan	Wise
Clarke	Isle of Wight	Prince Edward	Wythe
Craig	King George	Prince George	York
Culpeper	King & Queen	Prince William	

CITIES

Alexandria	Franklin City	Martinsville	Roanoke City
Bristol	Fredericksburg	Newport News	Salem
Buena Vista	Galax	Norfolk	Staunton
Charlottesville	Hampton	Norton	Suffolk
Chesapeake	Harrisonburg	Petersburg	Virginia Beach
Colonial Heights	Hopewell	Poquoson	Waynesboro
Covington	Lynchburg	Portsmouth	Winchester
Danville	Manassas	Radford	
Falls Church	Manassas Park	Richmond City	

TOWNS

Colonial Beach	West Point
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Local Plan Update/Budget
for
Career and Technical Education
2004-2005

TABLE OF CONTENTS

	<u>Page</u>
Introduction	iii
Special Notes.....	vi
Directions for Completing Plan.....	vii
Cover Page	
Local Assurances, Conditions, and Certification.... <i>(Signatures Required)</i>	1
Schedule 1	5
Schedule 1A.....	6
Schedule 1B..... <i>(Signatures Required)</i>	7
Schedule 1C..... <i>(Signature Required)</i>	9
Schedule 1D.....	11
Schedule 1D-1	12
Schedule 1E.....	13
Schedule 1F	14
Schedule 1G	15
Schedule 1H.....	17
Schedule 1I	19
Schedule 1J	21
Schedule 1J-1	23
Schedule 1K..... <i>(Signatures Required)</i>	25
Schedule 1L.....	26
Schedule 1M	28
Schedule 1N.....	29
Schedule 1O	32
Schedule 1P.....	34
Schedule 1Q	35
Schedule 1R.....	36
Schedule 1S.....	37
Schedule 1T	38
Schedule 2A.....	39

Schedule 2B.....	40
Appropriate Use of Funds	43
Attachment of Certification forms	44

INTRODUCTION

The new 1998 Perkins Act requires that each eligible recipient prepare a **Local Plan for Career and Technical Education** that includes specific information in the following three areas:

1. program and services descriptions,
2. required uses of funds, and
3. permissible uses of funds.

The format of the attached document (file) has been developed to help standardize and simplify these requirements. The legalistic nature of the actual legislative act requires considerable redundancy, which we have tried to limit or eliminate in order to save you time. However, the application does provide space where you should enter comments, additional categories, or narrative needed to describe or explain further your particular programs. Please provide a narrative for each schedule where requested. In general, each of the Act's requirements is dealt with on a separate page. Please follow the specific instructions listed for each schedule.

Plan Due Date

The application for career and technical education federal funds for 2004-2005 is due on May 7, 2004. If you are unable to meet this deadline, a written request for an extension must be sent to Robert A. Almond, director, office of career and technical education services, along with a projected date for submission of the plan. Schedule IC is due on April 2, 2004.

Federal Grants

Under the provisions of The Carl D. Perkins Vocational Education Act of 1998, all federal grants, as provided from the Basic Grant of the Perkins Act, must be distributed by formula. Application for this grant is made through the CTEMS document and meets all necessary conditions and assurances related to the use of these funds.

Basis for Determining 2004-2005

Grants made to local education agencies are determined by the following formula:

thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in grades 9 through 12 (ages 15-19), inclusive, who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

seventy percent shall be allocated to such local educational agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for the most recent Census Bureau estimate.

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (a) General Authority – Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.

Program Improvement

Perkins II did not and Perkins III does not identify “program improvement” nor was the past definition, in Perkins I, repealed; thus we must refer to previous legislation for a definition and guidance. In the August 14, 1992, Federal Register Part III 34 CFR Part 400, et al.: State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education: Final Rule; Appendix A-Analysis of Comments and Changes, Part 403-State Vocational and Applied Technology Education Program, pages 36826-36827, you will find the Section titled “Improving Vocational Education” followed by “Comments and Discussion.”

The following statement appears under the discussion caption: “The Secretary believes that a State and its eligible recipients should have the flexibility to determine how funds awarded under 403.112, 403.113, or 403.116 will be used to ‘improve’ vocational education programs for their students. The Secretary does not believe that it is possible to develop a definition of ‘program improvement’ that would apply in all cases. Thus, while a State is free to use the guidelines provided in the previous regulations implementing the previous act, they are not required to do so.” This information is also contained in the AVA guide to The Final Regulations on page 105.

Note. As a state agency and in consultation with State Auditors, we decided that Virginia would follow the guidelines provided in the previous Act. Those guidelines state that monies directed for program improvement cannot be used for more than three years on any one project or activity. We made this decision after referring to the AVA Audit Handbook, Revised Edition, page 19, concerning Program Improvement that states, “It is clear that you may not use federal funds to maintain the status quo. You would not be authorized to use the funds to pay instructors salaries to provide the same programs year after year.” In addition, the information on page 20 states that “In our view, useful guidance for defining program improvement may be obtained from the former Perkins Act regulations (401.59(c)). This regulation stipulates that any vocational education project, service or activity not offered by the recipient during the instructional term preceding funding under this program may be considered a new, expanded, improved, modernized or developed project, service or activity and may be considered so for up to three years. An improved program is then eligible for three years of funding--the year of its inception and the two following years.” This information further reinforces the state’s decision to use Perkins guidelines in defining program improvement. Thus, following past practice and our auditors’ recommendation, the Department will be consistent in decisions regarding program improvement.

The timeframe for the three-year rule for program improvement began with any programs, activities, or services provided through Perkins II funding and carries forward into Perkins III. In other words, beginning July 1, 1999 with the implementation of Perkins III, a locality would not be able to start over in counting the number of years that a program, activity, or service is funded. However, if a locality can demonstrate that they are fully meeting the performance measures and all other requirements of the Act, a waiver of the three-year program improvement rule can be requested through the CTE MS plan approval or amendment process.

Required and Permissive Use of Funds

A locality must fund professional development and two or more additional required uses of funds before permissive items can be funded. A minimum of sixty percent of Perkins Funds must be spent in required areas.

Funds for Administration of the Federal Grant Award

Up to 5% of the total federal grant award may be used to administer activities to carry out purposes of the Perkins Act. In addition, monies may be expended to purchase equipment used for administrative purposes, such as microcomputers.

The local application for career and technical education funds must be submitted in the format identified in this document. The schedules provided are designed to set forth the proposed career and technical education programs, services, and activities to be funded. To be eligible for career and technical funding, local school divisions must complete the appropriate schedules and include certifications of compliance with **all** statements of assurance and **all** conditions.

Descriptions are required to meet certain provisions of the Perkins Act. Complete schedules 1 – 2B on pages 5 - 42 to meet these provisions.

Detailed instructions for completing the document are provided. For assistance in completing this document, contact:

James A. Gray, Jr., Associate Director
Office of Career and Technical Education Services
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120
Telephone: (804) 225-2833

The completed application must be submitted to the above address no later than **May 7, 2004**. If you are unable to meet this deadline, a written request for an extension must be sent to Robert A. Almond, director, office of career and technical education, along with a projected date for submission of the plan.

SPECIAL NOTES

1. Regional Career and Technical Centers

Regional career and technical centers will not have to complete an application for federal career and technical funds. Funds will be distributed to local divisions in accordance with federal laws and regulations.

2. Rounding Amounts

Amounts may be rounded off in this application; however, rounding may not be used in reporting actual expenditures.

3. Accountability Report

An accountability report will be required at the end of the fiscal period to report actual statistical and financial data for items included on CTEMS Schedules 2A and 2B and to report items of equipment purchased in whole or in part with federal funds.

4. Prior-year data

Prior-year data will serve as the basis for state or federal funding in the following categories:

SOQ Add-on

Federal Grants

Extended Contracts

Career and Technical Center Administrators
(Principals & Assistant Principals)

Adult Occupation Supplements

Adult Occupation Teachers, Full-time

Adult Occupation Teachers, Part-time

DIRECTIONS FOR COMPLETING THE LOCAL FOUR YEAR PLAN FOR VOCATIONAL EDUCATION FUNDS

1. COVER PAGE

Fill in the name of the school division and the date.

2. LOCAL ASSURANCES/CERTIFICATION

Fill in the name of the school division. Review each statement of assurance and obtain the signature of the school board chairperson, division superintendent and career and technical administrator.

3. CTEMS SCHEDULES 1 – 1T

These schedules comply with federal Perkins Act provisions, which require descriptions to ensure the provision of career and technical education services. Please indicate in **narrative format** your division's practices, policies, or plans in response to each schedule.

Schedule 1

Place a check by any CTEMS Schedule that has remained the same for 2004-05. Return CTEMS Schedule 1 with all required CTEMS schedules and any schedule where information has been updated.

Schedule 1A

Describe your local process for involving the required respected groups in the development, implementation, and evaluation of career and technical education programs.

Schedule 1B

Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this Act. Be sure to get the signatures of the advisory council chairperson and the career and technical administrator.

Schedule 1C

Please complete for any new course offerings. **Due date is April 2, 2004.**

Schedule 1D

List the number of individuals (K-12) eligible for services provided by the school division in each of the following special populations: economically disadvantaged, disabled, limited English proficiency, single parents, nontraditional training and employment, and displaced homemakers.

Schedule 1E

Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or success in the programs for special populations and provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Schedule 1F

Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Schedule 1G

Provide details, for each fiscal year from 2001-2005, on each of the activities that will be conducted in individual program areas that are intended to strengthen/improve the academic and technical knowledge and skills of students participating students.

Schedule 1H

Provide details, for each fiscal year from 2001-2005, on your plan of activities to strengthen/improve your program(s) in providing students with experiences in and understanding of all aspects of industry.

Schedule 1I

Provide details, for each fiscal year from 2001-2005, on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology.

Schedule 1J

Provide details, for each fiscal year from 2001-2005, on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, and administrators associated with any of your career and technical programs.

Schedule 1J-1

Provide details on any locally sponsored staff development planned for each of the next four fiscal years.

Schedule 1K

Describe how your will develop and implement evaluations of the career and technical education programs carried out under this Act, including an assessment of how the needs of special populations are being met. Be sure to obtain the signature of the division superintendent and career and technical administrator.

Schedule 1L

Provide details, for each fiscal year from 2001-2005, on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand, and modernize quality career and technical education programs.

Schedule 1M

Describe how you will annually use the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

Schedule 1N

Describe the process you will use annually to determine that programs funded under this Act are of sufficient size, scope and quality to ensure effectiveness.

Schedule 1O

Provide details, for each fiscal year from 2001-2005, on your plan of activities to strengthen/improve ways/methods you are using to link secondary and postsecondary career and technical education programs.

Schedule 1P

Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

Schedule 1Q

Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled

Schedule 1R

Describe placement services provided for all students exiting school.

Schedule 1S

Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

Schedule 1T

Describe how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your local school division.

4. CTEMS SCHEDULE 2A (State Funds) - Administration

Lines 1-2: Administration

Indicate the **TOTAL** projected costs of career and technical center administrators (principals and assistant principals) by category. Indicate projected state and local expenditures for each.

CTEMS SCHEDULE 2A (State/Local Funds) - Extended Contracts, Adult Supplements, and Local FUNDS

Line 3: Extended Contracts

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all career and technical program areas.

Line 4: Adult Occupation Supplements

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for adult supplements.

Line 5: Adult Occupation Teachers (Full-time)

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for all full-time adult teachers.

Line 6: Adult Occupation Teachers (Part-time)

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for all part-time adult teachers.

Line 7: Operational Costs (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for salaries. Do **not** include extended contract supplements (state funds).

Line 8: Instructional Supplies and Materials (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for instructional supplies and materials in 2004-2005.

Line 9: Other Instructionally Related Costs (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for other instructionally related costs.

Line 10: Equipment (Local funds)

Indicate the projected **TOTAL** local projected expenditures for equipment.

5. CTEMS SCHEDULE 2B (Federal Funds) - Section 135 Activities

The Carl D. Perkins Vocational and Technical Education Act of 1998 contains the following statement in Section 135:

(a) General Authority – Each eligible recipient that receives funds under this part shall use such funds to improve vocational and technical education programs.

(1) In Column 1, indicate the name of the activity for which expenditures are planned using federal funds. A locality must fund professional development and two or more additional required uses of funds before permissive items can be funded.

(2) In Column 2, indicate the name of the program for which expenditures are planned using federal funds. A locality must fund professional development and two or more additional required uses of funds before permissive items can be funded.

(3) In Column 3, describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in vocational and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins III Act.

(4) In Column 4, indicate the purpose of the Act (from Section 135) for which expenditures are being planned. Provide one number per narrative description.

(5) In Column 5, indicate the planned **TOTAL** expenditures of federal funds for each program or activity.

CTEMS SCHEDULE 2B (Federal Administration of Funds)

2B Administration, Lines 1-2:

Show the **TOTAL AMOUNT** to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such

as microcomputers. The total amount for administration may not exceed 5% of the total federal grant.

Appendix-Certification Forms

Please sign and return with application.

LOCAL PLAN UPDATE/BUDGET
FOR
CAREER AND TECHNICAL EDUCATION FUNDS
2004-2005

SCHOOL DIVISION

DATE SUBMITTED

LOCAL ASSURANCES

The _____ Board of Education hereby assures the Virginia Board of Education (State Board of Vocational Education) that:

1. Programs services, and activities included under this agreement will be operated in accordance with The Carl D. Perkins Vocational Technical Education Act of 1998 (Perkins III) and all applicable Virginia Public School Laws.
2. None of the funds made available under this Act (Perkins III) will be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act. (Section 6)
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins III, the Education Improvement Act of 1984, and the State Department of Education. (Sec 122(c)11)
4. Students who participate in vocational-technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec 134(b)4)
5. The applicant will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. (Sec 134(b)5) and (Sec 135(b)7)
6. The applicant that receives funds under this part will use such funds to improve vocational and technical education programs. (Sec 135(a))
7. Funds made available under this Act for vocational and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out vocational and technical education and tech prep activities. (Sec 311(a))
8. No funds received under the Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec 314)
9. No funds received under this Act will be used to provide vocational and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec 315)
10. No funds provided under this Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec 322)
11. Funds used under this Act for in-service and preservice vocational and technical education professional development programs for vocational and technical education teachers, administrators, and other personnel may, upon request, permit program participation by vocational and technical education teachers, administrators, and other personnel in non-profit private schools offering vocational and technical education programs located in the geographical area served by such agency or recipient. (Sec. 318)

12. None of the funds expended under Perkins III will be used to acquire equipment (including computer software) in any instance which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
13. Programs funded under the Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs.
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.
15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan has been developed in consultation with the local career and technical education advisory council which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the State Board of Education, and in compliance with the requirements of Section 113 of The Carl D. Perkins Vocational and Technical Education Act of 1998.
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies which are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.

CONDITIONS

1. An inventory of all equipment purchased in whole or part with federal funds provided by the State Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
2. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds provided by the State Board of Education) in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of EDGAR.
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedule 2B.

4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (one-year transitional plan and four-year plan).
6. The locality will not fund any project, service, or activity for more than three years, the year of its inception and the two following years, in order to meet the program improvement requirements of Perkins III (See program improvement page 2).
7. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions (signature forms attached).
8. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
9. **Reports and other information required by the State Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.**
10. **Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Board of Education.**

CERTIFICATION

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan.

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

Career and Technical Administrator (Signature)

Date

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1
CONTINUATION OF PRIOR YEAR PLAN ACTIVITIES
2004-2005**

Listed below are all CTEMS Schedules. Section I contains CTEMS Schedules which must be completed and returned for 2004-2005. Section II contains CTEMS Schedules which should only be returned if changes have occurred since schedule was last completed. Please place a check beside any schedules in Section II which have been included.

I. CTEMS Schedules Required for 2004-2005

Local Assurances and Conditions	CTEMS Schedule 1Q
CTEMS Schedule 1	CTEMS Schedule 1R
CTEMS Schedule 1A	CTEMS Schedule 1S
CTEMS Schedule 1B	CTEMS Schedule 1T
CTEMS Schedule 1C*	CTEMS Schedule 2A
CTEMS Schedule 1D	CTEMS Schedule 2B
CTEMS Schedule 1D-1	CEMS Schedule 2B Administration
CTEMS Schedule 1K**	Certifications
CTEMS Schedule 1N***	

II. CTEMS Schedules to be Completed only if Changes Have Occurred

<input type="checkbox"/> CTEMS Schedule 1E	<input type="checkbox"/> CTEMS Schedule 1-J-1
<input type="checkbox"/> CTEMS Schedule 1F	<input type="checkbox"/> CTEMS Schedule 1L
<input type="checkbox"/> CTEMS Schedule 1G	<input type="checkbox"/> CTEMS Schedule 1M
<input type="checkbox"/> CTEMS Schedule 1H	<input type="checkbox"/> CTEMS Schedule 1N
<input type="checkbox"/> CTEMS Schedule 1I	<input type="checkbox"/> CTEMS Schedule 1O
<input type="checkbox"/> CTEMS Schedule 1J	<input type="checkbox"/> CTEMS Schedule 1P

* Complete only if a new course or program will be offered for 2004-2005.

** Complete only if change in personnel signing section (verifying signatures) has occurred.

*** Complete only check off Schedule 1N.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1A
Local Plan Requirement and Stakeholder Participation
2004-2005 Plan**

The local plan shall be for the same period of time as the State Plan submitted under section 122. **(Sec 134(a). Please check the types of involvement each of the groups below have had in the development of your local plan.**

Check (√)	I for supplied information, C for provided substantive consultation, R for reviewed and critiqued the plan or sections of the plan or N for no involvement
-----------	---

(Check more than one letter, if appropriate.)

GROUPS	I	C	R	N
Representatives of business/industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of labor (if applicable) N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interested community representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of local community colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the required respective groups were involved in the development and implementation of your 2003-2004 plan.

Describe how the required respective groups were involved in the evaluation of your career and technical education programs for 2003-2004.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B
STAKEHOLDER INVOLVEMENT
2004-2005 Plan**

**Section
134(b)(4)**

Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this Act.

The local advisory committee for career and technical education **must** be involved in the development, implementation, and evaluation of career and technical education programs. The advisory committee, which meets regularly, is a group of persons representing business, industry, labor (if applicable), public agencies, education, and the community for the purpose of providing counsel, direction, and assistance to career and technical education.

Note. The local advisory council may be used for this purpose if membership is expanded to include membership from the following groups: parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals. Other persons may be asked to participate at the discretion of the eligible recipient. Ex-officio members should include career and technical administrators.

List below those persons on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs (attach additional pages, if necessary).

Group ID Letter:	P	for parents	B&I	for representatives of business and industry
	S	for students	CC	for representatives of local community colleges
	T	for teachers	SP	for representatives of special populations
	L	for labor organizations	O	for other interested individuals

NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B (continued)
STAKEHOLDER INVOLVEMENT
2004-2005 Plan**

Describe how members of the career and technical education advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assisted in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2004-2005 school year.

The assurance of the involvement of the local advisory committee must be signed by the Advisory Council Chairperson and the Career and Technical Administrator.

I certify that this advisory committee met and was consulted in the development of this plan, will provide assistance in the implementation of this plan, and will assist in the evaluation of career and technical education.

Advisory Council Chairperson (Signature)

Date

Career and Technical Administrator (Signature)

Date

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1C
APPLICATION FOR NEW CAREER AND TECHNICAL EDUCATION PROGRAM/COURSE
2004-2005 Plan**

INSTRUCTIONS/PROCEDURES – DUE ON APRIL 2, 2004

1. Submit a copy of this application by April 2, 2004.
2. Complete a separate application for each new program or course.
3. Contact the program specialist for assistance if the program or course is different from State guidelines.

I. CONTENT AREA

- | | |
|--|---|
| <input type="checkbox"/> Agricultural Education | <input type="checkbox"/> Family & Consumer Sciences |
| <input type="checkbox"/> Business & Information Technology | <input type="checkbox"/> Technology Education |
| <input type="checkbox"/> EFE | <input type="checkbox"/> Trade and Industrial Education |
| <input type="checkbox"/> Health and Medical Sciences | <input type="checkbox"/> Career Connections |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Other (specify) |
- _____

II. PROGRAM/COURSE INFORMATION

A. Program/Course identification and location

Title _____
(NOTE: Use program/course title as it appears in CTERS USERS' MANUAL.)

Length of course _____ Grade level to be served _____

School(s)/facility where offered _____

Date of implementation _____

B. Person responsible for administering the program

_____ Name _____ Title _____

C. Will the program follow the description in the CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PLANNING GUIDE? **If no, describe changes/additions. (Please attach.)**

- Yes No

D. **Please note**, Competency Based Education (CBE) is a requirement. Will you use the State course outlines and/or recommended competencies for this program/course? **If no, describe modifications. (Please attach.)**

- Yes No

E. Data on student interest for this program/course must be provided. **(Please attach.)**

F. Will teacher have the correct endorsement for the program/course?

Yes

No

G. Will this course be part of a program sequence? **(If not, please provide justification.)**

H. Data on labor market and/or employment needs for this program/course must be provided. **(Please attach.)**

The locality assures that the program/course will operate consistent with current Career and Technical Education Regulations.

Division Superintendent (Signature)

Date

FOR STATE USE ONLY

This application for a new program/course is approved consistent with the requirements of The Virginia Standards of Quality.

REVIEWED BY

Program Specialist (Signature)

Date

APPROVED BY

State Director/Designee (Signature)

Date

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1D
Special Populations Report
2004-2005 Plan**

A. State the number of economically disadvantaged, disabled, and limited English proficiency (LEP) students eligible for services provided by your school division.

No. of Economically Disadvantaged (including foster children)	No. of Disabled	No. of Limited English Proficiency

B. Please check (✓) all services below that will be provided to economically disadvantaged, disabled, and limited English proficiency (LEP) students in your school division.

SERVICES PROVIDED	DISADVANTAGED		DISABLED		LEP	
	YES	NO	YES	NO	YES	NO
Supplemental basic academic instruction	<input type="checkbox"/>					
Supplemental social growth activities	<input type="checkbox"/>					
Low-level high-interest reading materials	<input type="checkbox"/>					
Instructional aides, teacher aides	<input type="checkbox"/>					
Transportation for work experience	<input type="checkbox"/>					
Apprenticeship programs	<input type="checkbox"/>					
Work-study programs	<input type="checkbox"/>					
Mentoring programs	<input type="checkbox"/>					
Systematic tutoring	<input type="checkbox"/>					
Cooperative education	<input type="checkbox"/>					
Job placement and follow-up	<input type="checkbox"/>					
Job-coach and job-transition services	<input type="checkbox"/>					
Career counseling	<input type="checkbox"/>					
Career and Technical assessment	<input type="checkbox"/>					
Work-site visitation	<input type="checkbox"/>					
Career and Technical student organizations	<input type="checkbox"/>					
Field trips	<input type="checkbox"/>					
Other: (specify) _____	<input type="checkbox"/>					
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	<input type="checkbox"/>					

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1D-1
Special Populations Report
2004-2005 Plan**

A. State the number of single-parent, nontraditional, and displaced-homemaker students eligible for services provided by your school division.

No. of Single-Parents (including single pregnant women)	No. of Nontraditional Training & Employment	No. of Displaced- Homemakers

B. Please check (✓) those services which will be provided to single-parent, nontraditional, and displaced-homemaker students in your school division.

SERVICES PROVIDED	DISADVANTAGED		DISABLED		LEP	
	YES	NO	YES	YES	NO	YES
Supplemental basic academic instruction	<input type="checkbox"/>					
Supplemental social growth activities	<input type="checkbox"/>					
Low-level high-interest reading materials	<input type="checkbox"/>					
Instructional aides, teacher aides	<input type="checkbox"/>					
Transportation for work experience	<input type="checkbox"/>					
Apprenticeship programs	<input type="checkbox"/>					
Work-study programs	<input type="checkbox"/>					
Mentoring programs	<input type="checkbox"/>					
Systematic tutoring	<input type="checkbox"/>					
Cooperative education	<input type="checkbox"/>					
Job placement and follow-up	<input type="checkbox"/>					
Job-coach and job-transition services	<input type="checkbox"/>					
Career counseling	<input type="checkbox"/>					
Career and Technical assessment	<input type="checkbox"/>					
Work-site visitation	<input type="checkbox"/>					
Career and Technical student organizations	<input type="checkbox"/>					
Field trips	<input type="checkbox"/>					
Child-care services	<input type="checkbox"/>					
Special transportation	<input type="checkbox"/>					
Special seminars for fathers, teens, parents, e.g.	<input type="checkbox"/>					
Other: (specify) _____	<input type="checkbox"/>					
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	<input type="checkbox"/>					

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1E
Special Populations
2001-2005 Plan**

Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. **(Sec. 134(b)(7))**

Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance. **(Sec. 134(b)(7))**

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1F
Non Discrimination/Special Populations
2001-2005 Plan**

Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
(Sec. 134(b)(8))

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1G (continued)
Strengthen/Improve Academic and Technical Skills
2001-2005 Plan

Provide details, for the current fiscal year, on each of the activities that will be conducted in individual program areas that are intended to strengthen/improve the academic and technical knowledge and skills of participating students.

2004-2005

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1H
All Aspects of Industry
2001-2005 Plan**

Provide students with experience in and understanding of all aspects of an industry.
(Sec. 135(b)(2))

Directions

For each of your supported programs, place a check (√) by every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Career and technical curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work-site experiences provided:								
Co-op	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participation of Business/Industry Reps								
Mentoring opportunities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing opportunities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business/industry tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H (continued)
All Aspects of Industry
2001-2005 Plan

Provide details, for the current fiscal year, on your plan of activities to strengthen/improve your program(s) in providing students with experiences in and understanding of all aspects of an industry.

2004-2005

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 11
Technology in Career and Technical Education
2001-2005 Plan**

Develop, improve, or expand the use of technology in vocational and technical

Directions

For each of your supported programs, place a check (✓) after any activity you will use in that program to develop, improve, or expand the use of technology.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Train career and technical personnel to use state-of-the-art technology, which may include distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Include academic and career and technical skills that lead to entry into high tech and communications fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with high tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide technology applications in classroom instruction (including computer applications).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provide students with the academic and career/technical skills that lead to entry into the high technology and telecommunication fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1I (continued)
Technology in Career and Technical Education
2001-2005 Plan

Provide details, for the current fiscal year, on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology.

2004-2005

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1J
Professional Development Provided
2001-2005 Plan**

Provide professional development programs to teachers, counselors, and administrators. **(Sec. 135(b)(4))**

Directions

For each of your supported programs, place a check (✓) after any activity you will use to provide professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
In-service and preservice professional development on: State-of-the-art career/technical programs and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective teaching skills based on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective practices to improve parental and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Business/industry internship programs for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Programs to train teachers specifically in the use and application of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1J (continued)
Professional Development Provided
2001-2005 Plan**

Provide details, for the current fiscal year, on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, or administrators associated with any of your career and technical programs.

2004-2005

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1J-1
Professional Development Provided
2001-2005 Plan**

How will comprehensive professional development (including initial teacher preparation for vocational, academic, guidance, and administrative personnel) be provided? **(Sec. 135(b)(4))**

Directions

For each of your supported programs, place a check (✓) after any activity you will use to provide comprehensive professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS							
<p>Note. All professional development provided must meet requirements for professional development as identified in Perkins III.</p>	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
	a. State sponsored conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National sponsored conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Local sponsored conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. State professional organization sponsored conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Internship in industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1J-1 (continued)
Professional Development Provided
2001-2005 Plan**

Provide details on any locally sponsored staff development planned for the current fiscal year.

2004-2005

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1K
Evaluation of Career and Technical Education Programs
2004-2005 Plan

Develop and implement evaluations of the vocational and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met. (Sec. 135(b)(5))

Please check (√) the appropriate blanks.

- We agree to implement and participate annually in the state system of Performance Standards and Measures for career and technical education programs.
- We agree to review annually the performance of special needs populations measured by the state system of Performance Standards and Measures to ensure that their needs are being met.
- The state system of Performance Standards and Measures will be used to evaluate the annual performance of career and technical education programs for the school division.

Career and Technical Administrator (Signature)

Date

Superintendent (Signature)

Date

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1L
Quality Career and Technical Education Programs
2001-2005 Plan**

Initiate, improve, expand, and modernize quality vocational education programs (**Sec. 135(b)(6)**)

Directions

For each of your supported programs, place a check (✓) after any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Revise/update curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Revise/update instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obtain input from business/industry/community representatives to improve/modernize program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Modernize program offerings in occupational area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conduct labor market analysis related to area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Conduct community surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Initiate new program(s) or courses based on labor market needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expand career and technical program offerings to provide greater student choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Incorporate technology applications in the classroom/lab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Certify teachers in industry or professional/trade association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Incorporate industry or professional/trade association certification standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Provide training in high tech or telecommunications occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1L (continued)
Quality Career and Technical Education Programs
2001-2005 Plan

Provide details, for the current fiscal year, on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand and modernize quality career and technical education programs

2004-2005

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M
Using Data to Improve Career and Technical Education
2001-2005 Plan

Describe how you will annually use the data provided for your school division on the state system of Performance Standards and Measures to improve vocational and technical education in your school division. **(Sec. 134(b)(6))**

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1N
Sufficient Size, Scope, and Quality of Services and Activities
2001-2005 Plan**

Provide services and activities that are of sufficient size, scope and quality to be effective
(Sec. 135(b)(7))

Directions

Place a check (√) in the blank by each statement that applies to your Division.

SERVICES/ACTIVITIES	YES	NO
a. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards for Accrediting 8 VAC 20-131-100.B)	<input type="checkbox"/>	<input type="checkbox"/>
b. Instruction in career and technical exploration is provided in each middle school. (Standards for Accrediting 8 VAC 20-131-90.B)	<input type="checkbox"/>	<input type="checkbox"/>
c. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards for Accrediting 8 VAC 20-131-100.A.1.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Career and technical education programs infused into the K through 12 curricula that promote knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession, and emphasize the advantages of completing school with marketable skills. School boards may include career exploration opportunities in the middle school grades. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)	<input type="checkbox"/>	<input type="checkbox"/>
e. Competency-based career and technical education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students, including those identified as disabled that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance are offered. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as disabled, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.4.)	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N (continued)
Sufficient Size, Scope, and Quality of Services and Activities
2001-2005 Plan

f. Academic and career and technical education for students who plan to continue their education beyond secondary school or who plan to enter employment shall be implemented. (Standards of Quality § 22.1-253.13:1. Standard 1.D.5.)	<input type="checkbox"/>	<input type="checkbox"/>
g. The requirements for a standard or advanced studies high school diploma shall include one credit in fine, performing, or practical arts. The requirements for a standard high school diploma shall, however, include at least two sequential electives and may include a concentration of courses selected from a variety of options. Such concentration may be planned to ensure the completion of a focused sequence of elective courses leading to further education or preparation for employment developed by the school division consistent with Board of Education guidelines and as approved by the local school board. (Standards of Quality § 22.1-253.13:3.B. and Standards for Accrediting Public Schools 8 VAC 20-131-50.B.4. Footnote four)	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N (continued)
Sufficient Size, Scope, and Quality of Services and Activities
2001-2005 Plan

Describe the process you will use annually to determine that programs funded under this Act are of sufficient size, scope and quality to ensure effectiveness.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 10
Link Secondary/Postsecondary Career and Technical Education
2001-2005 Plan

Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs. **(Sec 135(b)(8))**

Directions

Place a check (✓) in the blank for each option you have implemented to facilitate linkage between and transition from secondary to postsecondary programs.

- High Schools that Work (Specify schools participating.)

- Tech Prep (Specify programs involved.)

- Dual Enrollment Options (Specify programs in which available.)

- Articulated Programs (Please list those other than Tech Prep.)

- Other (specify)

SCHOOL DIVISION: _____

CTEMS SCHEDULE 10 (continued)
Link Secondary/Postsecondary Career and Technical Education
2001-2005 Plan

Provide details, for the current fiscal year, on your plan of activities to strengthen/improve ways/methods you are using to link secondary and postsecondary career and technical education programs.

2004-2005

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1P
Equity Provisions of General Education Provision Act
2001-2005 Plan

Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1Q
Employment Counseling
2004-2005 Plan**

Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1R
Placement Services
2004-2005 Plan**

Describe placement services provided for all students exiting school.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1S
Job-Seeking Skills
2004-2005 Plan**

Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1T
Labor Market Needs
2004-2005 Plan**

Describe how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your local school division.

SCHOOL DIVISION: _____

**CTEMS 2A - CAREER AND TECHNICAL EDUCATION FINANCIAL AND
STATISTICAL DATA
2004-2005 Plan**

ADMINISTRATION

Funding Categories	Amount
1. Career and Technical Center Administrators Principal (includes Special Career and Technical Centers)	
2. Assistant Principal (includes Special Career and Technical Centers)	

EXTENDED CONTRACTS, ADULT SUPPLEMENTS

Funding Categories	Amount
3. Extended Contract Costs	
4. Adult Occupation Supplements	
5. Adult Occupation Teachers (Full-time)	
6. Adult Occupation Teachers (Part-time)	

LOCAL FUNDS

Funding Categories	Amount
7. Operational Costs (other than Categorical): Teachers/Salaries Less Extended Contract Costs	
8. Instructional Supplies/Materials	
9. Other Instructionally Related Costs	
10. Equipment	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B
2004-2005 BUDGET OF PERKINS FUNDS**

Date Submitted	Date DOE Revision Request Submitted	Date of Original Approval	1 st Amendment Approval Date	2 nd Amendment Approval Date	<u> </u> Amendment Approval Date
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1 CAREER AND TECHNICAL ACTIVITIES FUNDED	2 CAREER AND TECHNICAL PROGRAMS FUNDED Section 134 (b)(1)	3 NARRATIVE DESCRIPTION <i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins III Act.)</i>	4 FUNDING REQUIREMENTS (Required or Permissive) <i>One number per narrative description</i>	5 BUDGETED FEDERAL FUNDS
<i>Non-Traditional</i>				
		Note: Include federal funds amount budgeted or indicate if paid from local dollars in column 5.		
<i>Required Use Professional Development</i>				
<i>Required Use</i>	<i>Required Use</i>			
<i>Required Use</i>	<i>Required Use</i>			
Career and Technical Education Programs or Activities Funded			SUBTOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B (Continued)
2004-2005 BUDGET OF PERKINS FUNDS**

1 CAREER AND TECHNICAL ACTIVITIES FUNDED	2 CAREER AND TECHNICAL PROGRAMS FUNDED Section 134 (b)(1)	3 NARRATIVE DESCRIPTION <i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins III Act.)</i>	4 FUNDING REQUIREMENTS (Required or Permissive) <i>One number per narrative description</i>	5 BUDGETED FEDERAL FUNDS
<i>Required Use</i>	<i>Required Use</i>			
<i>Required Use</i>	<i>Required Use</i>			
Career and Technical Education Programs or Activities Funded			SUBTOTAL	
Administration/Equipment Total from CTEMS Schedule 2B Administration			SUBTOTAL	
			GRAND TOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B
Federal Administration of Funds
2004-2005 Budget of Perkins Funds
(not to exceed 5% of the total federal grant)**

Administrative

Description	Amount
SUBTOTAL	

Administrative Equipment

Description	Amount
SUBTOTAL	

Administrative/Equipment	Amount
TOTAL (transfer to 2B)	

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (b) General Authority – Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.

Requirements for Use of Funds – The locality must fund professional development and two or more additional required uses of funds before permissive items can be funded.

1. Provide students with strong experience in and understanding of all aspects of industry.
2. Develop, improve, or expand the use of technology in vocational and technical education, which may include:
 - (A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning
 - (B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field
 - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs
3. Provide professional development programs to teachers, counselors, and administrators, including:
 - (A) In-service and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement
 - (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry
 - (C) internship programs that provide business experience to teachers
 - (D) programs designed to train teachers specifically in the use and application of technology
4. Initiate, improve, expand, and modernize quality vocational and technical education programs.
5. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

Permissive Use of Funds May be Used:

6. to involve parents, businesses, and labor organizations in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs,
7. to provide career guidance and academic counseling for students participating in vocational and technical education programs,
8. to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs,
9. to provide programs for special populations,
10. for local education and business partnerships,
11. to assist vocational and technical student organizations,
12. for mentoring and support services,
13. for leasing, purchasing, upgrading or adapting equipment, including instructional aides,
14. for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry,
15. for improving or developing new vocational and technical education courses,
16. to provide support for family and consumer sciences programs,
17. to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education,
18. to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education,
19. to support nontraditional training and employment activities; and,
20. to support other vocational and technical education activities that are consistent with the purpose of this Act

ATTACHMENTS
CERTIFICATION FORMS

Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in the certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public disclosure)

1. Type of Federal Action: _____ a. contract b. grants c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: _____ a. bid/offer/application b. initial award c. post-award	3. Report Type: _____ a. initial filing b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known Congressional District, if known:		5. If Reporting Entity in No. 4. is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, <i>if applicable</i> :	
8. Federal Action Number, if known:	9. Award Amount, if known:	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:	
	Print Name:	
	Title:	
Federal Use Only	Telephone No: _____ Date: _____ Authorized for Local Reproduction Standard Form – LLL (Rev. 7-97)	

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply as applicable, with the provisions of the Davis Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968(16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C.§§469a-1 et seq.).
14. Will comply P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

APPENDIX B: PERKINS GRANT POSTSECONDARY RECIPIENTS AND LOCAL PLAN

COMMONWEALTH OF VIRGINIA COMMUNITY COLLEGES

Blue Ridge Community College

Central Virginia Community College

Dabney S. Lancaster Community College

Danville Community College

Eastern Shore Community College

Germanna Community College

J. Sargeant Reynolds Community College

John Tyler Community College

Lord Fairfax Community College

Mountain Empire Community College

New River Community College

Northern Virginia Community College

Patrick Henry Community College

Paul D. Camp Community College

Piedmont Virginia Community College

Rappahannock Community College

Southside Virginia Community College

Southwest Virginia Community College

Thomas Nelson Community College

Tidewater Community College

Virginia Highlands Community College

Virginia Western Community College

Wytheville Community College



Carl D. Perkins Act of 1998
CFDA # 84.048

POSTSECONDARY LOCAL ANNUAL PLAN AND APPLICATION
For Fiscal Year 2006 Funding
(July 1, 2005 – June 30, 2006)

Community College:	<input type="text"/>	Date:	<input type="text"/>
Perkins Administration Contact Person:	<input type="text"/>		
Title:	<input type="text"/>		
Mailing Address:	<input type="text"/>		
Telephone:	<input type="text"/>	E-Mail:	<input type="text"/>
		Fax:	<input type="text"/>

Statement of Purpose

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), as it relates to postsecondary institutions, is to develop more fully the academic, vocational, and technical skills of postsecondary students who elect to enroll in vocational and technical education programs. The legislation requires that each eligible subrecipient (community college) requesting funding conduct a self-evaluation to determine local program improvement needs and submit a local application and estimated budget to their state agency each fiscal year.

The following are the necessary planning and application forms for a community college to request federal funding under the Act. Funds may be expended only for purposes allowable under Perkins III.

A signed copy of this application is due to the Virginia Community College System, Workforce Development Services Unit, no later than June 1, 2005. In addition, an electronic copy of the application is to be sent to ecreamer@vccs.edu. An electronic version of this application is available on the VCCS website <http://www.vccs.edu/workforce/grants/perkins/index.htm>

Section A: Plan Signatures

Authorizing Official Plan Signature:

(To be signed by the college president or other authorized officer of the college who may sign legal documents.)

I hereby certify that the information provided in this Postsecondary Local Annual Plan and Application for FY 2006 is true and correct to the best of my knowledge, information, and belief, and assure that the required Perkins conditions (see Appendix A of the VCCS Perkins Guidelines) will be met. All approved programs, services, and activities will be conducted in accordance with state and federal laws, rules, and regulations.

In addition, I hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan.

Authorized Official Signature:

Printed Name and Title:

Statement of Collaboration

In order to ensure a productive working relationship between all college personnel and to prevent the potential for duplication of services among other programs, the vice president or dean of academic/vocational instruction and workforce development must work together in developing the application for Perkins funds for FY 2006. In the space below, provide a brief statement of how these entities will work together to implement the proposed activities described in this application.

Signature of Collaboration

I hereby certify that the activities described in the Perkins application for FY 2006 reflect collaboration between academic/vocational instruction and workforce development services.

Vice President Academic/Vocational Instruction	
Signature:	
Title:	
Dean/Vice President Workforce Development Signature:	
Title:	

Section B: Identification of Perkins Programs

Community Colleges should ensure that a program (credit or non-credit) meets the Perkins definition of vocational and technical education. As part of this process, the following criteria should be met:

- ❖ The program involves organized educational activities.
- ❖ The program has a sequence of courses that leads to a degree, certificate or other formal award (i.e. industry certification, license, etc.). In order to meet this requirement, the program must have at least two career and technical courses in the same occupational area and at least one academic course component. Career and technical courses are those with the objective of preparing students for a specific occupation or cluster of occupations.
- ❖ The program provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction.
- ❖ The career for which the program prepares students is in a current or emerging employment sector.
- ❖ The program employs competency-based applied learning techniques.
- ❖ The curriculum includes activities that address work attitudes and general employability skills.
- ❖ The curriculum includes occupational specific skills.
- ❖ The program is of sufficient, size, scope, and quality to be effective.
- ❖ The program provides for equitable participation of special populations.

List the programs to be funded with Perkins in FY 2006 that meet the criteria listed above and identify the type of credential provided.

Program	Credential (degree, certificate, certification, etc.)
1.	
2.	
3.	
4.	
5.	
6.	

List programs that the community college provides and intends to fund through Perkins that meet most of the criteria of a Perkins program, but are in need of improvement or further development. Describe the area(s) that are in need of improvement.

Program	Area (s) in Need of Improvement
1.	
2.	
3.	
4.	
5.	

Section C: Local Improvement Plan

[To be completed if your college did not meet the state targets in FY 2004]

1. In the table below, check the measures that were below the target level in FY 2004 by your college (see Perkins guidelines for state and college level performance in FY 2004).

Measure	Target FY 2004	College Performance FY 2004	Measure Met? (Y or N)
1P1- Academic Skills	70.23		
1P2- Technical Skills	83.15		
2P1- Graduation Rate	18.15		
3P1- Employment and Study	74.84		
3P2- Retention in Employment	89.78		
4P1- Gender Representation	19.00		
4P2- Gender Representation Graduates	22.65		

2. In the table below, list the measures that were not met in FY 2004 and provide at least two theories for each measure as to why performance was below the target level. [Note: Although there may be apparent external factors that are beyond the control of the college, such as high unemployment rates for the placement measure, colleges should also provide internal factors that are within their control. These internal factors should provide a basis for the strategies to improve performance as requested on the following page.]

Performance Measure	Theories

3. Based on the theories listed on the previous page that are within the control of the college, provide an overview (one page maximum) of the improvement strategies the community college will implement, including the programs and types of students the college will concentrate on in FY 2006.

4. In the table below, provide a more detailed description of the strategy/strategies discussed on the previous page that the college will implement in FY 2006 to improve performance in measures that were below the target level in FY 2004. [Instructions: (a) list the measure (1P1, 1P2, etc); (b) provide a brief description of the activity; (c) describe how this will improve performance; (d) insert the number from the list of Perkins approved activities provided in the VCCS Perkins Guidelines section VI (For example, if an activity is related to professional development, then insert the number 4); (e) list the number of years the activity has been funded with Perkins funds; (f) indicate the amount of Perkins funds requested for FY 2006; (g) indicate the estimated monetary funds (excluding in-kind) to be provided outside of Perkins funding.]

(a) Measure	(b) Activity	(c) Describe how the activity will improve performance	(d) Type of activity	(e) Number of Years Funded by Perkins	(f) Perkins Request	(g) Other Monetary Funds

5. Calculate the funds allocated to the improvement plan as a percentage of the total budget. [Percentage=Total Perkins funds listed in 4/Total community college allocation in FY 2006*100]. The percentage should be equal to or greater than the corresponding minimum percentage of funds allocated towards local improvement based on the number of measures that that the community college did not meet in FY 2004 (see Application Instructions and Timeline in the VCCS Perkins Guidelines).

Total Perkins Funds for Improvement Plan Activities	\$
Improvement Plan Allocation as a Percentage of the Total Budget	%

**Section D:
Local Plan
(For Remaining Perkins Funds)**

6. In one page or less, provide a brief description of any additional activities that the college will implement with the remaining Perkins funds (exclude those activities described in the improvement plan). Include a description of what programs or populations need additional assistance through Perkins funds and how the activities described relate to the additional need for assistance for these programs/populations.

7. For each of the major activities described in 6 on the preceding page, provide a more detailed description of the activities. [Instructions: (a) provide a brief description of the activity; (b) insert the number from the list of Perkins approved activities provided in the VCCS Perkins Guidelines section VI (For example, if an activity is related to professional development, then insert the number 4.); (c) indicate the primary performance measures affected by the activity; (d) describe how the activity will improve performance based on the measures listed in c; (e) indicate the number of years this activity has been funded through Perkins; (f) indicate the amount of Perkins funds requested for FY 2006; (g) indicate the estimated monetary funds (excluding in-kind) to be provided outside of Perkins funding.]

(a) Activity Description	(b) Type of Perkins Activity	(c) Performance measure(s) affected	(d) Description of how the activity will improve performance for the measures listed	(e) Years Perkins Funded	(f) Perkins Request	(g) Other Monetary Funds

Section E: Minimum Program Requirements

Section 134 of the Act sets forth minimum content requirements for all Perkins local plans. The minimum requirements include Perkins required activities and other additional requirements. The purpose of this section is to ensure that the college's vocational and technical education program meets the minimum requirements necessary to receive funding under the Act.

Perkins Required Activities:

Complete the budget portion of application. Indicate which of the Perkins required activities (numbers 1-6) will receive Perkins funding in FY 2006. If Perkins funds are not being used for any activity, then provide a brief description of how the college will ensure that the required activity is being met either through non-Perkins funds or non-monetary activities. [Note: A full description of Perkins activities is provided in the VCCS Perkins Guidelines section VI.]

Perkins Required Activity	Receives Perkins Funds in FY 2006? (y or n)	If no, provide a description of how the college will ensure that the required activity is being met through non-Perkins funds or non-monetary activities
1. Curriculum Enhancement		
2. Work-Based Learning		
3. Use of Technology		
4. Professional Development		
5. Evaluations		
6. Modernization/Expansion		

Additional Requirements:

For each of the items below, provide a clear description, including specific strategies, of the college's efforts in meeting the minimum requirements. All elements must be addressed, whether or not Perkins grant funding is utilized to support the efforts. If the efforts have already been described under either the improvement or local plan sections, please indicate so and provide reference information.

<p>1. Describe how the college will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.</p>
<p>2. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title. Since post-secondary Perkins is a required partner in the workforce investment system established through the Workforce Investment Act, include a description of the local college's involvement with the local workforce investment board.</p>
<p>3. Describe how the college will identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.</p>
<p>4. Describe how the college will provide programs that are designed to enable special populations to meet the state adjusted levels of performance.</p>
<p>5. Describe how the college will ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of special populations.</p>
<p>6. Describe how funds will be used to promote preparation for nontraditional training and employment.</p>

Appendix C

Virginia System of Performance Standards and Measures for Postsecondary Career and Technical Education (CTE)

VIRGINIA COMMUNITY COLLEGE SYSTEM

Local Improvement Plan For 2005-2006

Based on Performance from the 2003-2004 School Year

*As required by
THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998*

Virginia Department of Education
Office of Career and Technical Education Services
Updated March 2005

Virginia System of Performance Standards and Measures for
Postsecondary Career and Technical Education (CTE)

Local Improvement Plan

VIRGINIA COMMUNITY COLLEGE SYSTEM

Required Elements for 2005-2006

Standard	Improvement Plan Required	Joint Planning Form Required	On-Site Assessment Required
2P1 Graduation Rate	X	X	
3P1 Placement Rate	X	X	X
4P1 Non-Traditional Participation	X		

Record of Progress

Standard	2001-2002	2002-2003	2003-2004
2P1 Graduation Rate	18.70%	17.30%	16.6%
3P1 Placement Rate	71.48%	68.80%	70.1%
4P1 Non-Traditional Participation	21.12%	19.6%	18.9%

Local Improvement Plan Web site

www.pen.k12.va.us/VDOE/Instruction/CTE/cters/2003lip/

VCCS LOCAL IMPROVEMENT PLAN FOR 2005-2006 AND INTERIM PROGRESS REPORT

Complete the *LOCAL IMPROVEMENT PLAN* (due **October 15, 2005**) and the *INTERIM PROGRESS REPORT* (due **January 15, 2006**). E-mail completed reports to **CTERS@doe.virginia.gov**. This plan shall be developed in consultation with the same *Stakeholder Participants/Involvement Committee* identified in the 2005-06 CTEMS Plan. *More specific, detailed improvement plans for career and technical content areas by sub-populations should be developed, implemented, and maintained locally.*

School Division/Jointly Operated Center: VIRGINIA COMMUNITY COLLEGE SYSTEM CTE Administrator: Elizabeth Creamer

Performance Measure:	Standard Not Met SY 2003-2004:
Graduation Rate <small>(standard for SY 2003-2004: 18.15%)</small>	Of the occupational-technical students enrolled in occupational-technical, only 16.6% of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length.

	List two Objectives (must be measurable) and at least two Strategies for each objective <small>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</small>	Method of Evaluating progress of each Strategy	Timeframe for beginning and completing each Strategy	Coordination Personnel for each Strategy	Negotiated Budget* for each Strategy	Interim Progress Report <small>(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</small>
Objective 1 & Strategies	<p>I. VCCS will implement and assess strategies to increase student completion rates by:</p> <p>A1) Identifying the issues related to non-completion of occupational and technical programs, specifically the current data collection process and the identification, within the Student Information System, of Perkins students and Perkins curricular programs</p> <p>A2) Development of plan for addressing issues of program and student identification that relate to data collection and identification of Perkins students and programs</p> <p>B1) Reviewing current internal and external reports on occupational-technical student retention issues</p> <p>B2) Conducting a statewide survey of former and current occupational/technical students on issues of recruitment and retention</p>	<p>Report with formal recommendations including timeline and budget will be completed, reviewed, and revised as needed and disseminated to the colleges and VDOE.</p> <p>Report with review of current literature, results of statewide student survey, and formal recommendations including timeline and budget will be completed, reviewed, and revised as needed and disseminated to the colleges and VDOE.</p>	<p>Research during Spring 2006. Development of formal plan to include timeline and budget in late Spring-early Summer 2006.</p> <p>Research during Spring 2006. Development of formal report in late Spring-early Summer 2006</p>	<p>Wendy Kang (Director, VCCS); Elizabeth Creamer (Director, VCCS); Consultant services as needed</p> <p>Elizabeth Creamer (primary); Susan Wood, Director VCCS (support); Trenton Hightower (support); Consultant services</p>	<p>\$5,000 (consultant services as needed)</p> <p>\$10,000 (consultant services as needed)</p>	

<p>List two Objectives (must be measurable) and at least two Strategies for each objective</p> <p>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</p>	<p>Method of Evaluating progress of each Strategy</p>	<p>Timeframe for beginning and completing each Strategy</p>	<p>Coordination Personnel for each Strategy</p>	<p>Negotiated Budget* for each Strategy</p>	<p>Interim Progress Report</p> <p>(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</p>
<p>Objective 2 & Strategies</p> <p>II. Implement strategies for student learning that national research has proven to be effective in increasing retention.</p> <p>A1) In August 2005, the VCCS presented a conference on instructional methods that lead to retention. The conference was based on national research in the field. One strategy was incorporating team-based, project-based learning into the curriculum.. Thus, in 2005-06, the VCCS will provide a minimum of three statewide business based, project based learning workshops for a minimum of 60 faculty and teachers in CTE programs. Project based instructional modules will be piloted in Spring 2006 by participating faculty</p> <p>B1) Initiate and assess use of statewide and regional student competitions as a means to increase community and team building among students and improve retention</p>	<p>1. Faculty enrolled in the workshops will complete pre and post assessments including on-site post workshop evaluations of teaching practice</p> <p>2. Students enrolled in the courses selected for pilot in Spring 2005 will complete pre and post course assessments. Students' subsequent enrollments in higher education will be monitored through VCCS Student Information System</p> <p>1. First VCCS wide student competitions in technical areas will be planned, promoted, and scheduled</p>	<p>Faculty workshops will be held November 2005-May 2006.</p> <p>Classroom pilots of instructional modules will occur in Spring 2006 with a second wave in Fall 2006.</p> <p>Planning phase of project to include curriculum development will be completed by June 2006</p>	<p>Elizabeth Creamer (Director, VCCS); Training Team comprised of Karen Griffith, Keith Morneau, Ruth Loring (VCCS P-14's); Evaluator Ronald Kidd (P-14, VCCS);</p> <p>Elizabeth Creamer, Heather Felts (Coordinator, VCCS) and Planning Team</p>	<p>\$50,000 for development of curriculum and assessment instruments, for purchase of instructional equipment and software; for lodging and meals for training events; for payment of training and on-site evaluation teams; and for piloting of instructional modules and subsequent report writing. <i>Funding for this project has already been allocated through Perkins State Leadership and NSF grants</i></p> <p>\$10,000 for planning and promotional costs already allocated through Perkins State Leadership</p>	

Note: Implement objectives/strategies that will have the greatest impact on achieving your targeted goals.
*Budget negotiated between VCCS and VDOE

VCCS LOCAL IMPROVEMENT PLAN FOR 2005-2006 AND INTERIM PROGRESS REPORT

Complete the *LOCAL IMPROVEMENT PLAN* (due **October 15, 2005**) and the *INTERIM PROGRESS REPORT* (due **January 15, 2006**). E-mail completed reports to **CTERS@doe.virginia.gov**. This plan shall be developed in consultation with the same *Stakeholder Participants/Involvement Committee* identified in the 2005-06 CTEMS Plan. *More specific, detailed improvement plans for career and technical content areas by sub-populations should be developed, implemented, and maintained locally.*

School Division/Jointly Operated Center: VIRGINIA COMMUNITY COLLEGE SYSTEM CTE Administrator: Elizabeth Creamer

Performance Measure:	Standard Not Met SY 2003-2004:
Placement (standard for SY 2003-2004: 74.84%)	Of the occupational-technical graduates, only 70.01% were employed 6-12 months following graduation or attended a 4-year institution the term immediately following graduation

List two Objectives (must be measurable) and at least two Strategies for each objective (Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)	Method of Evaluating progress of each Strategy	Timeframe for beginning and completing each Strategy	Coordination Personnel for each Strategy	Negotiated Budget* for each Strategy	Interim Progress Report (Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)

<p>List two Objectives (must be measurable) and at least two Strategies for each objective</p> <p>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</p>	<p>Method of Evaluating progress of each Strategy</p>	<p>Timeframe for beginning and completing each Strategy</p>	<p>Coordination Personnel for each Strategy</p>	<p>Negotiated Budget* for each Strategy</p>	<p>Interim Progress Report</p> <p>(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</p>
<p>Objective 1 & Strategies</p> <p>Increase the use of work-based and work site learning in VCCS CTE programs to improve connections to employers and post-graduation job placement.</p> <p>A1) The VCCS will establish six regional coordinators that will lead establishment of industry clusters to develop, support, and promote career pathways. One outcome of these new regional alliances of education and industry partners will be development and assessment of work-based learning and post-graduation job placements</p> <p>B1) A minimum of four statewide professional development workshops on work-based learning will be provided by the VCCS to postsecondary faculty</p>	<p>Number of business/industry contacts made by regional coordinators; number of new work-based learning experiences established through regional industry clusters; number of post graduation job placement openings provided by industry clusters.</p> <ol style="list-style-type: none"> 1. Faculty enrolled in the workshops will complete pre and post assessments including on-site post workshop evaluations of teaching practice. 2. Students enrolled in the courses selected for pilot in Spring 2005 will complete pre and post course assessments. Students' continued education will be tracked. 	<p>Regional clusters will be established beginning in December 2005 and continuing through Spring 2006. Data on initial outcomes for Spring 2006 semester will be reported June 2006.</p> <p>Workshops will be held November 2005- May 2006.</p> <p>Instructional pilots will be assessed Spring 2006 for workshop held Fall 2005 and Fall 2006 for workshops held Spring 2006.</p>	<p>Trenton Hightower, Assistant Vice Chancellor, VCCS; Mindy Fast, Regional Coordinator, VCCS</p> <p>Elizabeth Creamer; Training Team comprised of Karen Griffith, Keith Morneau, Ruth Loring (VCCS P-14s); Evaluator Ronald Kidd (P-14, VCCS);</p>	<p>\$37,500 (carryover funding from Perkins State Administration); additional funding to be provided by VCCS through state (non-grant) sources</p> <p>\$50,000 for development of curriculum and assessment instruments, for purchase of instructional equipment and software; for lodging and meals for training events; for payment of training and on-site evaluation teams; and for piloting of instructional modules and subsequent report writing. <i>Funding for this project has already been allocated through Perkins State Leadership and NSF grants</i></p>	

<p>List two Objectives (must be measurable) and at least two Strategies for each objective</p> <p>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</p>	<p>Method of Evaluating progress of each Strategy</p>	<p>Timeframe for beginning and completing each Strategy</p>	<p>Coordination Personnel for each Strategy</p>	<p>Negotiated Budget* for each Strategy</p>	<p>Interim Progress Report</p> <p>(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</p>
<p>Objective 2 & Strategies</p> <p>II. The VCCS will spur adoption by the colleges of electronic career planning and job placement resources.</p> <p>A1) The VCCS will pilot use of electronic and video student portfolios.</p> <p>B1) A minimum of five colleges will pilot and assess electronic job placement services</p> <p>C1) Six regional Kuder Career Planning workshops will be offered by the VCCS to personnel working in career planning and placement in local colleges</p>	<p>Development of VCCS-wide templates for student portfolios; pre and post student and employer assessments of instruments; job placement rate of students using new tools</p> <p>Identification of selected on line resource tool for job placement; pilot of new job placement resource by Career Center staff at five colleges. Pilot will include pre and post survey of students and staff to include job placement rates</p> <p>Record of workshop attendees. Record of use of Kuder career planning assessments and post-event satisfaction surveys by counselors and career development specialists</p>	<p>Development of statewide template and selection of pilot sites by March 2006; pilot portfolios developed and assessed by June 2006</p> <p>Selection of tool by December 2005; pilot of student use by selected colleges in Spring 2005.</p> <p>Workshops will take place from November 2005-February 2006</p>	<p>Elizabeth Creamer and Karen Griffith (VCCS P-14)</p> <p>Kim Morton, VHCC Career Center Director; Wendy Kang, Director, VCCS</p> <p>Mindy Fast, Regional Coordinator, VCCS and Elizabeth Creamer</p>	<p>\$10,000 <i>Funding for this project has already been allocated through Perkins State Leadership funds.</i></p> <p>\$15,000 <i>Funding for this project will be allocated by local college Perkins funds and through a special projects Tech Prep grant</i></p> <p>Workshops provided without cost by Kuder; travel costs for training supported by local colleges.</p>	

Note: Implement objectives/strategies that will have the greatest impact on achieving your targeted goals.

*Budget negotiated between VCCS and VDOE

VCCS LOCAL IMPROVEMENT PLAN FOR 2005-2006 AND INTERIM PROGRESS REPORT

Complete the *LOCAL IMPROVEMENT PLAN* (due **October 15, 2005**) and the *INTERIM PROGRESS REPORT* (due **January 15, 2006**). E-mail completed reports to **CTERS@doe.virginia.gov**. This plan shall be developed in consultation with the same *Stakeholder Participants/Involvement Committee* identified in the 2005-06 CTEMS Plan. *More specific, detailed improvement plans for career and technical content areas by sub-populations should be developed, implemented, and maintained locally.*

School Division/Jointly Operated Center: VIRGINIA COMMUNITY COLLEGE SYSTEM CTE Administrator: Elizabeth Creamer

Performance Measure:	Standard Not Met SY 2003-2004:
Non-Traditional Participation (standard for SY 2003-2004: 19.0%)	In the state-identified non-traditional courses, only 18.9% of the enrollees were of the non-traditional gender.

List two Objectives (must be measurable) and at least two Strategies for each objective <small>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</small>	Method of Evaluating <small>progress of each Strategy</small>	Timeframe for beginning and completing each Strategy	Coordination Personnel for each Strategy	Negotiated Budget* for each Strategy	Interim Progress Report <small>(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</small>

<p>List two Objectives (must be measurable) and at least two Strategies for each objective</p> <p>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</p>	<p>Method of Evaluating progress of each Strategy</p>	<p>Timeframe for beginning and completing each Strategy</p>	<p>Coordination Personnel for each Strategy</p>	<p>Negotiated Budget* for each Strategy</p>	<p>Interim Progress Report</p> <p>(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</p>
<p>Objective 1 & Strategies</p> <p>1. The VCCS will resource and assess new initiatives designed to increase enrollment and retention of women in technology programs</p> <p>A1) A minimum of two colleges will pilot use of communities of practice specifically designed to provide support services and mentoring to female students in IT and other high tech areas</p> <p>A2) Training will be provided to faculty charged with leading local pilots</p> <p>A3) An on-line community will be developed to support Tech Prep, Perkins, and other leaders interested in piloting initiatives to improve gender equity at their local colleges</p>	<p>Record of student events; pre and post event surveys by students; analysis of female student retention rate</p> <p>Pre and post surveys of participating faculty; development of plan for learning communities of female students; initiation of activities by local colleges piloting initiative</p> <p>Registrations by local college personnel to participate in new community; implementation of new community</p>	<p>Programs will be planned and at least one introductory event will take place in each college in Spring 2006.</p> <p>Faculty training will take place in February 2006</p> <p>Community will go live by May 2006</p>	<p>Carlotta Eaton, Ramona Coveny (IT Faculty at local colleges); Elizabeth Creamer</p> <p>Ramona Coveny, Mia Fittz (IT Faculty and Tech Prep Director at local college; Ron Kidd and Ruth Loring (VCCS P-14s for assessment)</p> <p>Elizabeth Creamer, designated community coordinator from local colleges</p>	<p>Funding for initiative has been allocated through NSF grant</p> <p>Funding for initiative has been allocated through NSF and Tech Prep grants</p> <p>\$2,500</p>	

<p align="center">List two Objectives (must be measurable) and at least two Strategies for each objective</p> <p>(Objectives describe <u>what</u> actions/activities to be taken Strategies describes <u>how</u> the objective will be accomplished)</p>	<p align="center">Method of Evaluating progress of each Strategy</p>	<p align="center">Timeframe for beginning and completing each Strategy</p>	<p align="center">Coordination Personnel for each Strategy</p>	<p align="center">Negotiated Budget* for each Strategy</p>	<p align="center">Interim Progress Report</p> <p align="center">(Complete this last column after January 1, 2006. E-mail to CTERS@doe.virginia.gov by January 15, 2006.)</p>
<p>Objective 2 & Strategies</p> <p>II. A statewide program information and marketing product line will be developed that highlights students and graduates in non-traditional fields</p> <p>A1) A Web site showcasing successful programs, industry partnerships, educators and students will showcase students in non-traditional fields and will link to Virginia Career VIEW and Know How Virginia</p> <p>B1) A related line of other products (brochures, trade show booth, view finder) will be developed that will also prioritize depictions of students/graduates in non-traditional fields</p> <p>C1) An on-line curriculum will be launched for use by secondary and postsecondary career pathways practitioners that provides a tutorial in best practices to recruit students into non-traditional CTE programs</p>	<p>Launch of Web site. User surveys</p> <p>Development of at least three products that support enrollment of students in non-traditional fields; user surveys</p> <p>Development and launch of program module; pre and post surveys for on-line course participants</p>	<p>Planning for Web site and pre-production Fall-Winter 2005-06; Launch in July 2006</p> <p>Development of initial Women in Technology materials Fall-Winter 2005-06</p> <p>Development of module by June 2006 for pilot in Summer 2006</p>	<p>Elizabeth Creamer, Heather Felts (Coordinator, VCCS), Marketing consultants</p> <p>Elizabeth Creamer, Carlotta Eaton (IT faculty local college)</p> <p>Trenton Hightower, Assistance Vice Chancellor, VCCS; Heather Felts, Coordinator, VCCS; Elizabeth Creamer</p>	<p>\$20,000 Funding allocated through Postsecondary Perkins, NSF and other sources</p> <p>\$5,000 Funding allocated through Postsecondary Perkins and NSF grants</p> <p>\$7,500 Funding allocated by VCCS to develop on-line training curriculum for VCCS professionals.</p>	

Note: Implement objectives/strategies that will have the greatest impact on achieving your targeted goals.

*Budget negotiated between VCCS and VDOE

JOINT PLANNING FORM

Complete the *JOINT PLANNING FORM* (by **October 15, 2005**) and email to **CTERS@doe.virginia.gov**. The plan shall be developed in consultation with the same *Stakeholder Participants/Involvement Committee* identified in the 2005-2006 CTEMS Plan.

School Division/Regional Center: VIRGINIA COMMUNITY COLLEGE SYSTEM

CTE Administrator: Elizabeth Creamer

Performance Measure	Standard Not Met in SYs 2003-2004 AND 2002-2003
<p>Graduation Rate (standard for SY 2003-2004: 18.15%)</p>	<p>Of the occupational-technical students enrolled in occupational-technical, in 2003-2004 only 16.6% and in 2002-2003 only 17.3% of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length.</p>

<p>Explain steps taken in the past year to meet the Graduation Rate performance measure.</p>
<p>The primary step taken was to conduct a comprehensive analysis of those factors in the identification of the Perkins student cadre group and Perkins programs that may be negatively impacting the VCCS's ability to record and report graduates of its CTE programs. This has been a laborious process and has included no fewer than 3 weeks of hands on training in PeopleSoft, the VCCS Student Information System. A plan for addressing issues of program identification and program updates, student identification and tracking (including tracking beyond the VCCS into university level education and employment) is being developed by a team including VCCS Perkins representatives and key members of the VCCS Information Technology and Academic Research staff. As part of this plan, colleges are now receiving annual professional development as to completion of data collection instruments required by the VCCS.</p> <p>Secondly, in Spring 2005, community colleges applying for Perkins funds were, for the first time, required to allocate their funding to those performance measures—including graduation rates—that those colleges had not met in 2003-04. This had the effect of ensuring that a more significant percentage of Perkins funding at the local level was dedicated to improving graduation rates, job placement rates, and gender equity in CTE programs.</p> <p>Finally, the Perkins State Leadership Plan was developed in response to a statewide conference on retention and the national best practices for student retention that were featured in that conference. Strategies including student learning communities, increased career planning and coaching, and project and work-based learning were included in the 2005-06 Perkins State Leadership Plan as a way to ensure that state level activities support meeting benchmarks that most VCCS colleges struggle to meet.</p>
<p>Names and titles of those who contributed to the development of the <i>VCCS LOCAL IMPROVEMENT PLAN FOR 2005-2006</i> and the <i>JOINT PLANNING FORM</i>.</p>
<p>Elizabeth Creamer, Director, Postsecondary Perkins/Tech Prep, VCCS Wendy Kang, Director, Workforce Development Services Research, VCCS Rose Johnson, Vice Chancellor, Workforce Development Services, VCCS Note: Effective January 2006, the regional industry clusters currently being established by the VCCS in six Workforce Development services regions in Virginia will constitute advisory committees for state Perkins and Tech Prep plans. These regional clusters will be staffed by VCCS regional coordinators who report directly to the VCCS and will be comprised of secondary, postsecondary, and industry leaders in each of six workforce regions.</p>
<p>VDOE Recommended Objectives, Strategies and Budget to attain this performance standard in the 2005-2006 school year. (To be completed by VDOE.)</p>
1.
2.
3.
4.
5.

Approved by the following from the Virginia Department of Education, Office of Career and Technical Education Services:

Elizabeth M. Russell, Director	date	James A. Gray, Associate Director	date	
CTE Program Improvement Specialist	date	CTE Specialist (if applicable) <i>(enter name and title)</i>	date	

JOINT PLANNING FORM

Complete the *JOINT PLANNING FORM* (by **October 15, 2005**) and email to **CTERS@doe.virginia.gov**. The plan shall be developed in consultation with the same *Stakeholder Participants/Involvement Committee* identified in the 2005-2006 CTEMS Plan.

School Division/Regional Center: VIRGINIA COMMUNITY COLLEGE SYSTEM

CTE Administrator: Elizabeth Creamer

Performance Measure	Standard Not Met in SYs 2003-2004 AND 2002-2003
Placement (standard for SY 2003-2004: 74.84%)	Of the occupational-technical graduates, only 70.1% were employed 6-12 months following graduation or attended a 4-year institution the term immediately following graduation in 2003-2004 and only 68.80% were placed in 2002-2003.

Explain steps taken in the past year to meet the Placement performance measure.
<p>The primary step taken by the VCCS to improve the Placement performance measure was a statewide research project to clearly identify viable and emerging industry clusters that might provide jobs for the future within six regions of the VCCS. From that major study emerged the establishment of six regional networks dedicated to better aligning college curricula with regional workforce needs and in establishing more productive partnerships between local industries and community college and other educational partners. The more numerous, productive, and sustained the VCCS's industry partners, the more direct the route for community college students into the workforce. These new regional clusters will also become the advisory committees for Tech Prep and Perkins.</p> <p>A second major step has been to prioritize work-based learning as a strategy to improve and expand business/industry partnerships and to provide students with effective networking opportunities. The emphasis placed on work-based learning by the VCCS during 2004-05 is a new emphasis with a statewide template for course sequences for career pathways (Tech Prep, NSF, etc.) requiring colleges to identify courses that will imbed internships, co-ops, and project based learning. Professional development offered by the VCCS is prioritizing work-based learning in 2005-06. Additional new initiatives in the state Perkins and Tech Prep plans for 2005-06 (electronic portfolios, statewide business-based, team-based, project-based student competitions, etc.) are built on work-based learning and strive to showcase VCCS CTE programs and students to state and regional businesses.</p>
Names and titles of those who contributed to the development of the <i>VCCS LOCAL IMPROVEMENT PLAN FOR 2005-2006</i> and the <i>JOINT PLANNING FORM</i> .
Dr. Rose Johnson, Vice Chancellor, Workforce Development, VCCS; Elizabeth Creamer, Director, Postsecondary Perkins/Tech Prep, VCCS; Wendy Kang, Director, Workforce Development Services Research, VCCS Note: Effective January 2006, the regional industry clusters currently being established by the VCCS in six Workforce Development services regions in Virginia will constitute advisory committees for state Perkins and Tech Prep plans. These regional clusters will be staffed by VCCS regional coordinators who report directly to the VCCS and will be comprised of secondary, postsecondary, and industry leaders in each of six workforce regions.
VDOE Recommended Objectives, Strategies and Budget to attain this performance standard in the 2005-2006 school year. (To be completed by VDOE.)
1.
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5.

Approved by the following from the Virginia Department of Education, Office of Career and Technical Education Services:

Elizabeth M. Russell, Director	date	James A. Gray, Associate Director	date
CTE Program Improvement Specialist	date	CTE Specialist (if applicable) <i>(enter name and title)</i>	date

