

# VIRGINIA CAREER AND TECHNICAL EDUCATION CONSOLIDATED ANNUAL REPORT 2006 - 2007

## PURPOSE

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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 2006-2007. 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

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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 2006-2007 school year,

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

## STATE ADMINISTRATION

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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 been 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, two career cluster coordinators, a grants program administrator, and 11 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 career 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;
- provides presentations on curriculum frameworks and standards to local practitioners; and

- coordinates other activities with workforce agencies;
- coordinates curriculum efforts;
- 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 2006-07, Virginia's community colleges:

- Served the equivalent of 240,000 students in credit courses and an additional 190,000 students in workforce development programs including outreach services to high school students. Served the equivalent of 96,856 full time student enrollments (FTE).

The Workforce Development Services Unit of the VCCS central office is responsible for the state administration of the Postsecondary Perkins and Tech Prep grants. The VCCS team directly charged to administer the Perkins and Tech Prep program includes a state director for Postsecondary Perkins/Tech Prep (90% of VCCS assigned duties), a director of research (40% of VCCS assigned duties), and a fiscal administrator (25% of VCCS assigned duties). Of the \$148,200 allocated to state administration of postsecondary Perkins funds, approximately \$124,000 is dedicated to salary and benefits for these three professionals with remaining state administration funds utilized for travel to national and state meetings and events related to Perkins administration and to communications and technology support such as phone conferences and on-line communities, Web based conferences and phone conferences to provide technical assistance to local colleges, and to administration and training—including on site evaluations—required by the Methods of Administration (MOA) program.

The primary goal of the state Postsecondary Perkins team is to improve the annual state performance on Perkins required performance measures. Administrative initiatives that were taken in 2006-07 to address this goal included the following:

- Colleges were required to dedicate a state determined percentage of their Perkins grant awards to strategies designed to improve college performance in those Perkins performance measures that the college did not meet during the preceding year.
- Two statewide training sessions were held for college administrators charged with leadership of Perkins programs to apprise them of federal requirements associated with the grant, with VCCS program performance, and with best practices in areas such as non-traditional enrollment and retention in which the VCCS has struggled over the past few years to attain federally negotiated benchmarks.
- College applications for local Perkins funds were negotiated with the VCCS with more than 1/3 of colleges applying for funds required to phone conference with VCCS officials and to revise strategies to better align with state goals.
- VCCS Perkins and VCCS Institutional Research personnel began the process of analyzing the criteria currently in place for measuring VCCS performance on postsecondary Perkins measures. This process identified significant issues associated with the current method of establishing the cadre of students to be included in the graduation measure, a measure with which the VCCS has historically been challenged, as the current measure only includes first time, full time students. Given the dramatic increase over the past decade of dual-enrollment students who, upon entry to the community college following high school graduation do not qualify as first time registrants, and given the fact that full-time students remain a minority among the VCCS student population, this measure—which was adapted to align with methods of measuring graduation that are employed nationally by all universities—will be discarded beginning in the first full year of implementation of Perkins IV.

## STATE LEADERSHIP

### Secondary Career and Technical Education Programs

#### Agricultural Education

*Staff Development:* 410 participants attended in-services on methods for infusing new topics into the agricultural education curriculum. The major topics were in the areas of Emerging Technologies in Agriculture and Career Development Events. Other topics included forestry technology, horticultural practices, and middle school programs.

*Curriculum Development:* The curriculum was enhanced with the distribution of additional instructional units in power and structural technologies, agriscience education, and forestry technology. A CD containing lesson plans on metal fabrication technologies was distributed to teachers. Also, teachers received a CD on Pesticide Application.

*Student Organizations:* More than 11,000 students were members of the Virginia Association FFA in FY 2007. These members promoted the FFA, agricultural education, and the food and fiber industry. Approximately 1,400 FFA members attended the 2007 State FFA Convention. In March, the state conducted the national Made for Excellence Conferences. More than 400 Virginia FFA members attended the conferences. During the conferences, leadership activities were provided to members and to advisors in separate workshops. In addition state leadership conferences were held at Virginia Tech University and Virginia State University. More than 700 members attended these

conferences. The Young Farmers continued to provide programs for students above the high school level. Over 500 members participated in this adult student organization.

*Certification Academies:* Two academies were held to enable teachers to become certified in Greenhouse Operations and Commercial Pesticide Application. 35 teachers became certified at these academies.

## **Business and Information Technology**

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

- 2006 Virginia Business Education Association Conference for 350 business and information technology educators;
- Business and Information Technology Focus Group (staff development on leadership) for 30 teacher/advisers and teacher educators working with the student organization;
- Conference planning meeting with Business & Information Technology educators for 20 participants;
- Keyboarding Methodology Training Workshop, serving 30 teachers
- Voice recognition technology workshops, serving 20 participants
- Information Technology Fundamentals teacher methodology training, serving 25 participants.
- High School Educators' Symposium (in conjunction with Virginia Society of Certified Public Accountants), serving 50 teachers
- Virginia Financial Literacy Summit (in conjunction with Jump\$tart Coalition), serving 350 teachers and administrators

Industry Certification Academies since 2004 inception:

- MOS/IC3 Virtual Academies (may gain certification as a part of other training methods at summer conferences and instructor-led workshops), 615 participants
- On-site MOS Certification Prep/Test, serving 319 participants;
- On-site IC<sup>3</sup> Certification Prep/Test, serving 123 participants;
- Dreamweaver Certification Prep/Test, serving 99 participants;
- Flash Certification Prep/Test, serving 35 participants;
- Certified Internet Webmaster, serving 40 participants;
- Photoshop Brainbench Certification Prep/Test, serving 29 participants
- Certified Internet Webmaster Associate, serving 28 participants; CIW Internet Business Foundations, serving 82 participants; CIW Site Development Foundations, serving 79 participants; self-study for CIW Associate, serving 20 participants; CIE Network Technology Foundations, serving 70 participants;
- CISCO training, serving 57 participants
- Virtual Academies for Microsoft Information Technology Program, Network + and A+, serving 20 participants

In addition, the state program sponsored travel for attendees to the Virtual Enterprise training in Virginia Beach. The training served 35 participants. A Virginia Virtual Enterprise state coordinator has been identified and funding is provided for travel to state and national training and competitions for that coordinator.

Seven chapters of IGNITE (Inspiring Girls Now in Technology Education) were identified and training was provided for an administrator from each of the identified schools divisions.

*Curriculum Development:* Five curriculum frameworks were revised during the 2006-2007 school year: Make it Your Business, Principles of Business and Marketing, Finance, Information Technology Fundamentals, and Digital Input Technologies.

*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. Each course has been correlated to the National Business Education Association's National Standards for Business Education and to the Future Business Leaders of America competitive events.

*Student Organizations:* Student Organizations: In 2006, the Future Business Leaders of America (FBLA) student organization consisted of 14,808 members, representing 11 regions of the state; Virginia had the third-largest FBLA chapter in the nation. Twenty-seven Virginia FBLA'ers placed at the National Leadership Conference.

## **Family and Consumer Sciences (FACS)**

*Staff Development:*

- 315 participants attended the 2006 Professional Development Institute in Virginia Beach.
- National program certifications and end-of course testing continue to be a major emphasis. 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.

*Curriculum Development:*

- The work focus Family and Consumer Sciences curriculum was reviewed and updated.

- All courses, including updates, continue to be cross-walked with the Standards of Learning for the core academic areas and the National Family and Consumer Sciences Standards.
- 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 246 Virginia chapters with a membership of 12,805 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.

The Department of Education, Office of Career and Technical Education, Health and Medical Sciences worked closely with the all the Health Regulatory Boards to assure compliance with regulations.

*Staff Development:* In-services for each of the six regions are 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. This year with the assistance of technical experts, the dental assisting state curriculum and the state dental examination were reviewed and revised. Other curriculum areas include practical nursing curriculum and introduction the health and medical sciences. The nurse aide competencies were reviewed and revised by a panel of experts. This past summer, the director of emergency medical services at the state level helped to define the emergency medical technician program that is offered in public schools. There has been an increase demand for this particular program in public schools. This practice keeps health and medical sciences current with changes in the requirements of the health care industry.

Hospital, nursing homes, fire and rescue departments, dental and doctors offices, veterinary clinics, school athletic departments provide an opportunity for students to gain clinical competencies in their chosen field.

*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 at Virginia Beach in August 2006.
- Program updates were provided for the following conferences/meetings: CTE Administrators, New CTE Administrators, Cooperative Education Workshop, VAME Executive Board meetings, VAME Conference, Virginia DECA Foundation meeting, and DECA Board of Trustees meetings.
- Two regional industry certification testing academies were held for new teachers and those teachers not yet tested.

*Curriculum Development:*

The following task lists were revised and the instructional frameworks updated:

- Make It Your Business (8109, 8112, 8113, 8114)
- Principles of Business and Marketing (8115, 8116)
- Sports, Entertainment, and Recreation Marketing (8175)
- Advanced Sports, Entertainment, and Recreation Marketing (8177)
- Travel and Tourism Marketing (8165)
- Advanced Travel and Tourism Marketing (8167)

*Student Organization:*

- Marketing Education played host to more than 30,000 high school students in over 200 schools. While all marketing students participate in this co-curricular organization at the local level, in 2006-2007, 13,065 of those students affiliated at both the state and national level.
- Virginia DECA has not only been the largest state association in the country for three years running, but in the past two years has become largest state association in the history of the 61-year old national organization.

- Virginia DECA set historic records for the largest state leadership conference with 2,235 students participating in the Virginia DECA State Leadership Conference.
- The largest VA delegation of 678 participants participated in the International Career Development Conference (ICDC) in Orlando, FL. The Virginia delegation was once again the largest state delegation attending the ICDC.
- Virginia placed more students across the international stage than ever before with 164 making the walk with dozens of top 10 winners, and three teams placing 2<sup>nd</sup> or 3<sup>rd</sup> nationally.
- Virginia DECA Foundation continues to grow and show promise of becoming a major resource for DECA scholarship funding. VA DECA members raised \$10,000 locally for this cause and the state officers held an online auction with all proceeds going to the Foundation.
- DECA members collected and donated thousands of “hygiene” kits consisting of toiletries and similar items for the homeless and the needy throughout the state. Also, contributions were made by DECA chapters to a countless number of charities at the local level.
- With a focus on community service, Virginia DECA students and advisors logged more than 300,000 hours of community service, which is nearly ten hours per marketing student.
- Virginia DECA has an established Web site on the Internet with online electronic memberships/registration, message board, and an online newsletter published twice a year.
- Regional officer training conferences were held in Richmond and in Hollins, VA.

## Technology Education

*Staff Development:* More than 500 technology education teachers participated in regional and statewide technical update workshops that focused on the following content areas: communication, construction, manufacturing, and transportation technologies. In addition, the following activities were provided:

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

*Curriculum Development:*

- Completed program/course framework guide for statewide implementation of Construction Technology, Imaging Technology, Materials and Processes, Power and Energy Technology, Power and Transportation Technology, Production Systems, and Video and Media Technology.
- Developed a new program/course framework guide for statewide implementation of Geospatial Technology, Advanced Drawing and Design, Technology Education Disadvantaged, and Technology Education Handicapped

*Essential Competencies:* Revised the course/program essential competency lists for Geospatial Technology II, and 19 other existing courses.

*Student Organizations:* 3,288 students participated in fair and spring leadership and competitive events sponsored by the Virginia Association of the Technology Student Association (TSA). Another 305 delegates from the Virginia TSA attended the National TSA Leadership Conference held in Nashville, TN. A total of 7,865 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 (317 attendees)
- Occupational technical updates (317 attendees)
- OSHA 500 session (213 attendees)

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

- |  |               |                      |
|--|---------------|----------------------|
| • Building Trades                                    | • Electricity | • SkillsUSA Virginia |
| • Cabinetmaking                                      | • HVACR       | Advisor’s Manual     |
| • Carpentry  | • Masonry     | • SkillsUSA Virginia |
| • Computer Networking Hardware Operations III and IV | • Plumbing    | Technical Standards  |

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

*Student Events:* The following leadership activities were conducted during the 2005-2006 school year:

- Ford/AAA Auto Skills Student competition (275 attendees)
- SkillsUSA-VICA District Conferences (2,600 attendees)
- SkillsUSA-VICA State Conference (1,400 attendees)
- SkillsUSA-VICA State Rallies (1,500 attendees)
- SkillsUSA-VICA National Conference (225 attendees)

## Career Connections

### *Staff Development:*

- Virginia Career VIEW conducted 42 workshops throughout Virginia for 1,082 counselors and teachers on the components of Virginia's Career Information Delivery System web site and Virginia's Career Planning System powered by Kuder.
- 73 teachers attended four separate three-day training sessions around the Commonwealth for the Virginia Teachers for Tomorrow program.
- Approximately 1,100 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.
- School level and division level training for teachers and counselors was provided across the state for Virginia's Career Planning System powered by Kuder. This led to an increase in the number of assessments taken from 120,137 in 2005-2006 to 139,316 in 2006-2007.

### *Curriculum Development:*

- A focus group was conducted in summer 2006 to revise the *r u ready? Life After High School* magazine. As a result, the magazine was streamlined and centered around the theme of "Prepare Now for the Road Ahead".
- Copies of the student career magazine *r u ready? Life After High School* were distributed to more than 100,000 students, and 110,000 copies of the parent brochure *Parents: Help your Child Prepare Now for the Road Ahead* were distributed as well.

## Postsecondary Career and Technical Education

In addition to providing administration and technical assistance to the 23 colleges receiving postsecondary Perkins grant funds, the VCCS provided state leadership of Postsecondary Perkins initiative through the following state-led initiatives:

- **Program Assessment:** The VCCS initiated a review of its methods in determining federal performance standards for Perkins and worked with internal and external consultants to begin the process of improving methods of measuring program completion rates, in particular. The VCCS also provided four statewide technical training workshops in Spring 2007 for college administrators and faculty leading development and local assessment of Perkins and Tech Prep programs.
- **Use of Technology:** Faculty and teacher certification training and testing was supported by the VCCS through mini grants to colleges to allow for certifications in automotive technology, manufacturing technology, and allied health as well as through statewide faculty and teacher certification training and testing in Information Technology. Certification testing was made available to VCCS faculty at select VCCS peer group conferences. Over 50 faculty members also participated in VCCS sponsored statewide training to prepare technical faculty to teach Microsoft Office 2007. Finally, over 52 faculty and high school teachers participated in VCCS led, statewide training in Computer Gaming Technologies. The training was designed to provide instructors with new methods to teach core IT skills and generate interest in pursuing IT pathways among millennial generation students.
- **Professional Development:** More than 750 VCCS administrators, faculty, and counselors participated in the Perkins-supported VCCS New Horizons Conference that was dedicated to best practices in use of technology and teaching. The conference included workshops and presentations on such state led Perkins initiatives as Authentic Learning, a business-based, project-based learning method developed and promoted by the VCCS and Career Coaches.
- **Career Coaches Academy:** To improve performance of its statewide, Perkins supported career coaches program, the VCCS developed and held a three day Career Coaches Academy in September 2007 that included information on career clusters and pathways, employer panels, and strategies for advising non-traditional students among other topics. More than 75 career coaches, counselors, and supervisors participated in the three day event. A VCCS Career Coaches Handbook was developed and disseminated and a training curriculum developed and field tested. Two supplementary one day training events in coaching methods were offered to 30 coaches and supervisors in Spring 2007.
- **Academic/Vocational Integration:** 73 VCCS career and technical education faculty and Tech Prep high school teachers participated in four statewide professional development workshops, averaging 2 days each, that were designed to produce regional teams that would partner with employers to produce video-based "cases" that present students with real world business problems for which students produce solutions to present back to industry. An Authentic Learning Train-the-Trainers Handbook was developed by the VCCS and disseminated.
- **Non-Traditional Students:** VCCS career coaches and their supervisors participated in statewide training on strategies to recruit and retain female students in high technology career fields. Additionally, 75 high school girls participated in a one week Girls Get IT residential summer camp to develop their IT and mathematics skills and knowledge that was collaboratively supported by VCCS and a major state university. Career coaches served as recruiters and academic advisors for the program which drew girls from across the state. Initial program success was measured by pre- and post-event surveys designed to elicit attitudinal differences in participants in terms of IT careers and IT programs and perceptions of higher education.
- **Supporting Special Populations:** In addition to providing funding for adaptive equipment and resource personnel (including interpreters and tutors) for special populations, the VCCS developed and implemented revised processes for its annual MOA reviews of colleges and now is on target with meeting federal and state goals for the program.

## Correctional Education

During the 2006-07 school year, the DCE offered Career and Technical programs at 27 major adult correctional facilities, 8 adult correctional field units, and 8 juvenile correctional centers. Instruction was provided to adult inmates in 38 different program areas in 3 occupational trade areas and to juvenile inmates in 58 different courses in 6 occupational trade areas, including exploratory courses for Middle School students at two facilities. Career and technical evaluation assessment and transition services are provided at a number of adult and all juvenile facilities in addition to the evaluation conducted by Adult Classification and the Juvenile Reception and Diagnostic Centers.

### *Major Correctional Education Initiatives for 2006-2007:*

- Developed and implemented a copyrighted Automated Student Transcript for juvenile CTE programs that determines if the student qualified for a certificate, the final course grade, and the credits (if any) to be awarded to student.
- Met all established performance measures established as a part of the Commonwealth's Strategic Plan for 2006-07 for this agency.
- Developed facility layouts, equipment lists, budget needs and program implementation plans for 11 additional adult programs and 6 additional juvenile programs.
- Developed programmatic needs and architectural requirements for a new school building for the Reception and Diagnostic Center in Richmond. Developed design requirements and furniture layouts for a new building to replace classroom trailers at Beaumont Juvenile Correctional Center.
- College Programs were begun at Culpeper and Beaumont Juvenile facilities (using federal Title I Part D N&D funds earmarked for transition).
- The CTE Division completed numerous on-site school evaluations of adult and juvenile CTE programs. These evaluations are designed to look at all aspects of the instructional program and operating procedures to ensure programs are operating appropriately and complying with established standards.
- As a result of our Specialized Programs Division, we offered increased services to our adult population through Productive Citizenship (Transition) Services, Parenting, and Cognitive Education Programs. (See chart below)
- Mock Interview Events and Job & Career Fairs are coordinated by DCE Transition Specialists at many correctional facilities. During 06-07, these events were expanded to all correctional facilities served by DCE Transition Specialists.
- Modified program curricula to include an instructional unit on OSHA-10 safety instruction. Initiated plans to secure OSHA-10 Cards to be awarded to students who satisfactorily completed the requirements.
- Significantly increased our focus on training by presenting training designed to: help instructors reinforce SOLs in their programs (Reinforcing SOLs in the CTE Classroom, a 3-hour credit course); assist with classroom management (Classroom Management, a 3-hour credit course); familiarize construction trade teachers with requirements of NCCER; enhanced their knowledge of technology (66 courses serving 889 participants);
- During the past year Virginia Tech completed a research project that compared the recidivism rates of CTE student completers to those who did not take part in CTE programs. This was a matched study that paired CTE completers to the person most like them based on 11 different characteristics such as type of crime, age, sex, length of sentence, number of incarcerations, etc. The results of following release cohorts since 1999 shows that CTE programs have an impact of reducing recidivism by a factor of 20.57%.
- Worked to implement industry-based certification programs in adult and juvenile programs. In 2006-07, we had implemented Industry-Based Certification in 35 different CTE program areas, primarily in the construction trades, which represent about 50% of our adult programs and about 20% of our youth programs. DCE students earned over 540 Industry Certifications and/or licenses in a wide variety of areas. (See chart).
- Purchased fiber optic and copper cabling industry certification program for Beaumont Juvenile Correctional Center and Green Rock Correctional Center.
- Prepared material to be sent to the American Council on Education to have them review our adult CTE curricula to establish possible college credit for those who complete programs.

*Program and Course Competencies:* Competencies for adult programs are revised as necessary to keep programs up-to-date with changes in technology, products, and trade practices. 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. The adult program curriculum format utilizes job titles as a means of organizing units of instruction and giving students a realistic view of the kinds of jobs they will be qualified to seek upon release. Competencies for juvenile courses are revised annually to ensure that we maintain our exact alignment with the competency lists established by the Department of Education.

**2006-2007 Correctional Education Enrollment**

<b>Program Area</b>	<b>Adult Enrollment</b>	<b>Adult Completion*</b>	<b>Juvenile Enrollment</b>	<b>Juvenile Completion**</b>
Agricultural Education	281	86	58	2
Business and Information Technology	962	432	414	50

Career Connections	0	0	416	102
Health and Medical Sciences	0	0	0	0
Technology Education	0	0	240	10
Special Programs (EFE/WECEP)	0	0	93	19
Trade and Industrial Education	4,203	1,172	1,113	115
Family and Consumer Sciences	0	0	0	0
Marketing	0	0	56	12
<b>Grand Total</b>	<b>5,446</b>	<b>1,690</b>	<b>2,390</b>	<b>310</b>

#### 2006-2007 Adult and Juvenile Apprenticeship Programs

Program Area	Adult Enrollment	Adult Completion*	Juvenile Enrollment	Juvenile Completion**
Agricultural Education	18	0	18	0
Health and Medical Sciences	0	0	0	0
Trade and Industrial Education	829	109	27	0
<b>Grand Total</b>	<b>847</b>	<b>109</b>	<b>35</b>	<b>0</b>

#### 2006-2007 Adult and Juvenile Industry-Based Certification

Program Area	Adult Completion	Juvenile Completion
Technology Education	0	42
Agricultural Education	13	0
Health and Medical Sciences	7	0
Trade and Industrial Education	478	0
<b>Grand Total</b>	<b>498</b>	<b>42</b>

#### 2006-2007 Adult Specialized Programs Enrollment and Completions

Program Area	Programs Offered at	Adult Enrollment	Adult Completion
Productive Citizenship Transition Program	27 Adult Facilities, 5 Diversion Centers, 3 Detention Centers, and 5 Day-Reporting Centers	4,461	3,137
Parenting Program	7 adult facilities	565	403
Cognitive Education Program	4 adult facilities	373	191
<b>Grand Total</b>		<b>5,399</b>	<b>3,731</b>

\*Correctional Education Adult Completion includes all adults, with or 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

#### 2006-2007 Duplicated Enrollments

Program Area	Grades 6-12	Adult
Agricultural Education	30,986	1,629
Business and Information Technology	180,448	10,623
Family and Consumer Science	140,762	1,390
Health and Medical Sciences	9,325	2,194
Marketing	33,164	1,798
Technology Education	139,139	234
Trade and Industrial Education	39,650	10,024
Career Connections (EFE/WECEP)	17,447	85
<b>Grand Total</b>	<b>590,921</b>	<b>27,977</b>

## 2006-2007 Cooperative Education Placements

Program Area	Total Students	Total Employers	Total Wages
Agricultural Education	307	309	\$ 1,603,249.52
Business and Information Technology	1,274	1,116	5,668,323.14
Health and Medical Sciences	9	4	49,741.85
Marketing	7,168	6,595	32,852,058.89
Special Programs (EFE/WECEP)	614	568	2,185,499.04
Trade and Industrial Education	897	781	3,818,206.22
Family and Consumer Sciences	157	134	599,498.40
<b>Grand Total</b>	<b>10,426</b>	<b>9,507</b>	<b>\$ 46,776,577.06</b>

## 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:

- 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/tasklists/index.html>;
- revised the task lists for all high school CTE courses to include new tasks that address workplace readiness skills, all aspects of industry, internet safety, and student organizations. Middle school CTE courses also have these new tasks, with the exception of all aspects of industry. The tasks for workplace readiness, all aspects of industry, and internet safety lead to links to many instructional resources for use by teachers.
- developed 89 curriculum-related products for the VDOE and 19 for local school divisions;
- responded to 68 extended search requests from Virginia patrons seeking research data and specialized resources;
- presented or facilitated 89 in-service panels, programs, and workshops for approximately 1,705 participants;
- loaned 428 resources through the library service and acquired 139 new titles;
- marketed/exhibited Virginia products at 10 conferences; and
- distributed 73,005 resource items to patrons.

### Technical Committees

Under the direction of the state CTE program specialists, the CTE Resource Center facilitated 13 technical committees composed of 79 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.vacareerview.org](http://www.vacareerview.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, Virginia Career VIEW staff completed the following work in 2006-2007:

- Conducted 24 regional workshops for approximately 757 counselors and educators and provided training on all new products and services
- Participated in 13 outreaches including conferences, exhibits and training sessions with a total of 2098 participants
- Developed an updated Resource CD-ROM for professionals containing all Virginia VIEW print resources (Distributed more than 3,000 CD-ROMS).
- Developed and distributed 2006 Virginia Career VIEW interactive computer program;
- Developed and distributed a “take one” cd showcasing free career resources
- Partnered with National Career Assessment Services to encourage, support, and assist with training on Virginia’s Career Planning System powered by Kuder by including Kuder sessions in the 2006 workshops.
- Created the following publications and distributed via the Virginia Career VIEW website: Career Hunt; Careers in the Real World Booklet Series; Skills for Life activity booklets for grades 6-12 focusing on writing skills, resumes, and professionalism; Career Quest Scrapbook grades 6-8, Several coloring and activity books for grades k-5 including Jobs in all Seasons, Career Count, Jobs on the Go, You’re in the News, and Career Journal.
- Presented with representatives of National Career Assessment Services at state and regional conferences to encourage, support, and relate academic and counseling standards of learning and VA Counselor Standards to the Kuder online portfolio.
- Created the print materials for access through Virginia Career VIEW’s website including Careers from A-Z Activity Book
- Conducted 20 outreaches including 3 career fairs, 4 in-service training sessions, 4 exhibits, 8 presentations, and 1 conference with a total of 3695 participants.
- Created Standards of Learning Kuder Connections relating all Kuder online portfolio activities for grades 7-12 to VA Academic Standards of Learning and VA Counselor Standards.
- Created the Career Town Manual and Career Town Educator’s Guide matching all online activities to VA Academic Standards of Learning and VA Counselor Standards.
- Created a plan for website redevelopment and design to incorporate more materials for parents to encourage and support career development including book lists, career crafts, student/ parent activities, and more.
- Implemented and designed a plan to develop online training options for counselors and educators to launch in 2008.

## **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 teachers, and discounts on student vouchers for selected information technology certifications. Access to “members only” Web resources is also a feature of both partnerships.

Virginia has a partnership with Brainbench that allows 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. Virginia is also the first state, in partnership with Microsoft, to offer the Microsoft IT academy to CTE teachers as part of the Virginia Virtual Academy program.

### **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 to 21 and added 2 auto body programs in existing AYES schools.

### **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 r u ready? career magazine for high school juniors, a teacher’s resource 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.

## **VCCS Career Coaches Program**

The Office of Career and Technical Education's partnership with the Virginia Community College System provides 134 different high schools with 4 full-time and 87 part-time community college employees tasked with helping students develop career plans and conduct career assessments. While VCCS provides the funding, VDOE provides professional assistance in the training of the career coaches.

## **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 38 schools in 18 school divisions. The grants provide matching funds to assist schools in fully implementing PLTW. The School of Engineering at Old Dominion University represents the state at the university affiliate for providing workshops and graduate courses to prepare teachers to implement PLTW. Technical update workshops are provided annually for teachers, administrators and guidance counselors.

## **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 has been initially 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 are incorporated, such as connections to professional accreditation and certification organizations.

The benefits are many:

- Easy access to Virginia's statewide CTE curriculum requirements all in one location
- Immediate availability of CTE curriculum 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
- Capability for Virginia educators to print parts or all of their instructional frameworks directly from the system

Each June, task lists and student competency records are posted in VERSO for the next school year. Educators are notified initially in July of the available instructional frameworks in VERSO. Additional listserv messages go 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, reviewed every CTE course and correlated each task 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 and is reviewed annually and revised as needed.

#### **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 Users:* 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 35 in April 2003 to 1,459 in July 2004 to 3,514 in June 2005 to 5,591 in October 2006 to 6,129 in June 2007. Because users are not required to register before viewing task lists and downloading student competency records, it is very likely that these numbers reflect a relatively small percentage of patrons who are using the system in some way.

*Listserv Messages:* In addition to being able to view full instructional frameworks, registered patrons are also automatically members of the VERSO listserv. Since the first message in April 2003, VERSO records reflect 36 listserv messages to announce new postings. The Center seeks to provide instructional materials and curriculum resources throughout the summer so that teachers will have the most current data for the beginning of each school year. The VERSO listserv messages show a flurry of activity during each summer and early fall directly related to 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 14, 2007, the following documents have been published in VERSO:

- CTE Task/Competency Lists: 441
- CTE Student Competency Records: 441
- CTE Instructional Frameworks: 355

*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 VERSO hit statistics for 2006/2007.

2006-2007

- 1<sup>st</sup> Quarter 190,286
- 2<sup>nd</sup> Quarter 129,818
- 3<sup>rd</sup> Quarter 125,310
- 4<sup>th</sup> Quarter 154,757

## **VERSO II: Implications for Other Disciplines and Other Types of Documents**

The Center completed its enhancements of VERSO. The new improved management system, VERSO II, stores each piece of information with metadata attached. The system generates reports that pull from this metadata and assembles 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.

A new application of VERSO II was launched in 2006/2007: the Career Planning Guide (CPG). The CPG is Virginia's new Web-based tool that connects future careers, education plans, and CTE courses for students. Following the structure of the nationally developed and Virginia endorsed Career Clusters, the CPG helps students narrow their choices for courses and careers.

## **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 2006-2007 school year, 20,270 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 2006-2007 school year, 616 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 188 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 2006-2007 school year, Virginia students passed 11,289 credentialing examinations (NOCTI assessments not included). Students who passed examinations were eligible for student-selected verified credit.

In the 2006-2007 school year, 1,915 students passed NOCTI occupational competency assessments by scoring at or above the national norm for a 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 selected through a grant application process for experienced sites. The federal Carl D. Perkins Act funds the grants, requiring a 50 percent local match. During 2006-2007, twenty-eight continuing sites were funded \$10,000 each. 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 core academic studies.

In June 2007 ten new *HSTW* sites were approved for funding for 2007-2008. Three of the ten high schools were approved for collaborative grants of \$25,000 each to support the high school and one feeder middle school with collaborative school improvement efforts. Seven of the new sites were approved for \$10,000 each. All new sites are required to provide a 50 percent local match.

The Southern Regional Education Board (SREB) uses 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 randomly selected seniors projected to complete a sequence of CTE courses. The 2008 assessment will be administered in January, 2008.

**Academic Achievement Trends at HSTW Sites**

HSTW/NAEP Tests	2000	2002	2004	2006	SREB Performance Goals
Total Students Tested	2,829	2,488	2,062	1675	---
<b>Reading</b>	279.3	285.0	280.0	284	279.0
% Reached SREB Goal	56%	63%	57%	63%	
<b>Mathematics</b>	299.6	302.0	299.0	305	297.0
% Reached SREB Goal	61%	62%	58%	67%	
<b>Science</b>	293.5	297.0	298.0	306	299.0
% Reached SREB Goal	59%	54%	54%	62%	

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 2006-2007 school year, 28 continuing *HSTW* sites earned accreditation status as follows:

- 26 of 28 (93%) Fully Accredited
- 1 of 28 (3.5%) Accredited with Warning
- 1 of 28 (3.5%) Accreditation Denied

### **High Schools That Work Technical Assistance Visits**

In collaboration with local school divisions, the Office of Career and Technical Education Services conducted *HSTW* technical assistance visits at 10 of the 28 sites. The technical assistance team members consisted of teachers, counselors, administrators, and/or division personnel for the Virginia network of *HSTW* sites, VDOE program area specialists, and/or postsecondary representatives. An analysis of the technical assistance reports provided to the *HSTW* sites indicated the following promising practices and challenges:

#### *Prevailing Promising Practices:*

- raising student achievement by focusing on state standards
- raising expectations for all students and teachers and aligning the core curriculum
- gaining division- and school-level support for implementing comprehensive school reform strategies
- implementing comprehensive systems for providing extra help and extra time to improve student performance and achievement in academic and technical studies

#### *Prevailing Challenges:*

- requiring all students to complete the *HSTW* recommended curriculum
- facilitating transition programs from eighth to ninth grade and from high school to postsecondary education and/or career-focused employment
- structuring and implementing the *HSTW* initiative so that it is a major component of the overall school improvement plan
- providing a comprehensive guidance and advisement system for students that involves parents
- increasing student-centered instruction that actively engages the student in the learning process through real-world applications
- increasing opportunities for teachers to plan and implement quality integrated curriculum, instruction, and assessments
- closing achievement gaps in the core academic content areas
- increasing opportunities for students to pursue CTE programs that lead to an industry credential

## **Linking Secondary and Postsecondary Programs**

### **Career Coaches**

The most visible statewide initiative supported by Virginia Community College Perkins and Tech Prep funds is the Career Coach program. Career coaches are community college employees placed in local high schools to help students explore career aspirations and develop career plans. Career coaches also help connect students to workforce and college preparatory programs such as dual enrollment and Tech Prep. The ultimate goal of the career coach initiative is to increase the number of high school graduates in postsecondary education and training and apprenticeship programs.

As of December 2007, the program had expanded from 11 coaches in local high schools in 2004-05 to 91 coaches, located in 134 high schools throughout Virginia.

In the year 2006-07, career coaches provided career information to 46,579 students, conducted recurring one on one coaching sessions to 34,473 students, assisted 14,656 students in the development of written career plans, assisted 9,246 students in college applications and financial aid, advised 14,862 students into dual-enrollment courses, and referred 11,674 students into Tech Prep programs of study.

Data from the 2006-07 academic year on the impact of career coaches on postsecondary enrollment is currently being compiled, but in 2005-06, for high schools with a career coach as compared to those without a career coach, enrollment in community college increased almost 7% and enrollment in postsecondary Tech Prep programs increased 19%. In 2006-07, more than 4400 high school students completed an on-line survey designed to evaluate their experience of career coaching with over 95% of those students reporting satisfaction with their experience. In a second annual survey, targeted to high schools principals, over 70% of school administrators reported a strong relationship with community colleges as one outcome of the career coaches program.

### **Tech Prep**

The mission of Tech Prep is to develop, support, and promote career pathways for the emerging labor force that lead to high demand, high wage careers. In Virginia, Tech Prep Career Pathways begin in Grade 9 and continue through a community college associate degree or apprenticeship program. Tech Prep Career Pathways include an integrated curriculum of core academics with career and technical education and also feature college credits for high school course work through validated course credits (college credits for state approved certifications, licensures, or end of course examinations) or dual-enrollment; opportunities to earn certifications and licensures where appropriate to career

pathway; work-based learning including project based learning, internships, and co-ops; career coaching and career services; and transitional services to assist students in moving from secondary to postsecondary education.

In 2006-07, 19,083 high school graduates entered postsecondary Tech Prep programs at Virginia's community colleges. Tech Prep provided certification preparation and testing for 6,787 students; provided 15,692 students with orientations to community college programs; provided 6,369 students with early college placement testing and advising services; provided 61,507 students with career planning services including career coaching; provided 14,831 students with employability skills training; and provided 11,557 students with work site learning experiences such as cooperative education, internships, and service learning.

Tech Prep also provided 4,633 secondary and postsecondary educators with professional development ranging from certification training and testing to one week career coach academies.

State leadership of Tech Prep in 2006-07 included development and statewide use of common template for Tech Prep Career Pathways; refinement and professional development of a common Tech Prep model for programs of study that includes seven core elements of a Tech Prep program of study; development of additional 4+2+2 (or high school to community college to university) programs of study in Engineering and IT; initiation of new statewide programs of study in GIS/GPS, Fire Science, Child Development, and Emergency Medical Services; and development and dissemination of a professional development program for VCCS career coaches.

## **Professional Development Cooperative Education Workshop**

A workshop for all new CTE cooperative education coordinators was conducted in Richmond, July 18 – 20, 2006. A total of 47 participants representing Agriculture, Business and Information Technology, Marketing, Education for Employment, Family and Consumer Sciences, and Trade and Industrial Education and 14 Virginia Department of Education staff and presenters 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 Richmond July 23-24, 2007 for more than 45 new CTE administrators. Topics included:

- organizational structure of CTE
- current Perkins Act/New Federal Legislation
- VERSO, CTE Resource Center
- career clusters presentation
- graduation requirements and industry certifications
- CTE funding and requisitions
- High Schools That Work
- federal program monitoring, OCR
- Tech Prep
- CTERS Update/CTEMS Local Plan
- local regions, VACTE, VACTEA, and professional organizations
- Virginia View, Kuder, and Career Prospects
- VCEF, KnowHow Virginia, Commonwealth Scholars

An additional CTE New Administrators Workshop was held in conjunction with the Virginia Association of Career and Technical Education Administrators conference with state staff as resource persons.

## **New Teachers Institute**

Each year a weeklong institute is held for new career and technical education 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 their license to teach in public schools.

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 a licensed teacher.

Due to the increased emphasis on career and technical education, the New Teacher Institute, which began as a staff development program for health and medical sciences practitioners, was expanded to include new teachers from other disciplines. In 2006, 89 new teachers attended, including those from agriculture, business and information technology, family and consumer sciences, health and medical sciences, marketing, technology, and trade and industrial education.

## **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.

## **Regional Administrators Conferences**

### **Spring 2007**

One day meetings were conducted in Roanoke and Richmond addressing the following topics: Student and Employer Follow-Up; Industry Certification; CTERS Update; Financial Update; Program Improvement; Data Analysis; Perkins IV Crosswalks With Perkins III; and Local Plan. Approximately 200 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 6 years. The assessment is composed of three parts: self-assessment, review and implementation, and verification of corrective actions. Last year 23 school divisions participated in this compliance assessment of their CTE programs.

## **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.

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, Career Prospects at the Weldon Cooper Center continues to identify 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." Their Web site is <http://www.careerprospects.org/>.

## **Distribution of Funds and Local Plan**

### **Secondary**

In 2006-2007, 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 2006-2007 and a local plan are provided in Appendix A.

### **Post-Secondary**

In 2006-2007, 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 2006-2007 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:

### **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

- Two-Day 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 many services and initiatives begun under Perkins III that support the enhancement of student achievement in both academic and career and technical education. Additional services and initiatives that reflect new requirements under the Perkins IV are being addressed in the State Plan that is being prepared for April 1, 2008 submission to the USED. In allocating Perkins funds at the state or local level, preference will be given to those initiatives that will enhance the attainment or improvement of performance standards.

## PROGRAM PERFORMANCE

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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 six 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 IV. Virginia has also added a component to their Perkins Local Plan and Budget Application which provides the Office of Career and Technical Education with a "Risk Analysis" tool to determine where on-site evaluation visits and/or technical assistance is needed. This component must be signed by the local CTE administrator and superintendent. The Local Plan also now requires the school division to tie their achievement on performance standards to the use of Perkins funds.

### Overall Special Populations Results

As stated above, Virginia has met or exceeded the overall performance standards negotiated with OVAE for the last six 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 83.80% for the 2006-2007 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 2006-2007 school year.

### 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.

Of the CTE program completers, 30,966 students or 96.63% attained 80% or more of their occupational competencies. (See the Accountability Report, 1S2.) The adjusted performance level was exceeded for the fifth consecutive year.

### **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.

*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 310,893 CTE students, 1163,936 are identified as members of a special population and have passed a core academic course(s) and have passed the corresponding Standards of Learning end of course test. (See the Accountability Report, 1S1.)

*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 2006-2007 school year was the fifth consecutive year that Virginia has had an increase in the number of nontraditional enrollees into the programs identified as nontraditional. 34.47% of all enrollees into these programs were of the nontraditional gender. (See the Accountability Report, 4S1.) The increase is attributed to the LEAs making all Virginia programs accessible to all students coupled with statewide staff development workshops.

The completion rate has continued to exceed the required performance level. 26.38% of all completers of nontraditional programs were of the underrepresented gender. (See the Accountability Report, 4S2).

#### *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 98.90% for the 2006-2007 school year. (See the Accountability Report, 2S1.)

*Measure 3S1: Transition Indicators:* Students will successfully transition at a rate of 94.96% 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 2007 Follow-up of the 2006 Completers was 76.62%. Of the 24,086 usable responses that were returned 95.28% successfully transitioned to employment, the military or further education. (See the Accountability Report, 3S1.)

#### *Survey Highlights of the 2007 Follow-up of the 2006 Career and Technical Education Completers*

- 61.44% of the respondents who are working full-time at one job stated that their work is related to the CTE program completed while in high school.
- 91.62% of the respondents indicated they were “satisfied to very satisfied” with the preparation they received in high school for employment and/or further education.
- Of the respondents, 74.86% were identified as members of a special population.

#### *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 78.37% for academic achievement for 2006-2007 technical students was not met. The actual level was 77.17%. This is a slight decrease (.80 percentage points) in the performance over the prior year of 77.99%.

*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 86.33% for CTE skills for 2006-2007 technical students was not met. The actual level was 86.84%. This is a slight increase in the prior year of 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).

In 2006-2007, the graduation rate decreased 2.11 % from 16.89% to 14.78%. VCCS did not meet the target of 17.42%. VCCS continues to increase the first-time, full-time enrollments from 3,439 in 2005-2006 to 4,072 2006-2007 and is exploring methods to retain these students and factors contributing to the lower graduation rate.

## **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 71.01% for total placement was met. The actual level was 74.28%. Virginia continues to have low unemployment rates as experienced in the last four years.

*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 4<sup>th</sup> quarter 2000 would be matched against UI employment information for 1<sup>st</sup> quarter 2001.

The target of 91.45% for retention, employment was met. The actual level was 93.72%. As seen in prior years, Virginia continues to have a healthy economy, which typically results in stronger retention in employment rates.

## **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 19.28% for nontraditional participation was met. The actual level was 20.11%.

*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 27.35% for nontraditional completion was not met. The actual level was 24.51%. Although VCCS increased this measure by 2.62 percentage points over the prior year, it was not sufficient to meet the target levels negotiated with USDOE.

## **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 a CTE course offering validated course credits option or in a 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 or apprenticeship program that is recognized by the locality and state as a Tech Prep Program of Study. Tech Prep postsecondary students may also be enrolled in college career studies certificate programs provided that such programs articulate into an associate or baccalaureate degree program. The VCCS is currently reviewing all definitions of students enrolled in Tech Prep and Perkins programs so as to align with Perkins IV legislation.

## Measurement Approaches and Data Quality Improvement

	Quality/Confidence	Activities to Improve Data Quality in 2006-2007
1S2, 2S2, 4S2	High Quality High Confidence	The Completer Demographic collection tool was further improved for 2006-2007 resulting in more accurate data. All LEAs corrected all errors and verified their data by September 6, 2007.
2S1	High Quality High Confidence	2006-2007's improved Completer Demographic tool combined with the state dropout collection report was utilized to determine the completion rates.
3S1	High Quality High Confidence	2006-2007's improved Completer Demographic tool combined with the 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 for several 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 services and initiatives that were begun under Perkins III in the new State Plan being developed under Perkins IV 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. The state will also mandate that Perkins funds be utilized first to improve those performance standards that do not meet or do not improve from one year to the next.

### Postsecondary Improvement Strategies

In 2006-07, the VCCS maintained the following initiatives for improvement of Perkins performance measures:

- The VCCS Chancellor's five-year strategic plan for the VCCS—Dateline 2009—prioritizes student persistence 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 student persistence and recruitment.
- Colleges that do not meet local Perkins performance benchmarks are required to dedicate as much as 60% of their Perkins grant awards to strategies to improve performance in areas in which they do not meet performance measures. This change in grants administration has resulted in significant reallocations of Perkins funds at the college level with increased emphasis on student persistence, completion, and services 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 A: PERKINS GRANT SECONDARY RECIPIENTS AND LOCAL PLAN

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## COUNTIES

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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**  
**2006-2007**

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## 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 2006-2007 is due on May 5, 2006. If you are unable to meet this deadline, a written request for an extension must be sent to the director, office of career and technical education services, along with a projected date for submission of the plan. Schedule IC is due on April 7, 2006.**

### **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 CTE MS document and meets all necessary conditions and assurances related to the use of these funds.

### **Basis for Determining 2006-2007**

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 5, 2006**. If you are unable to meet this deadline, a written request for an extension must be sent to the 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	Adult Occupation Supplements
Federal Grants	Adult Occupation Teachers, Full-time
Extended Contracts	Adult Occupation Teachers, Part-time
Career and Technical Center Administrators (Principals & Assistant Principals)	

## **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 2006-2007. 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 7, 2006.**

#### **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 2001-2007, 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.

#### **Schedule 1H**

Provide details, for each fiscal year from 2001-2007, 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 2001-2007, 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 2001-2007, 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 you 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 2001-2007, 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 2001-2007, 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 2006-2007.

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.

## **6. CTEMS SCHEDULE 2C (Budget of Perkins Funds)**

Classify the proposed activities identified on CTEMS Schedule 2B and 2B Administration according to the correct expenditure categories on Schedule 2C-1. Refer to Schedule 2C-1 for Expenditure Accounts Description. The total amount of all expenditure categories must equal the CTEMS Schedule 2B total.

*Note:* You will want to coordinate with your finance and/or budget office for the correct placement of budget items into the expenditure categories.

## **7. CTEMS SCHEDULE 2C-1 (Expenditure Accounts Descriptions)**

## **8. APPENDIX-Certification Forms**

Please sign and return with application.

**LOCAL PLAN UPDATE/BUDGET**  
**FOR**  
**CAREER AND TECHNICAL EDUCATION FUNDS**  
**2006-2007**

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**SCHOOL DIVISION**

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**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.

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**School Board Chairperson (Signature)**

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**Date**

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**Division Superintendent (Signature)**

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**Date**

---

**Career and Technical Administrator (Signature)**

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**Date**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1  
CONTINUATION OF PRIOR YEAR PLAN ACTIVITIES  
2006-2007**

Listed below are all CTEMS Schedules. Section I contains CTEMS Schedules which must be completed and returned for 2006-2007. 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 2006-2007

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

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 1H	<input type="checkbox"/> CTEMS Schedule 1M
<input type="checkbox"/> CTEMS Schedule 1I	<input type="checkbox"/> CTEMS Schedule 1N
<input type="checkbox"/> CTEMS Schedule 1J	<input type="checkbox"/> CTEMS Schedule 1P

\* Complete only if a new course or program will be offered for 2006-2007.

\*\* 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  
2006-2007 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 (√)	<b>I</b> for supplied information, <b>C</b> for provided substantive consultation, <b>R</b> for reviewed and critiqued the plan or sections of the plan or <b>N</b> for no involvement
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**(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 2005-2006 plan.**

**Describe how the required respective groups were involved in the evaluation of your career and technical education programs for 2005-2006.**



**SCHOOL DIVISION:** \_\_\_\_\_

**CTEMS SCHEDULE 1B (continued)  
STAKEHOLDER INVOLVEMENT  
2006-2007 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 2006-2007 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  
2006-2007 Plan**

**INSTRUCTIONS/PROCEDURES – DUE ON APRIL 7, 2006**

1. Submit a copy of this application by April 7, 2006.
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.*

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**Division Superintendent (Signature)**

---

**Date**

---

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**FOR STATE USE ONLY**

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

**REVIEWED BY**

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**Program Specialist (Signature)**

---

**Date**

**APPROVED BY**

---

**State Director/Designee (Signature)**

---

**Date**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1D  
Special Populations Report  
2006-2007 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  
2006-2007 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.

<b>SERVICES PROVIDED</b>	SINGLE-PARENTS		NONTRADITIONAL		DISPLACED- HOMEMAKERS	
	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"/>					
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  
2001-2007 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  
2001-2007 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  
Strengthen/Improve Academic and Technical Skills  
2001-2007 Plan**

Strengthen/Improve the academic and technical skills of students participating in vocational and technical education programs. **(Sec. 135(b)(1), (Sec. 134(b)(3)(A))**

**Directions**

For each of your supported programs, place a check (√) by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place a (√) in the block marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects	<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. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects	<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. Developing and using academic and career and technical collaborative lesson plans	<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. Using academic/career and technical team teaching	<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. Providing dual credit options	<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. Providing joint academic/career and technical instructional assignments	<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. Planning joint academic/career and technical field trips to business/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"/>
h. Providing a senior research project with both academic and career and technical education components	<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. 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 1G (continued)**  
**Strengthen/Improve Academic and Technical Skills**  
**2001-2007 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.

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1H  
All Aspects of Industry  
2001-2007 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  
2001-2007 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.

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 11  
Technology in Career and Technical Education  
2001-2007 Plan**

Develop, improve, or expand the use of technology in vocational and technical education. **(Sec. 135(b)(3))**

**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**  
**2001-2007 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.

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1J  
Professional Development Provided  
2001-2007 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  
2001-2007 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.

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1J-1  
Professional Development Provided  
2001-2007 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							
<b>Note.</b> All professional development provided must meet requirements for professional development as identified in Perkins III.	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**  
**2001-2007 Plan**

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

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1K**  
**Evaluation of Career and Technical Education Programs**  
**2006-2007 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  
2001-2007 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**  
**2001-2007 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

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1M**  
**Using Data to Improve Career and Technical Education**  
**2001-2007 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  
2001-2007 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 incorporated into the K through 12 curricula that include: <ul style="list-style-type: none"> <li>• Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;</li> <li>• Career exploration opportunities in the middle school grades, and</li> <li>• Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities 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.3.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1N (continued)  
Sufficient Size, Scope, and Quality of Services and Activities  
2001-2007 Plan**

SERVICES/ACTIVITIES		YES	NO
e.	<p>The requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board. (Standards of Quality § 22.1-253.13:4.D.2.)</p>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<p>Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.</p> <p>Report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. (Standards of Quality § 22.1-253.13:4.D.5.)</p>	<input type="checkbox"/>	<input type="checkbox"/>

**SCHOOL DIVISION:** \_\_\_\_\_

**CTEMS SCHEDULE 1N (continued)  
Sufficient Size, Scope, and Quality of Services and Activities  
2001-2007 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**  
**2001-2007 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 1O (continued)**  
**Link Secondary/Postsecondary Career and Technical Education**  
**2001-2007 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.

**2006-2007**

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1P**  
**Equity Provisions of General Education Provision Act**  
**2001-2007 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  
2006-2007 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  
2006-2007 Plan**

Describe placement services provided for all students exiting school.

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 1S  
Job-Seeking Skills  
2006-2007 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  
2006-2007 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  
2006-2007 Plan**

**ADMINISTRATION**

<b>Funding Categories</b>	<b>Amount</b>
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**

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

**LOCAL FUNDS**

<b>Funding Categories</b>	<b>Amount</b>
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  
2006-2007 BUDGET OF PERKINS FUNDS**

Date Submitted	Date DOE Revision Request Submitted	Date of Original Approval	1 <sup>st</sup> Amendment Approval Date	2 <sup>nd</sup> Amendment Approval Date	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>			
<b>Career and Technical Education Programs or Activities Funded</b>			<b>SUBTOTAL</b>	

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 2B (Continued)  
2006-2007 BUDGET OF PERKINS FUNDS**

<b>1</b> <b>CAREER AND</b> <b>TECHNICAL</b> <b>ACTIVITIES</b> <b>FUNDED</b>	<b>2</b> <b>CAREER AND</b> <b>TECHNICAL</b> <b>PROGRAMS</b> <b>FUNDED</b> Section 134 (b)(1)	<b>3</b> <b>NARRATIVE DESCRIPTION</b> <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>	<b>4</b> <b>FUNDING</b> <b>REQUIREMENTS</b> (Required or Permissive) <i>One number per narrative description</i>	<b>5</b> <b>BUDGETED</b> <b>FEDERAL FUNDS</b>
<i>Required Use</i>	<i>Required Use</i>			
<i>Required Use</i>	<i>Required Use</i>			
<b>Career and Technical Education Programs or Activities Funded</b>			<b>SUBTOTAL</b>	

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 2B (Continued)  
2006-2007 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
<b>Career and Technical Education Programs or Activities Funded</b>			<b>SUBTOTAL</b>	
<b>Administration/Equipment Total from CTEMS Schedule 2B Administration</b>			<b>SUBTOTAL</b>	
			<b>GRAND TOTAL</b>	

SCHOOL DIVISION: \_\_\_\_\_

**CTEMS SCHEDULE 2B  
 Federal Administration of Funds  
 2006-2007 Budget of Perkins Funds  
 (not to exceed 5% of the total federal grant)**

**Administrative**

Description	Amount
<b>SUBTOTAL</b>	

**Administrative Equipment**

Description	Amount
<b>SUBTOTAL</b>	

Administrative/Equipment	Amount
<b>TOTAL (transfer to 2B)</b>	

**SCHOOL DIVISION:** \_\_\_\_\_

**CTEMS SCHEDULE 2C  
2006-2007 Budget of Perkins Funds**

Develop a summary budget worksheet (relevant to plan objectives) that includes line items under the broad expenditure categories.

<b>Expenditure Categories</b>	<b>Amount</b>
<b>1000 - Personal Services</b>	
<b>2000 - Employee Benefits</b>	
<b>3000 - Purchased Services</b>	
<b>4000 - Internal Services</b>	
<b>5000 - Other Charges</b>	
<b>8000 - Capital Outlay/Equipment</b>	
<b>TOTAL</b>	

**Expenditure Category Budget must match total budget identified on your CTEMS Schedule 2B budget forms.**

**CTEMS SCHEDULE 2C-1**  
**Expenditure Accounts Descriptions**

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your grant specialist in the Virginia Department of Education or refer to the appropriate federal act.

**OBJECT DEFINITIONS:**

**1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.

**2000 EMPLOYEE BENEFITS** - Job related benefits provided employees is part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance, (life, health, disability income, etc.) and employee allowances.

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services. Internal Services are defined as data processing, automotive/motor pool, central purchasing/central store, print shop, and risk management.

**5000 OTHER CHARGES** – Include expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other.

*Note: Indirect cost cannot be claimed against capital outlay and equipment.*

**6000 MATERIALS AND SUPPLIES** – *Not allowable under Perkins funding.*

**7000 PAYMENT TO JOINT OPERATIONS** – For Annual School Reporting purposes only. (Not used in application budgets or request for reimbursements)

**8000 CAPITAL OUTLAY/EQUIPMENT** -. Outlays that result in the acquisition of or addition to capitalized assets. Based on state Career and Technical Education regulations, all equipment purchased must fall under this object code definition.

**9000 OTHER USES OF FUNDS**- Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).

## 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)

<b>1. Type of Federal Action:</b> _____ a. contract b. grants c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> _____ a. bid/offer/application b. initial award c. post-award	<b>3. Report Type:</b> _____ a. initial filing b. material change  <b>For material change only:</b> Year _____ quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known  <b>Congressional District, if known:</b>		<b>5. If Reporting Entity in No. 4. is Subawardee,</b> Enter Name and Address of Prime:    <b>Congressional District, if known:</b>
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, <i>if applicable</i> :	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b>	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>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.</b>	<b>Signature:</b>	
	<b>Print Name:</b>	
	<b>Title :</b>	
<b>Federal Use Only</b>	<b>Telephone No: _____ Date: _____</b>  <b>Authorized for Local Reproduction Standard Form – LLL (Rev. 7-97)</b>	

## ASSURANCES – NON-CONSTRUCTION PROGRAMS

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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

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## **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



# **VIRGINIA COMMUNITY COLLEGE SYSTEM WORKFORCE DEVELOPMENT SERVICES**

Guidelines for Completing the  
Perkins Application  
(including the Improvement and Local Plans)  
for Fiscal Year 2007  
(July 1, 2006-July 30, 2007)

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## I. Introduction

The application for Perkins basic funding for FY 2007 contains changes in the structure and use of Perkins funding for Virginia's community colleges that were initiated in the 2005-06 Perkins Request for Proposal (RFP).

The changes from previous RFP formats include the incorporation of the Local Improvement Plan into the application in order to create a strong relationship between Perkins funded activities and local college performance to support federal benchmarks. As part of this process, community colleges are required to indicate the Perkins established performance measures that were not met by the local college in FY 2005 and to propose activities that will directly improve performance on these measures. Colleges are required to spend a percentage of their FY 2007 funding on proposed activities to improve performance based on the number of measures that the college did not meet. Colleges are free to allocate their remaining funding to Perkins allowable activities.

## II. Accountability and Evaluation

Beginning in 2004, the VCCS started placing a strong emphasis on accountability and evaluation of programs operating under Workforce Development Services including postsecondary Perkins. VCCS has built accountability and evaluation into the application and program performance/ evaluation process. This includes:

- Reviewing applications: VCCS staff will review applications to ensure that the activities proposed by colleges align with Perkins legislation. Applications that appear to be out of compliance with Perkins legislation will be returned to applying community colleges with recommendations for revision. Colleges will be asked to re-submit the application with amended changes.
- Monitoring of reports: VCCS staff will monitor and review quarterly financial and performance reports to ensure adherence to the activities proposed in the application. Colleges must submit management and budget amendments if they plan to allocate funds for activities that were not originally described in the application.
- On-site evaluations: VCCS staff will visit select colleges in early 2006 to conduct site evaluations. Evaluations will focus on adherence to activities proposed in the application, compliance with Perkins legislation, and assurance that colleges are proposing activities that align with programs that are in need of improvement.

## III. Strategic Planning for the Use of Grant Funds

The following guidelines are provided to assist colleges in planning for the use of Perkins funds.

**Intent of Perkins Legislation:** Colleges should ensure that proposed activities align with the intent of the Perkins legislation. The intent of Carl D. Perkins Act of 1998 is to:

- ❖ Further develop the academic, vocational and technical skills of vocational students through high standards;
- ❖ Link secondary and postsecondary vocational programs;
- ❖ Disseminate national research about vocational and technical education; and
- ❖ Provide professional development and technical assistance to vocational educators.

**Programs Eligible for Perkins Funds:** Community Colleges should ensure that a program (credit or non-credit) meets the Perkins definition of vocational and technical education, which is provided below. In addition, colleges strive to meet additional goals of Perkins to assure that the programs are of sufficient size and scope and provide services to special populations.

**Perkins Definition:**

- ❖ 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 specific occupations or cluster of occupations.
- ❖ The program provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction.
- ❖ The careers for which the program prepares students are in current or emerging employment sectors.
- ❖ 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. (This may include the addition of a distance learning component to a program)
- ❖ The program provides for equitable participation of special populations.

**Collaboration:** In order to meet the requirements of the act and ensure a cooperative and collaborative relationship, the vice president/dean from academic and vocational instruction and the workforce development of the community college must work together in the development and planning for the use of Perkins funds.

**Reflecting Community Needs:** In order to ensure that the community college is providing the job skills and up-to-date technology training that will support economic growth, information regarding community needs should be obtained from the following resources:

- ❖ Local business and industry
- ❖ Local Workforce Investment Board
- ❖ Advisory Councils
- ❖ State and local governments
- ❖ Any other entity that is able to help identify vital new and emerging occupations for the area

**Prioritizing Funds:** The funding requirements in the FY 2007 application place a high priority on improving program performance, as community colleges are required to allocate a percentage of their funds towards improving performance on measures that were not met in FY 2005. The following guidelines are provided to assist colleges in prioritizing funds in completing both the improvement and local plans in the application.

- ❖ **Local Improvement Plan:** Community colleges that did not meet one or more Perkins performance measures in FY 2005 must develop a plan to improve performance. (Perkins

performance measures, definitions, and target levels in FY 2005 are provided in the following section.) The following guidelines are provided to assist colleges in prioritizing these funds:

1. Evaluate the reasons why the measures were not met, and determine what practices or policies of the college need to be adjusted as a result. Although some causes may be beyond the control of the college (external factors), causes that are within the control of the college should also be identified. For example, although high unemployment rates in the community may be considered an external factor that contributes to low performance in employment measure, community colleges should also consider other factors, such as alignment of programs with local business and industry needs.
2. Determine which programs and types of students the community college is going to concentrate on in order to meet the state levels of performance.
3. Determine which services should be expanded, changed, or implemented in order to improve student performance.
4. Determine what resources and/or funds are available to implement these activities.

❖ **Local Plan:** Community colleges are free to use the remaining funds for allowable Perkins activities. The following guidelines are provided to assist colleges in prioritizing these funds:

1. Determine which vocational and technical programs still need improvement based upon the criteria provided on the previous page under “Programs Eligible for Perkins Funds” (For example, identify which programs do not have a distance learning component, etc.).
2. Determine the activities needed for the program identified as needing improvement.
3. Determine what resources and/or funds are available to implement these activities, and what additional resources are needed.

#### IV. Perkins Performance Measures

Each year, Virginia must report its performance on federally approved Perkins performance measures. There are a total of seven measures in post-secondary education which focus on the areas of student attainment, completion, placement and persistence, and equity. The measures and their related definitions are provided in the table below.

The state has negotiated annual performance targets with the U.S. Department of Education for each of the described measures. In FY 2005, Virginia met all of performance targets.

Table III.1-Perkins Performance Measures and Related Definition

Measure	Definition
1P1 Academic Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations 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. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of ‘W’ were added to the numerator.

Measure	Definition
1P2 Technical Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of “C” or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of ‘W’ were added to the numerator
2P2 Graduation Rate	A subset of 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 occupational-technical cohort beginning the same fall semester (denominator).
3P1 Placement, Employment and Further Study	Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4 <sup>th</sup> quarter of that calendar year. For the same graduates, State Council staff determine the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.
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 4 <sup>th</sup> qtr. 1999 would be matched against UI employment information for 1 <sup>st</sup> qtr. 2000.
4P1 Representation, Enrollment	The enrollment 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 minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.
4P2 Representation, Graduates	Similarly for the same “under-represented” programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all “under-represented” programs.

At the local level, community colleges varied in the number of measures that were below target levels. One college met the target levels for all performance measures. Fourteen colleges met all but one or two targets. The remaining colleges met four or less of the target levels.

Community colleges that did not meet one or more of the target levels, are required in their application to develop an improvement plan and allocate a portion of their Perkins funding towards activities that will improve performance for the measures that were not met. Although colleges will be free to allocate the remaining funding towards Perkins approved activities, colleges are encouraged to continue to place emphasis on improving measures that were not met at the college level.

Table III.2-Local and State Level Performance on Perkins Performance Measures (FY 2005)

	1P1	1P2	2P1	3P1	3P2	4P1	4P2	
	Academic Skills	Technical Skills	Graduation Rate	Employment and Study	Retention in Employment	Gender Representation	Gender Representation Graduates	# Not met
<b>Target</b>	<b>70.28</b>	<b>83.2</b>	<b>18.2</b>	<b>70.3</b>	<b>89.83</b>	<b>19.05</b>	<b>22.7</b>	
<b>BRCC</b>	79.24	88.91	18.95	84.69	94.29	13.68	17.88	2
<b>CVCC</b>	85	87.67	16.67	85.84	96.21	21.67	26.23	0
<b>DSLCC</b>	71.17	87.67	21.15	77.36	89.87	11.73	37.11	1
<b>DCC</b>	74.65	90.53	33.56	73.95	90.77	9.02	4.73	2
<b>ESCC</b>	72.88	87.17	48.72	74.44	92.42	7.43	4.92	2
<b>GCC</b>	82.11	87.2	15.79	77.83	94.81	23.63	20	2
<b>JSRCC</b>	80.48	81.47	13.87	82.39	92.4	17.08	18.09	4
<b>JTCC</b>	83.33	90.15	12	81.27	97.08	13.39	22.29	3
<b>LFCC</b>	81.23	86.4	20.2	80.81	92.94	18.25	21.66	2
<b>MECC</b>	72.97	84.28	14.56	61.8	93.71	15.8	11.61	4
<b>NRCC</b>	78.05	86.72	18.1	80.34	91.62	14.84	11.24	3
<b>NVCC</b>	74.96	83.13	11.11	67.52	94.48	28.72	31.88	3
<b>PHCC</b>	83.19	89.84	36.59	74.36	95.21	31.3	26.55	0
<b>PDCCC</b>	74.63	86.27	5.26	75	90.16	21.74	24.49	1
<b>PVCC</b>	81.17	90.63	0	83.33	94.4	25.88	21.8	2
<b>RCC</b>	83.08	78.82	5.77	86.61	93.81	10.43	3.75	4
<b>SVCC</b>	79.09	89.84	24.32	77.93	93.98	13.63	42.15	1
<b>SWCC</b>	77.51	85.14	43.41	62.2	95	21.48	49.37	1
<b>TNCC</b>	73.15	85.44	13.02	59.95	94.56	16.73	22.34	4
<b>TCC</b>	77.37	89.04	7.69	71.02	89.3	18.49	25.18	3
<b>VHCC</b>	82.7	86.75	25.36	64.83	91.84	20.52	31.67	1
<b>VWCC</b>	78.13	87.15	14.15	81.53	96.4	22.02	31.15	0
<b>WCC</b>	79.25	88.66	31.51	80.85	94.27	11.91	9.05	2
<b>VCCS</b>	77.93	86.28	18.4	74.18	93.62	<b>19.37</b>	24.54	0
-Indicates that the college did not meet the target performance measure								

## V. Funding Allocations

The Virginia Department of Education is the primary recipient of Perkins grant funds from the U.S. Department of Education. Of the total allocation, 15% is allocated to post-secondary efforts (not including Tech Prep). Local funds are distributed to individual community colleges based on the number of vocational education individuals receiving federal Pell grants, with a minimum allocation of \$50,000. The table on the following page provides the Perkins allocations for FY 2007.

Funds are distributed to colleges on a quarterly reimbursement basis (September, December, March and June), based on actual expenditures in accordance with approved activities identified in the Perkins application.

Table V.1 Perkins Allocations by College for FY 2007

College	Vocational Education Pell Number	Recipients %	Allocation Amount
BRCC	557	2.39	\$ 80,348.11
CVCC	520	2.23	\$ 75,010.81
DSLCC	335	1.44	\$ 50,000.00
DCC	1,224	5.25	\$ 176,563.90
ESCC	177	0.76	\$ 50,000.00
GCC	326	1.40	\$ 50,000.00
JSRCC	1,980	8.49	\$ 285,618.07
JTCC	1,333	5.71	\$ 192,287.32
LFCC	388	1.66	\$ 55,969.60
MECC	1,503	6.44	\$ 216,810.08
NRCC	779	3.34	\$ 112,371.96
NVCC	1,263	5.41	\$ 182,189.71
PHCC	1,301	5.58	\$ 187,671.27
PDCCC	392	1.68	\$ 56,546.61
PVCC	267	1.14	\$ 50,000.00
RCC	421	1.80	\$ 60,729.90
SSVCC	1,971	8.22	\$ 276,530.22
SWVCC	1,738	7.45	\$ 250,709.20
TNCC	1,688	7.24	\$ 243,496.62
TCC	2,404	10.31	\$ 346,780.73
VHCC	739	3.17	\$ 106,601.90
VWCC	1,326	5.68	\$ 191,277.56
WCC	750	3.22	\$ 108,188.66
<b>Total</b>	<b>23,328</b>	<b>100</b>	<b>\$3,405,702.22</b>

## VI. Perkins Approved Activities

Perkins approved activities are divided into two sections: required and permissible. Although colleges are not mandated to allocate Perkins funds in each of the required activities, colleges must describe in their application how they are providing services for these activities through either Perkins, state, or local funds or other non-financial means. In addition to the required activities, Perkins legislation provides an extensive list of permissible activities. Many of these permissible activities appear to overlap with required activities. Therefore, the list of permissible activities provided has been modified to reduce duplication between required and permissible activities.

The following is a list of required and permissible activities, including examples.

### Required Activities

1. **Curriculum Enhancement:** Involves activities that will strengthen the skills of students participating in vocation and technical education programs by strengthening the academic, vocational, and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to

ensure learning in the core academic and vocational and technical subjects. These activities may include: integration conferences, curriculum redesign, and joint academic/CTE projects.

2. **Work-Based Learning:** Work-based learning is a coordinated, coherent sequence of career development experiences based on instructional preparation related to student career goals that occurs in cooperation with business and industry and/or other community partners to expose students to all aspects of industry. Activities may include: project-based learning, case-based learning, business simulations, planning and organization of student/career organizations, co-ops, internships, apprenticeships, mentoring, shadowing; or participation of business/industry representatives through mentoring opportunities, shadowing opportunities.
3. **Use of Technology:** Develop, improve or expand the use of technology, which may include
  - a. Training of vocational and technical education personnel in 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
  - c. Encouraging community colleges to work with high technology industries to offer voluntary internships and mentoring programs.

Activities may include: adding computer estimating to welding or constructional curricula; electronic inventory management in catering or marketing; website courses; distance learning projects; implementing high tech learning or visual aids.

4. **Professional Development:** Provide professional development programs to teachers, counselors, and administrators including
  - a. in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based research, and in effective practices to improve parental and community involvement;
  - b. support of education programs for teachers of vocation and technical education to ensure that such teachers and personnel stay current with all aspects of industry;
  - c. internship programs that provide business experience to teachers; and
  - d. programs designed to train teachers specifically in the use and application of technology
5. **Evaluation:** Develop and implement evaluations of vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. Activities may include: advisory committees, data collection/analysis, relevant meetings.
6. **Modernization and Expansion:** Initiate, improve, expand, and modernize quality vocational and technical education programs: Some activities may include: upgrading of existing computers, machinery, equipment, and/or teaching aids, expanding existing programs due to increased enrollment, development of new programs based on labor market needs.

## Permissible Activities

7. **Career Planning:** Activities may include: Career coaching, student support services, collaborative projects with other partners, placement services and counseling, student advising, tutoring.
8. **Special Populations (includes non-traditional):** Provide programs for special populations. Perkins legislation defines special populations as: individuals with disabilities; individuals with economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with barriers to educational achievement, including individuals with limited English proficiency. Activities include: adaptive equipment software, programs for special populations, interpreters, testing, advising, counseling and supportive services.
9. **Administration:** Community colleges are permitted to allocate 5% of costs towards the administration of Perkins funds. Administration is defined in the following section (Expenditures Guidelines).

## VII. Expenditure Guidelines

The following is a summary of the primary restrictions that directly apply to postsecondary Perkins funding. Additional funding restrictions are provided in conditions and statement of assurances provided in Appendix A.

**Carryover:** Perkins III does NOT allow colleges to carry-over unexpended funds from one fiscal year to the next. All must be obligated and submitted for reimbursement by June 4<sup>th</sup> to allow VCCS to check college requests against the original requests approved in the application.

Perkins funds are considered to be obligated when the following occurs:

<u>Type of Cost</u>	<u>Obligation Occurs</u>
Equipment and Supplies	Date of Purchase Order
Work of Employees	When Work is Done
Contracted Services	Date of Written Agreement
Travel	When Travel is Taken

**Budget Changes:** In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan. This request must include an explanation of proposed changes along with a revised copy of the plan and the budget. Perkins funds shall not be expended prior to the receipt of an email approving the requested change.

**Perkins 5% Administrative Cost Allowance:** Perkins allows colleges to allocate 5% of expenditures for administration. Perkins defines administration as activities necessary “for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.” VCCS interprets this definition as indirect costs--the costs related to the supervision, reporting, and accounting of funds as listed in the local plan.

**Perkins Funds Supplement, Not Supplant:** Funds may be used to supplement, but not supplant non-federal fund. Funds may not be used to meet unfunded state mandates or general ongoing operations of an institution of higher education. Maintaining and operating viable programs is the responsibility of the community college.

**Three-Year Limit:** A community college should not fund any project, service, or activity for more than three years, the year of the inception of the funded activity and the two following years, in order to meet the program improvement requirements of Perkins.

**Personnel:** Personnel may be funded via the college's Perkins grant in cases where:

- ❖ They are providing service to special populations who are also vocational and technical students (as defined by the Federal Perkins legislation); and/or
- ❖ They are assigned to functions and/or projects designed to improve vocational and technical education as measured by federal Perkins performance measures.

Academic and technical instructional faculty may only be funded through Perkins III for a new program or the expansion of a program. The expenditure would only be allowable for the first three years of the program or expansion.

In **all** cases the following conditions must be met:

- ❖ A job description is written and submitted for each position prior to the employment of the individual;
- ❖ Personnel Activity Reports (PAR's) are filled out and filed for each employee (see Appendix B provides a sample report);
- ❖ Perkins funds are not supplanting state funds;
- ❖ Perkins funds only support the portion of a person's time assigned to Perkins related functions.

**Equipment:** Purchases of equipment costing over \$5,000 per item with Perkins funds must have:

- ❖ Property records including acquisition date, cost, source, percent of federal funds used to purchase the item, location, use and condition of the equipment and ultimate disposition
- ❖ Adequate safeguards to prevent loss, damage, or theft
- ❖ Adequate maintenance procedures.

Equipment purchased with Perkins funds may be used as described in the Perkins application, but may also be used in other programs under certain conditions. Equipment may be used by non-Perkins programs as long as the use is incidental, does not interfere with the original purpose of the acquisition, and does not add to the cost of using the equipment.

**Special Populations/Non-Traditional Student Assistance:** In providing support for a program for individuals who are members of special populations or non-traditional training and employment activities, a community college, as appropriate, may use Perkins funds to provide direct assistance to students, including dependent care, tuition, transportation, books, and supplies, if all of the following conditions are met:

- ❖ Recipients of the assistance must be individuals who are members of special populations who are participating in vocational and technical education.
- ❖ Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in vocational and technical education programs.
- ❖ Direct financial assistance to individuals is not, by itself, a program for special populations. It .must be part of a broader, more generally focused effort to address the needs of individuals who

are members of special populations. It should be one element of a larger set of strategies designed to address the needs of special populations.

**Allowable/Unallowable Expenditures:** In addition to the required and permissible use of funds identified in the Act, the following is a list of Perkins expenditures that have been specifically identified as allowable and unallowable.

Allowable	Unallowable
<ul style="list-style-type: none"> <li>• Aptitude and interest assessment materials [Note: It is not permissible to use Perkins funds to support individual student Work Keys assessments or individual student certifications unless students are members of a special population as defined by Perkins legislation.]</li> <li>• Career planning and career coaching services (including career planning, work-based learning placements, work referrals, and references)</li> <li>• Support for student career or professional organizations</li> <li>• Conference registrations for the purposes of professional development of faculty, teachers, and/or staff</li> <li>• Institutional memberships to professional or related educational organizations for the purpose of providing educators with professional development</li> <li>• Travel</li> <li>• Consultants</li> <li>• Equipment purchases or leases</li> <li>• Instructional aides</li> <li>• Translation services</li> <li>• Services for students with disabilities</li> <li>• Speakers on educational or workforce topics</li> <li>• Product based stipends (i.e. personnel costs for developing a new course syllabus, revising curricula, etc. provided that such services are rendered during times/periods in which providers</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative costs that exceed 5%</li> <li>• Direct assistance to students such as tuition assistance, college fees, textbooks and supplies, and/or certification or assessment test fees with the exception of assistance to individuals who are members of special populations or non-traditional groups. [Note: Student wages or stipends cannot be paid through Perkins regardless of the student's status as a member of a special population as defined by Perkins legislation]</li> <li>• Awards and memorabilia</li> <li>• Contributions and donations</li> <li>• Individual memberships to professional organizations</li> <li>• Furniture</li> <li>• Facilities other than one time rental fees for professional development or student event</li> <li>• College tuition, books, fees unless for a college course designed specifically to provide a group of educators with targeted professional development</li> <li>• Fines and penalties</li> <li>• Alcohol</li> <li>• Fund raising</li> <li>• Grant writing services other than administrative costs (to be factored into the 5% administrative cap on such costs) for writing Perkins applications and reports</li> <li>• Lobbying</li> <li>• General administration, overhead or costs to operate the college. This includes office supplies and office furniture.</li> <li>• General advertising</li> <li>• Salaries and/or benefits of regular academic and technical education teachers unless such educators are dedicated to initiating a new career and technical education program that is not more than three years old. Perkins funds cannot be used to supplant salaries previously or currently paid by the college</li> <li>• Student organizations dues and transportation</li> <li>• Student stipends or tuition</li> </ul>

Allowable	Unallowable
<p>are off contract)</p> <ul style="list-style-type: none"> <li>• Personnel costs to begin and/or expand new vocational and technical education program (a program is only considered new for up to three years)</li> <li>• Any costs necessary and reasonable that correspond to the Perkins core performance measures</li> </ul>	<ul style="list-style-type: none"> <li>• Payments to students to purchase tools, uniforms, equipment, or materials</li> <li>• Stipends to faculty/staff for attending meetings or professional development activities</li> <li>• College course tuition required for teacher licensure</li> <li>• Entertainment</li> <li>• Purchase of vehicles</li> <li>• Refreshments and meals not associated with professional development activities</li> <li>• Any costs not necessary or reasonable</li> <li>• Any costs that would supplant state or local funds</li> </ul>

## VIII. Application Requirements and Timeline

### Application Requirements

As discussed, a major change in the Perkins application is that community colleges are required to appropriate a portion of their funds directly towards improving performance measures that were not met in FY 2005. The table below provides the required Perkins allocation based on the number of measures that were not met. Community colleges must describe the activities and amount of funds appropriated for improving performance in the improvement plan portion of their application. The remaining activities and appropriated funds are described in the local plan portion of the application.

<b>Required Allocations Towards Improving Performance</b>	
<b>Number of Measures Not Met by the College in FY 2005</b>	<b>Minimum Percent of Funds that Must Be Allocated Towards Measures Not Met</b>
0	0%
1-2	30%
3-4	40%
4-5	50%
5-6	60%

The Perkins Application for FY 2007 is provided in two sections. The first part is provided in a word document format. The second part is provided in an Excel format. The following table lists the items that need to be completed as part of the grant application.

Items to be Completed for the Perkins Grant Application FY 2007	
Word Document (part I)	Excel (part II)
<input type="checkbox"/> Perkins Plan Signatures [A]	<input type="checkbox"/> Local Improvement Plan (detailed description)
<input type="checkbox"/> Identification of Perkins programs to be funded [B]	<input type="checkbox"/> Itemized Budget
<input type="checkbox"/> Local improvement plan (identification of measures not met and related theories as to why they were not met) [C]	<input type="checkbox"/> Summary Budget
<input type="checkbox"/> Local Plan (narrative description) [D]	
<input type="checkbox"/> Minimum program requirements [E]	

### Timeline

A signed copy of this application is due to the Virginia Community College System, Workforce Development Services Unit, no later than May 1, 2006. In addition, an electronic copy of the application is to be sent to [ecreamer@vccs.edu](mailto:ecreamer@vccs.edu).

VCCS staff will provide a two sessions to brief Perkins applicants and answer questions regarding the FY 2007 application. The first will be held on February 24<sup>th</sup> in Richmond and the second will be held March 9<sup>th</sup> in Roanoke. The two sessions will cover the same materials. Therefore, Perkins administrators do not need to attend both sessions. Applicants are encouraged to submit questions to Elizabeth Creamer via email ([ecreamer@vccs.edu](mailto:ecreamer@vccs.edu)) prior to the session.

The following table provides a timeline of activities for Perkins funds.

Table VIII.2-Timeline of Activities

Activity	Time Frame
Release of Perkins Guidelines and Application	February 17, 2006
Statewide Meeting to Discuss Application and Provide Written Response to Questions	February 24 (Richmond) March 9 <sup>th</sup> (Roanoke)
Perkins Applications Due	May 1, 2006
Applications reviewed by VCCS (recommendations may be provided)	June 1, 2006-June 15, 2006
Perkins Funds Distributed	July 1, 2006
Submission of fiscal requests for reimbursement	Third Friday of October 2006, January 2007, and April 30, 2007; and June 4, 2007
Final Report Due	July 31, 2007

## IX. Evaluation of Perkins Applications

All applications will be reviewed for compliance with (1) eligibility, (2) use of funding, and (3) the application guidelines as described. VCCS staff reserves the right to make recommendations for revision to any application. Applications approved for funding with recommendations will be required to submit a revised application.

## Appendix A: Conditions

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 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 pre-service 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 Board to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs.
14. The local community college will use the state-provided career and technical program area competency list identified for each course (for which such lists have been developed by the state and disseminated to the colleges) to provide instruction for students and to rate the student's level of competency attainment.
15. The local community college shall identify the number of special population students enrolled in career and technical education programs, assess the career and technical needs of the students identified as special populations, and develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan includes input from 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. *\*Individual college statement may be attached after this page.*
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 Community College System and/or the U. S. 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 prepares 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. An inventory of all equipment purchased in whole or part with federal funds provided by this federal grant 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.
24. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds) 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.
25. 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 plan, the eligible recipient must submit, in writing, a request to amend the plan. This request must include an explanation of proposed changes along with a revised copy of the plan and the budget. 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).

26. The local plan shall be for the same period of time as the State Plan submitted under Section 122.
27. 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).
28. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions (signature forms attached).
29. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
30. Reports and other information required by the State will be submitted within the dates and timelines established, and documentation will be maintained for seven years.
31. Reimbursement requests from community colleges will not be processed for those community colleges that have outstanding data and/or reports required by federal legislation, state legislation, or the Board of Education.

## Appendix B: Sample Personnel Activity Report

Individuals that are not funded solely through Perkins funds must maintain records of the percentage of time spent on Perkins related activities. These records must be completed monthly and signed by the individual. These reports are to be maintained by the community college and kept of file for auditing purposes. The following is a sample report.

Employee Name:	Reporting Period: (list month)
Description of Activity	Percent of time spent on activity

I certify that I have performed the activities as described above.

---

Employee Signature

Date

I certify that the employee has performed the above activities.

---

Employee Signature

Date



**POSTSECONDARY LOCAL ANNUAL PLAN AND APPLICATION**  
**For Fiscal Year 2007 Funding**  
*(July 1, 2006 – June 30, 2007)*

Community College:		Date:	
Perkins Administration Contact Person:			
Title:			
Mailing Address:			
Telephone:		E-Mail:	
		Fax:	

**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. Funds may be expended only for purposes allowable under Perkins III.

The Perkins Application for FY 2007 is provided in two sections. The first part is provided in a word document format. The second part is provided in an Excel format. The following table lists the items that need to be completed as part of the grant application.

<b>Items to be Completed for the Perkins Grant Application FY 2007</b>	
<b>Word Document (part I)</b>	<b>Excel (part II)</b>
<input type="checkbox"/> Perkins Plan Signatures [A]	<input type="checkbox"/> Local Improvement Plan (detailed description)
<input type="checkbox"/> Identification of Perkins programs to be funded [B]	<input type="checkbox"/> Itemized Budget
<input type="checkbox"/> Local improvement plan (identification of measures not met and related theories as to why they were not met) [C]	<input type="checkbox"/> Summary Budget
<input type="checkbox"/> Local Plan (narrative description) [D]	
<input type="checkbox"/> Minimum program requirements [E]	

One signed copy and one additional copy of this application is due to the Virginia Community College System, Workforce Development Services Unit, no later than May 1, 2006. In addition, an electronic copy of the application should be sent to [ecreamer@vccs.edu](mailto: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 2007 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 2007. 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 2007 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 2005]

In the table below, check the measures that were below the target level in FY 2005 by your college (see Perkins guidelines for state and college level performance in FY 2005).

<b>Measure</b>	<b>Target FY 2005</b>	<b>College Performance FY 2005</b>	<b>Measure Met? (Y or N)</b>
1P1- Academic Skills	70.28		
1P2- Technical Skills	83.2		
2P1- Graduation Rate	18.2		
3P1- Employment and Study	70.3		
3P2- Retention in Employment	89.83		
4P1- Gender Representation	19.05		
4P2- Gender Representation Graduates	22.7		

In the table below, list the measures that were not met in FY 2005 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.] Based on the theories listed, provide at least two strategies that the community college will implement. Strategies should be based on a resource that supports the improvement of the measure. Resources may include, studies by national organizations, presentations at conferences, internal Institutional Research studies, etc. In addition, describe the populations and programs that will be targeted as part of the strategy.

Performance Measure	Theories	Strategy	Resource for Strategy	Target Populations and Programs
	1. 2.	1. 2.		

In the attached spreadsheet, provide a description of the activities that will be provided to improve each measure.

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

In 400 words 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.

In the attached spreadsheet, for each of the major activities, provide a more detailed description of the activities. Instructions are provided in the attached spreadsheet.

## Section E: Minimum Program Requirements

Section 134 of the Perkins Act sets forth minimum content requirements for all Perkins local plans. The content minimum requirements include Perkins required activities and other additional requirements. The purpose of this section is to ensure that the college's occupational 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.

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>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. <b>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.</b></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>