

I. State Administration

A. Sole State Agency and Governance Structure

The West Virginia Council for Community and Technical College Education is the eligible state agency for the administration of federal funds for vocational and technical education in the state. The Council delegates to the West Virginia Board of Education responsibility for the administration of federal funds under the Carl D. Perkins Vocational and Technical Education Act of 1998 for secondary and adult vocational and technical education programs and for the supervision of the administration thereof by local educational agencies. The State Board is authorized by state statute to establish, operate, and maintain area vocational and technical education programs, including the acquisition of necessary lands and the construction and equipping of necessary buildings for the purpose of operating and conducting secondary educational training centers. The West Virginia Board of Education serves as fiscal agent for federal funds received by the Council.

The Council has responsibility for the administration of all postsecondary vocational and technical education (associate degree) programs in the state, and those adult certificate programs deemed appropriate by the Council and not unnecessarily duplicated by State Board of Education programs.

B. Organization of Vocational and Technical Education Programs

Secondary

Vocational and technical education programs in West Virginia are offered through the 55 county school systems and seven multi-county technical education centers. All students enrolled in the state's public schools – indeed, all the state's citizens -- have access to instructional programs in technical education. The Department of Education, through its Division of Technical and Adult Education Services, supervises the statewide program of vocational and technical education. All programs have been organized around six career clusters: Business/Marketing, Engineering/Technical, Fine Arts and Humanities, Health Services, Human Services, and Science/Natural Resources. Three career pathways have been established: Entry, Skilled, and Professional. Rigorous academic and technical courses have been ensured through continuing participation in the Southern Regional Education Board initiatives, *High Schools That Work* and *Making Middle Grades Work*, and through the implementation of the state's principal school improvement legislation, the Jobs Through Education Act.

In cooperation with the state's Community and Technical Colleges, the West Virginia EDGE (Earn a Degree – Graduate Early) has been implemented. The ultimate goal of this program is to allow students to complete high school and an associate degree simultaneously. Community and Technical Colleges award credit for identified academic and technical courses taken at secondary institutions upon the student's enrollment in the postsecondary institution. There is no charge to students for these hours of credit. Students must pass these courses and score at least 74% on specified final exams in order to be given college credit.

West Virginia's public school system is working to ensure that all students graduate from high school with the academic and technical skills necessary to successfully make the transition to the modern workplace and/or further education and training at the postsecondary level.

Postsecondary

Postsecondary career-technical education programs are offered through ten community and technical colleges and four baccalaureate-level colleges with a limited number of associate degree programs. The WV Council for Community and Technical Education, through the Chancellor's Office, supervises the statewide delivery of programs through coordination with college presidents and local institutional governing boards.

All certificate degree programs and career-technical associate degrees are required by policy to include a minimum number of general education credit hours; six semester hours for the certificate program degree and twenty semester credit hours for the associate of applied science degree. With this requirement, all career-technical programs have an academic component.

Through the Tech Prep Associate Degree and EDGE programs, all career clusters and pathways at the secondary level are aligned with a corresponding certificate degree program or an associate degree at the community and technical college level. This alignment provides students and parents a clear description of the course requirements at the secondary level to ensure proper preparation to enroll in community and technical college programs.

II. State Leadership Activities

A. Required Uses of Funds

i. Assessment

Secondary

Data from the 2004 West Virginia Higher Education Policy Commission report indicate that only about sixty percent of the state's high school graduates pursue postsecondary studies and approximately fifty-eight percent of them drop out prior to completion of a degree program. About thirty-three percent of students entering instate colleges in 2004 had to enroll in remedial course work in language arts and mathematics. Employers indicate that a large number of high school graduates entering the workforce are deficient in basic academic and workplace readiness skills. The core indicators of performance and the measures adopted for their implementation are directed towards addressing these needs and form the basis of the state's education reform efforts under the Jobs Through Education Act, the state's major education reform legislation. The Jobs Through Education Act was designed to ensure that all students, including all special populations, graduate from the state's high schools fully prepared for college, other postsecondary education, or gainful employment. Consequently, the implementation of the core indicators of performance supports the state's already existing effort to improve student achievement.

Postsecondary

The WV Council for Community and Technical College Education continues to utilize the American College Testing (ACT) WorkKeys assessment program to determine the academic achievement of students completing career-technical programs. The WorkKeys assessment was developed to assess the academic skills needed in specific occupational areas and is a good instrument to determine if the community and technical colleges are effective in providing students with the necessary academic skills to be successful on

the job. The *Applied Mathematics* and *Reading for Information* components of WorkKeys were initially utilized, and now the community and technical college system began utilizing The *Locating Information* assessment during spring 2005. This particular assessment will enable community and technical colleges to better assess the development of problem solving skills of program completers.

ii. Technology in Vocational and Technical Education

Secondary

In recognition of the need to improve and expand the use of technology in the state's vocational and technical education programs, major expenditures of both federal and state funds have been targeted to the purchase of state-of-the-art equipment for instruction. The Legislature annually appropriates one and a half million dollars for replacement and modernization of instructional equipment. During the 2004-05 school term, eligible recipients used over two million dollars in Perkins funding for instructional equipment purchases. Eligible recipients have used these funding sources to ensure that students receive training on the types of equipment they will encounter upon their entry into the workforce.

More than half of the eligible recipients have initiated new programs designed to provide students with training that will enable them to work in the rapidly expanding Information Technology industry and to maximize the opportunities for the state's graduates, including members of special populations, to compete for these high technology and telecommunications jobs. Since the state's economy chronically lags behind that of the rest of the country, this is considered an excellent means of enhancing the quality of the state's labor force.

Postsecondary

Efforts have continued to expand the use of technology in delivering community and technical college education programs. Projects have been funded through leadership funds that provide professional development activities for faculty and enhance career opportunities for students. Professional development activities have been funded for faculty in the areas of Information Technology, Engineering Technology, and Web CT. The activities have prepared faculty to secure certifications and obtain skills enabling them to utilize new technologies for course delivery.

On-line course offerings continue to increase through the development of on-line programming and a partnership with the community and technical college system of Kentucky. In addition, funds have been provided for faculty to develop courses for on-line delivery that provide opportunities for skill enhancement and are made available to all community and technical colleges in the system.

Funds have continued to be made available to provide faculty with the skills to develop web-based courses enabling our community and technical colleges to collaboratively offer programs statewide. The strategy is to provide faculty with the basic knowledge to be utilized to develop a wide range of courses for web-based delivery that will increase access to career-technical education.

Special population and nontraditional students have equal opportunities to take advantage of these opportunities.

Projects funded through Statewide Leadership funds that advanced the use of technology are:

- On-line tutoring programs
- Development of on-line printing technology courses
- Development of an on-line college success course
- Development of an on-line highway technician program
- On-line delivery of medical coding program
- On-line delivery of medical transcription program

iii. Professional Development

Secondary

The Department of Education conducted or funded professional development activities on a regional and statewide basis. Major areas of emphasis included occupational updating, content standards and objectives, core content testing, and literacy and numeracy in the career/technical curriculum.

Business and industry provided training for many teachers in various program areas. Teachers also traveled out of state in program areas where it was cost effective. Workshops provided teachers with knowledge of today's workplace and its needs. Teachers participated in the following business and industry sponsored workshops coordinated by Program Services staff:

Lego Robotics Competition.....	18
West Point Bridge Design Contest Conference.....	10
National Restaurant Assoc Ed Foundation Summer Institutes.....	11
Occupational Updating	44
AYES National Conference	5

Additional professional development activities were sponsored by Program Services staff in the following areas:

MIG and TIG Welding	13
TEC 304 Construction Systems.....	18
TEC 301 Communication Systems.....	18
TSA Fall, Spring, National Conference.....	55
Annual Conference of CTE Educators: Agriculture	86
Annual Conference of CTE Educators: Business/Marketing	71
Annual Conference of CTE Educators: FACS	48
Annual Conference of CTE Educators: Health Occupations	85
Annual Conference of CTE Educators: Hospitality	65
Annual Conference of CTE Educators: Industrial & Technical	120
Annual Conference of CTE Educators: Technology Education	48
WVUIT Pre- and In-Service for Vocational Educators	30
Spring Tech Ed Teachers Conference '05.....	48
Pro Desktop 3D Modeling Workshop.....	14
Formula/Teams/Auto desk Inventor Workshop	15
Business and Marketing Occupational Updating	13
FBLA/PBL State/Regional/National Conferences.....	1,343
Business Education Computer Securities/HTML Training.....	18

Business Education Post-Secondary Curriculum	16
Finance University-Economic & Financial Ed. for Teachers.....	22
Business and Marketing Education Conference.....	71
DECA State/Regional/National Conference	990
Hospitality Teacher Summer Conference.....	60
WV HEAT ProStart Teacher Advisory Council	10
ProStart Hospitality Cup Competition	65
Hospitality Careers Seminar for Guidance Counselors	30
Character Counts.....	15
Agricultural Small Engines.....	16
Agriculture/Agribusiness Travel Course	19
Animal Processing and Update	61
Agricultural Education Program and Policy Update.....	27
Spring Agricultural Career Development Inservice.....	29
Authorization for Health Care Fundamentals.....	3
Agricultural Research Methods.....	11
FFA Winter Leadership Conference	306
FFA State Convention and Leadership Conference	813
Agricultural Education Career Development Events.....	996
FFA National Conference	297
Ag Ed Pre-conference to <i>High Schools That Work</i> Seminar	2
National Agricultural Education Inservice	5
HOSA National Leadership Conference	148
HOSA State Leadership Conference.....	362
Re-Authorization for Health Care Fundamentals.....	24
Health Occupations Education Fall Forum	100
HOSA Conferences (Fall Leadership)	100
End-of-Course Test Item Writing	42
Occupational Updating – Pharmacy Tech Staff Development.....	12
WV SkillsUSA State/National Conferences	85
Back to Industry	3
ACDS Update Seminar	27
ACDS New Curriculum Training	30
New Teacher Seminar (WVU Tech)	30
Content Standards for T & I.....	32
AYES Teacher Update Training	10
Ford/AAA Student Auto Skills	35
Apprenticeship Child Development Specialist (ACDS)	
ACDS Update Seminar.....	56
ACDS New Curriculum Training	16
ACDS Night Classes End-of-Course Tests	580
Food Science Seminar	4
New Teacher Seminar	3
End-of-Course Test Item Writing	8
FCCLA State/National Conferences	376
FCCLA Leadership Conference.....	11

Hospitality Education and Training staff provided training to incumbent workers in the following areas:

Region I Workforce Investment Board.....	125
Mid-Ohio Valley Workforce Investment Board.....	12
Long John Silvers (ServSafe)	32
St. Francis Hospital (ServSafe)	19

Jerry's Restaurant & Lounge (TIPS).....	11
The Brier Inn (TIPS).....	8
Glade Springs Resort (TIPS)	15
Sleep Inn (Beaver).....	20
Pruntytown Correctional Institution (WV Welcome).....	8
Canaan Valley Resort State Park (TIPS).....	17
Southridge Grand Prix & Family Fun Center (Skills)	12
Green Valley Bar & Grill (TIPS)	6
WV Association of Fairs and Festivals (WV Welcome)	20
Northeastern Store Owners, Inc. (ServSafe)	14
Charleston Convention & Visitor's Bureau (Charleston Welcome) ...	46
WV BREATH (WV Welcome)	69
Regional ServSafe Training.....	28
WV State Community & Technical College (ServSafe)	15
Morgantown Convention & Visitor's Bureau (TIPS).....	30
Charleston Area Alliance (various businesses – Chas Welcome	56
ServSafe Classes (various businesses)	137
Workforce WV Conference	30

Public service training included the following:

- 1,244 EMT classes with 18,594 students
- 908 Fire training classes with 14,476 students
- 68 Environmental classes with 1,624 students
- 20 Law enforcement classes with 426 students
- 162 Hazardous materials (HAZMAT) classes with 2,779 students
- 13 Instructor courses with 202 students
- 31 Other public service classes with 794 students

Postsecondary

Leadership funds have been utilized for professional development activities in a variety of areas. Projects have been funded that assist faculty in becoming efficient in utilizing the latest technology in the classroom, providing upgrading of skills to instruct in several different areas. In addition, funds have been expended to better prepare community and technical colleges to deliver customized vocational programs to employers and better serve the adult population through innovative programming and retaining that population.

Examples of professional development activities funded included:

- Presentation on the development of learning paradigms for faculty
- Presentation on how students learn for developmental education faculty
- Presentation on collaborative model for delivery of career-technical programs

iv. Support for Vocational and Technical Education Programs

Secondary

Federal funds were utilized to support and coordinate integration of academic and technical studies through the state's participation in the Southern Regional Education Board *High Schools That Work*, and *Making Middle Grades Work* initiatives. During 2004-2005, 107 high schools and vocational-

technical centers, representing 75 percent of all secondary schools statewide, were formal SREB-*High Schools That Work* sites. An emphasis on high expectations and integrated studies prevails in these schools, as evidenced by improved achievement of career bound students, revisions in the state and local graduation requirements that place increased emphasis on career clusters and majors, career decision making, and contextual learning. State vocational and technical education staff serve as liaisons to each of the schools, provide targeted technical assistance and staff development, and coordinate on-site technical assistance reviews of the schools on a three-year rotation.

The Southern Regional Education Board has selected four high schools and their feeder middle grades schools (Hampshire, Hancock, Mineral and Wayne counties) to participate in a special project on transitions. The three year, research-based project is being conducted in partnership with SREB's *High Schools That Work* and *Making Middle Grades Work* initiatives and Johns Hopkins University's Talent Development Model.

The project is two fold – first focusing on what schools must do to help students make the successful transition from middle grades to high school and secondly what schools must do to increase the rigor of the senior year so students are prepared to enter postsecondary education without remediation.

In the first year of implementation, West Virginia sites are addressing middle grades to high school transition. Their work includes the alignment of core content for grades 5 – 9 in English, mathematics, and science. This alignment addresses research based readiness indicators that students must master to be on target to complete a challenging academic curriculum in high school. Teachers will be examining instruction, assignments and assessments that result in students producing work that demonstrates proficiency of the content standards and objectives.

In addition, the high schools are implementing a strategic reading course to address ninth grade students who enter high school not on reading level. The course includes a pre and post assessment to determine gains in reading levels that are realized in one semester of intensive support. Students will then take a college-prep English 9 course with an intensive focus on writing during the second semester.

While WV sites focus on middle to high school transition in year one, other SREB states are addressing the senior year. At the completion of year one, sites will share resources developed, publish results and best practices, and monitor student achievement data. Next year, WV sites will continue their focus on middle grades to high school and add the senior year focus.

At the conclusion of the three-year effort, SREB and Johns Hopkins will publish the results of the project with the intent of providing replicable models to a broader base of secondary schools.

The Division of Technical and Adult Education coordinate the state's efforts in the SREB-*Making Middle Grades Work* initiative with 30 active middle school sites. The purpose of this initiative is to better prepare students to successfully transition to high school. The Office of Technical and Secondary Program Improvement works directly with administrators and teachers

statewide in designing and implementing integration activities as part of daily instruction in vocational-technical programs.

Postsecondary

Leadership funds have been utilized for curriculum development projects for the development of programs that integrate academic and vocational-technical education and are shared with all community and technical colleges in the system, the development of on-line career-technical programs that are available statewide, on-line tutorial programs for career-technical students, workshops on student retention, purchase of software to gauge occupational demand for program development, occupational profiling to determine WorkKeys score requirements.

v. Nontraditional Training and Employment

Through Perkins Act funding, a professional consultant was employed to promote nontraditional educational programs. All local educational agencies and technical and community colleges have designated a nontraditional education coordinator.

Specific programs in the state of West Virginia that promote nontraditional education and training include Step Up West Virginia programs, West Virginia Women Work! and the Orientation to Nontraditional Occupations for Women (ONOW) Program, a nationally and state-recognized, award-winning program. These programs actively recruit women to participate in training that incorporates assertiveness, elimination of sexual harassment, isolation, and discrimination on the job. The curriculum design has a multifaceted approach and curricular offerings include: mathematics, English, reading/literacy, physical fitness, career guidance, women's history, job-seeking skills, and job-keeping skills. Woven logically throughout these content areas are gender equity issues.

Based upon state data in technical and adult education, there was increased recruitment in nontraditional education. The strategic plan for nontraditional education in the state of West Virginia this year was focused on retention of nontraditional education students. Fall and spring statewide technical assistance workshops were held for the nontraditional education coordinators in each of the fifty-five counties and the seven multi-county technical and adult education centers, as well as the community college personnel assigned to work with nontraditional students.

Four nontraditional grants totaling \$21,935 were awarded to county technical and adult education programs to encourage innovative nontraditional education programs on a competitive basis. These included Wetzel County's *Project HOPE – Helpful Opportunities to Produce Employment*, Randolph County's *Women in Engineering: Dare to Be Different*, and Mercer County's *Train-the-Trainer Workshop and Women in Engineering Summer Camp*.

The state efforts endeavor, through nontraditional education programs, to remove attitudinal barriers so that all students can enter and succeed in training and occupational programs. Research has shown that students can significantly increase their earning potential by entering high-skill, high-wage occupations once stereotypical barriers are removed.

Postsecondary

Activities were funded that assisted in the development of technology and on-line programs that provided additional opportunities for nontraditional students to participate in career-technical programs. In addition, activities were funded that improved the delivery of developmental education, academic advising and counseling for the nontraditional student. All career-technical programs offered through the community and technical colleges are available to non-traditional students.

vi. Partnerships

Secondary

Partnership development activities provide a thorough and efficient education through the involvement of parents, businesses, labor, community organizations, colleges and universities, etc. Partnerships help create increased opportunities for student learning and development within and outside the school environment. The foundation for partnerships exists in the state statutes for local school improvement councils, county steering committees, and community college consortia.

The Office of Technical and Secondary Program Improvement was established within the Department of Education to:

- Develop, promote, and expand local, regional, and state partnerships under the direction of the West Virginia Department of Education; expand work-based learning opportunities for students;
- Provide system and school leaders with current knowledge of education policies and system/school improvement initiatives that increase student achievement;
- Develop expertise and structures within schools and systems to facilitate communications and provide technical assistance to all schools (West Virginia Framework for Higher Performing School Systems);
- Provide technical assistance to Local School Improvement Councils; and
- Provide technical assistance and leadership in all the SREB initiatives, including *Leadership Modules*, *High Schools That Work*, and *Making Middle Grades Work*.

Postsecondary

All career-technical academic programs supported with Perkins funds utilized employer groups during development and delivery. The participation of these advisory committees assures that technical skills are being taught in the programs to meet the demands of the workplace. State level initiatives have taken place that coordinates the delivery of statewide programs at different

community and technical college sites. These efforts have been in partnership with a cluster of employers with a common need. Activities that involve participation between community and technical colleges and the public school system to encourage matriculation to postsecondary education have been funded. In addition, legislation was passed that created Community and Technical College Consortia consisting of community and technical colleges and public school career-technical education that will enhance partnership development between the two systems.

All curricula development funded with Perkins dollars must be shared with all community and technical colleges in the System.

vii. Correctional Institutions and Institutions for the Disabled

Secondary and Postsecondary

The Office of Institutional Education Programs administers programs for juveniles in residential treatment centers and for juveniles and adults in regional jails and state correctional facilities and for postsecondary programs through the Division of Corrections.

Education programs at seven institutions are fully accredited by the Correctional Education Association (CEA). CEA accreditation represents national recognition of excellence in the operation of education programs in correctional institutions.

Five institutions, in conjunction with Associated Builders and Contractors, Incorporated, are offering national certification in the core curriculum through the National Center for Construction Education and Research.

The West Virginia School for the Deaf and the Blind serves the education needs of hearing- and sight-impaired students statewide. Perkins funds were used to support the upgrading of vocational-technical programs and for professional development activities for faculty in order to upgrade their skills in the use and application of technology.

viii. Special Populations

Secondary

All of West Virginia's local educational agencies continued their participation in recruitment and placement efforts and the monitoring of activities for students who are members of special populations. Students were assessed for interest, ability, and learning styles. Where appropriate, they were provided with counseling services, curriculum and/or equipment modification, resource personnel, basic skills instruction, and instructional aids and devices. All students, including those who are members of special populations, were taught to the same challenging academic proficiencies as were taught for all other students. All state performance standards, whether required by state education legislation or the Perkins Act, apply to all students, including special populations.

Postsecondary

Funds supported activities that strengthened efforts in academic advising, counseling, job placement and retention. All of these programs impacted the delivery of services to special populations. All new academic program development, including those utilizing web-based delivery courses, will provide additional opportunities for special populations. Equipment modifications or special services to enhance the learning process were provided when needed. The same assessment and accreditation standards utilized for the general student population were applied to special population groups.

B. Permissible Activities

i. Technical Assistance for Eligible Recipients

Secondary

The Department of Education, through its Division of Technical and Adult Education, is committed to providing technical assistance to local educational agencies (LEA) so that they may improve programs and curriculum to better serve students. During the 2004-2005 school year, staff members provided direct technical assistance to each of the 55 county school systems, the seven multi-county centers, and five correctional institutions. Technical assistance included program reviews and evaluations, new teacher assistance, career and technical student organization leadership events, assistance with new program development, and modernization of existing programs.

Postsecondary

Technical assistance activities are provided through the WV Council for Community and Technical College Education staff, and supported by the expenditure of Leadership Funds. Assistance was provided in the areas of assessment of core indicators, addressing student retention in technical programs, academic program assessment, improving the delivery of developmental education programs for the academically disadvantaged student, developing adult completion degree programs and developing career pathways for training programs to be converted to college credit programs.

ii. Improvement of Career Guidance and Counseling

Secondary

Department staff conducted regional counselor workshops for secondary and middle level counselors during the 2004-2005 school year. The emphasis of the workshops was on using labor market information, one-stop-shops, tech prep associate degree programs, and the overall career development system.

Extensive on-site technical assistance was provided counselors on completing the five-year education plans, programs of study, 9-10 career guidance programs, and graduation policies. Each *High Schools That Work*, and *Making Middle Grades Work* site was provided staff development in terms of developing guidance and public information focus teams and improving parental involvement.

Postsecondary

Workshops on retention of students were supported through the expenditure of Leadership Funds. In addition, counselor workshops were conducted through the Tech Prep initiative and expenditures of Section 118 funds.

iii. Support for Tech Prep Programs

Secondary and Postsecondary

The West Virginia Tech Prep Associate Degree (TPAD) model encompasses four years of high school and two years of college, leading to an associate degree. Formal TPAD programs are implemented by partnership consortia within public school and institutions of higher education, with active involvement of the business, industrial, and labor sector.

In school year 2004-2005, the West Virginia TPAD effort included all 55 county school systems, the seven multi-county vocational-technical centers, and 10 colleges. The major Tech Prep efforts included the implementation of the seamless curriculum initiative and the EDGE (Earn a Degree-Graduate Early) initiative. The EDGE is an outgrowth of the seamless curricula initiative that was implemented in 2000. The seamless curriculum initiative brings together secondary and postsecondary faculties to communicate what is being taught and learned at each education level and to what mastery standard.

As a result, West Virginia Tech Prep initiated pilot projects to address the alignment problems found in certain courses and created the EDGE initiative to address the identified duplicated courses. The goals of the EDGE are 1) to provide high school students an opportunity to establish a college transcript while in high school, 2) to increase the community and technical college going rate, and 3) to establish a pathway that allows students to obtain an associate degree one year after high school or along with a high school diploma. This initiative provides opportunities and encouragement for high school students, who in the past have been left out of the higher education loop, to pursue community and technical college education programs.

iv. Support for Vocational Student Organizations

Postsecondary funds were expended to support student participation in the Phi Theta Kappa International Honor Society.

v. Improve or Develop New Vocational Courses

Funds have been utilized to develop and/or improve the delivery of postsecondary courses in career-technical programs and various skill sets that lead to skill competencies.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

Secondary

West Virginia's secondary eligible recipients include the 55 county school districts, seven multi-county technical education centers, the state's

correctional institutions, and the West Virginia Schools for the Deaf and the Blind. There are no secondary career/technical education consortia. A copy of the latest version of the local application used to fund secondary eligible recipients is attached (LEA Plan Update 05-06.doc).

Postsecondary

The WV Community and Technical College System consist of ten community and technical colleges delivering programs through eight community and technical college delivery districts. The latest version of the local plan used to fund postsecondary eligible recipients is attached.

IV. Accountability

A. State’s Overall Performance Results and Program Improvement Strategies

Secondary

The state’s secondary performance results, compared to negotiated performance levels, are as follows:

<u>Indicator</u>	<u>Performance Result</u>	<u>Negotiated Level</u>
1S1	52.87	50.40
1S2	62.26	46.55
2S1	98.87	98.63
2S2	52.87	49.40
3S1	92.78	90.00
4S1	35.95	27.66
4S2	31.25	22.61

1S1: The state exceeded the agreed-upon performance level by 2.47. Most of the state’s high schools and career/technical centers are participating in the SREB initiative *High Schools That Work* (HSTW) and have been for several years. One of the major emphases of the initiative is increasing the rigor of the academic courses taken by CTE students. This combines well with the Perkins Act’s emphasis upon teaching the same challenging academic proficiencies to all students. The state’s Jobs Through Education Act is the foundation upon which HSTW and Perkins efforts are based.

1S2: The state exceeded the agreed-upon performance level by 15.71. Technical skill proficiency is measured by statewide on-line end-of-course tests that are carefully aligned with the Content Standards and Objectives (CSO) for each course. Staff development has been provided at the state and local levels to assist teachers in mastering effective instructional methods.

2S1: The state exceeded the agreed-upon performance level by 0.24. When the performance level is so near one hundred percent, it is very difficult to show continuous improvement. The graduation rate of CTE occupational completers is due primarily to the fact that occupational students participate in CTE courses during their last two years of secondary school. They are focused on, and committed to, the specific goal of completing their concentration and are more likely to finish than students who lack such focus.

2S2: The state exceeded the agreed-upon performance level by 3.47. This measure is dependent upon the same factors as is 1S1. *High Schools That Work*, the Perkins emphasis upon academic rigor, and the state’s Jobs Through Education Act all require a continuing focus upon quality academic instruction for all students, including those enrolled in CTE courses.

C

3S1: The state exceeded the agreed-upon performance level by 2.78. Eligible recipients are giving more attention to follow-up of CTE completers, reducing the number of “status unknown” reports. There has also been an increase in the percentage of our completers who elect to continue their education at the postsecondary level. The state’s EDGE program (Earn a Degree – Graduate Early) has been a factor in this increase.

4S1: The state exceeded the agreed-upon performance level by 8.29. Our recruitment efforts for nontraditional courses continue to be successful.

4S2: The state exceeded the agreed-upon performance level by 8.64. The emphasis has been placed upon measuring the success of students enrolled in nontraditional courses, as evidenced by results of their on-line end-of-course tests. This is also the approach being taken in core indicator 1S2. The level of accountability for the state and its eligible recipients is raised in that it is based upon the performance of all students rather than on the much more limited number of CTE occupational completers. Local administrators and instructional staff have responded well to a higher standard of performance.

Postsecondary

The program performance results for community and technical colleges compared to negotiated levels are as follows:

<u>Indicator</u>	<u>Performance Result</u>	<u>Negotiated Level</u>
1P1	88.38	84.30
1P2	94.74	90.00
2P1	51.48	50.35
3P1	93.03	87.43
3P2	91.97	75.47
4P1	20.09	13.55
4P2	19.13	17.55

1P1: The Community and Technical College System of West Virginia exceeded the agreed upon standard for academic attainment. All certificate and associate degrees require mathematics and communications as elements of the general education component. This requirement contributes to the success of meeting this standard.

1P2: The technical attainment performance standard was exceeded due to the emphasis placed upon technical skill attainment through laboratory and clinical experiences, meeting programmatic accreditation standards and focused activities for preparation of licensure examinations.

2P1: The degree completion standard was met due to the requirement of mandatory placement in developmental education courses in mathematics,

reading and writing, delivery of college success courses and the emphasis put on student retention and graduation by the System.

3P1: The placement standard was exceeded through the efforts of the career planning and job placement services of the colleges. Program advisory committees, partnership with employers and an improving State economy contributed to the success of meeting this standard.

3P2: The success of meeting the job retention standard is a reflection of the level of technical, academic and critical thinking skills of program completers, and an improving State economy.

4P1: The enrollment of students in non-traditional programs was increased through efforts of the colleges to promote these programs by presenting orientation courses that highlighted career opportunities. In addition, more nontraditional students were attracted to allied health and technology programs because of the opportunity to enter a high-demand, high-wage career field.

4P2: The success of meeting this standard is contributed to increased efforts by colleges in development education, examining successful strategies implemented at other colleges and expansion of academic support services (tutoring and supplemental instruction) for nontraditional students.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Secondary

The state's data system provides disaggregated performance data for students with disabilities, economically disadvantaged students, and nontraditional students. The system cannot identify students who are single parents or displaced homemakers. The state has determined limited English proficiency (LEP) to be a barrier to educational achievement. The data system can provide performance data for these LEP enrollees.

1S1: Economically disadvantaged students and nontraditional students exceeded the agreed-upon performance level. This can be attributed to the same factors referenced in section A above. Students with disabilities did not meet the performance level. Staff development will be provided from the state and local levels to instructors in order to assist them in increasing their effectiveness in meeting the diverse instructional needs of their disabled students. LEP students fell 0.40 short of the agreed-upon performance level, but the cell size is too small to be statistically significant.

1S2: Economically disadvantaged students, LEP students, and nontraditional students exceeded the agreed-upon performance level due to the same factors cited in section A above. Although students with disabilities did not meet the performance level, they did much better on this core indicator than on 1S1. This may be attributed to the emphasis that is placed on aligning the end-of-course on-line test with the CSOs for each occupational CTE course. All students, including the disabled, are tested on the content of their instruction. The state will continue to emphasize

instruction of the CSOs and will provide staff development for more effective instruction for disabled students.

2S1: Students with disabilities and economically disadvantaged students exceeded the agreed-upon performance level. The factors cited in section A above apply here as well. LEP students and nontraditional enrollees did not meet the performance level. The cell size for LEP is too small to be statistically significant. Nontraditional students often require additional support services in order to succeed. The state and the eligible recipients will provide additional support services, such as career guidance, in an effort to improve the results attained in this subindicator.

2S2: Economically disadvantaged students, nontraditional students, and LEP students exceeded the agreed-upon performance level, although the cell size for LEP is too small to be statistically significant. Again, the factors cited in section A above apply here as well. Disabled students did not meet the performance level. Staff development designed to increase the effectiveness of instructors in teaching the disabled student will be provided.

3S1: The performance level attained by all special populations in total placement was encouragingly high. Economically disadvantaged fell 0.02 short of the required level. The positive placement of one more student would have enabled this special population to meet standard. Disabled students also had a high placement rate, but fell short of the required level by 2.4. All LEP completers were placed, but again the cell size is not statistically significant. Continued emphasis upon placement activities at the eligible recipient level, careful follow-up, and accurate reporting will be the primary strategies of improvement for this core indicator.

4S1: Economically disadvantaged and nontraditional students met the agreed-upon performance level. The successful recruitment activities cited in section A above apply here. Disabled and LEP students fell short of the required level. This will require increased emphasis on recruitment of these special populations.

4S2: The largest special population group in West Virginia, economically disadvantaged, exceeded the required performance level. The factors cited in section A above also apply here. Disabled and LEP students did not meet the performance level, but the deficit was only 0.41 and 0.09 respectively. The state and eligible recipients will continue to emphasize quality instruction for special populations, supported by appropriate staff development activities.

The state is implementing a new monitoring and evaluation system that is driven primarily by the Perkins core indicators of performance. All eligible recipients are subject to the monitoring and evaluation process. The state uses information collected through this process to provide appropriate recognition to successful eligible recipients. Those experiencing significant deficiencies will receive on-site monitoring visits and targeted technical assistance.

Postsecondary

The WV Community and Technical College System's data system provides disaggregated performance data for students with disabilities, economically

disadvantaged students, nontraditional students and limited English proficient students. The system cannot identify students who are single parents or displaced homemakers. However, core indicators' self-reported data received from community and technical colleges to identify students who are single parents and displaced homemakers.

The same factors that contributed to the success of the general career-technical student population in meeting the agreed upon standards apply to special populations. Students with disabilities did not meet the attainment of academic skills standards (1P1) and individual colleges not meeting that standard will be provided statewide technical assistance in addressing a strategy to meet this standard.

The other area of major concern for special populations is degree completion. Although students with disabilities exceeded the standard, minority special population groups did not. To increase completion rates, community and technical colleges will be awarded grants to improve student retention and graduation rates. In addition, a pilot project will be funded through State Leadership funds to address innovative strategies for providing services to students with disabilities. All of the above initiatives implemented by individual community and technical colleges will be shared with other colleges in the System.

C. Definitions

Secondary

Vocational Participant: The state defines a vocational participant as any secondary student who enrolls in a career/technical education course.

Vocational Concentrator/Completer: The state makes no distinction between concentrator and completer. By definition, a concentrator/completer is a student who successfully completes the four required courses in a CTE concentration.

Tech Prep Student: A secondary Tech Prep student is one who chooses the skilled level component within the cluster/major format which provides a rigorous program of academic and technical core requirements and recommended electives, specifies a seamless pathway (4 + 2) leading to an associate degree or two year certificate, and leads to gainful employment.

These definitions are unchanged from the previous program year.

Postsecondary

Vocational Participant: The state defines a vocational participant as any postsecondary student who enrolls in a career-technical education course.

Vocational Concentrator/Completer: The state makes no distinction between concentrator and completer. A concentrator/completer is defined as a postsecondary student who completes a career-technical certificate or associate degree.

Tech Prep Student: A Tech Prep student is defined as a postsecondary student who transitions through EDGE articulation to an associate degree in their career pathway which ultimately leads to gainful employment.

D. Measurement Approaches

Secondary

Measurement approaches for the core indicators for the reporting year, as indicated in the approved State Plan, were as follows:

- 1S1 State Academic Standards and Assessment System
Numerator: Number of completers at or above the appropriate ACT WorkKeys reading and math level
Denominator: Total number of completers

- 1S2 State Standards and Assessment System
Numerator: Number of students attaining passing score on end-of-course test
Denominator: Total number of students tested

- 2S1 State/Local Administrative Data
Numerator: Number of completers with diploma
Denominator: Total number of completers

- 2S2 State/Local Administrative Data
Numerator: Number of completers with diploma and appropriate ACT WorkKeys level
Denominator: Total number of completers

- 3S1 State Developed and Locally Administered Surveys – Placement Records
Numerator: Number of CTE completers placed
Denominator: Total number of CTE completers

- 4S1 State/Local Administrative Data
Numerator: Number of nontraditional male or female enrollees
Denominator: Number of enrollees in nontraditional programs

- 4S2 State/Local Administrative Data
Numerator: Number of nontraditional male or female enrollees who achieve minimum score of 74% on EOC test
Denominator: Total number of males and females in courses nontraditional for their gender who take the EOC test

Postsecondary

Measurement approaches for the core indicators for the reporting year were as follows:

- | | |
|-----|--|
| 1P1 | Academic Attainment
ACT WorkKeys, national assessment system
<i>Numerator: Completers successfully scoring at or above WorkKeys level</i>
<i>Denominator: Completers taking the WorkKeys assessment</i> |
| 1P2 | Occupational Attainment
Combined approaches of state and national licensure exams, and local capstone courses
<i>Numerator: Completers successfully completing a summative evaluation.</i>
<i>Denominator: Completers participating in a summative evaluation</i> |
| 2P1 | Student Completion
State/Local Administrative data
<i>Numerator: Career-technical students completing a certificate or associate degree</i>
<i>Denominator: Students enrolling in career-technical programs</i> |
| 3P1 | Student Placement
State developed and locally administered
<i>Numerator: Completers placed in employment, continuing education or joining the military</i>
<i>Denominator: Students completing career-technical programs</i> |
| 3P2 | Employment Retention
State developed and state administered |

Numerator: Completers retained in employment
Denominator: Completers employed

- 4P1 Equity – Nontraditional Student Enrollment
State/Local Administrative data
Numerator: Non-traditional students enrolled in targeted programs
Denominator: Students enrolled in targeted programs
- 4P2 Equity – Nontraditional Completers
Numerator: Non-traditional students graduating from targeted programs
Denominator: Students completing a targeted program

E. Improvement Strategies

Secondary

As has been stated previously in this report, the state is implementing a new monitoring and evaluation system that is driven primarily by data generated through the Perkins core indicators of performance. All eligible recipients are subject to the monitoring and evaluation process. The state uses information collected through this process to provide appropriate recognition to successful eligible recipients. Those experiencing significant deficiencies will receive on-site monitoring visits and targeted technical assistance and will be required to prepare and implement improvement plans to address and correct deficiencies. Failure to correct deficiencies and attain the required performance level in the time allotted for that purpose will result in the loss of eligibility for CTE funding for the deficient instructional program. This adds considerable urgency and importance to the overall task at all levels to ensure the best possible performance data in terms of accuracy, reliability, and completeness.

Postsecondary

Perkins core indicators data will continue to be monitored and evaluated annually. Those community and technical colleges not meeting standards will continue to provide improvement plans and strategies to correct any deficiencies. State level aggregate data will be monitored to determine trends that can be addressed strategically through state-level technical assistance and targeted funding. The data show that colleges, for the most part, experience problems with the same indicators, which provides opportunities to implement state-level improvement strategies that will impact most colleges.

V. Monitoring Follow-up

West Virginia received a monitoring visit on August 11 –15, 2003. Notification was received by letter from Sharon Lee Miller, Director, State Administration and Accountability Group, dated March 29, 2005, that the state had completed all of its corrective actions and that her office had closed all of the state's monitoring findings.

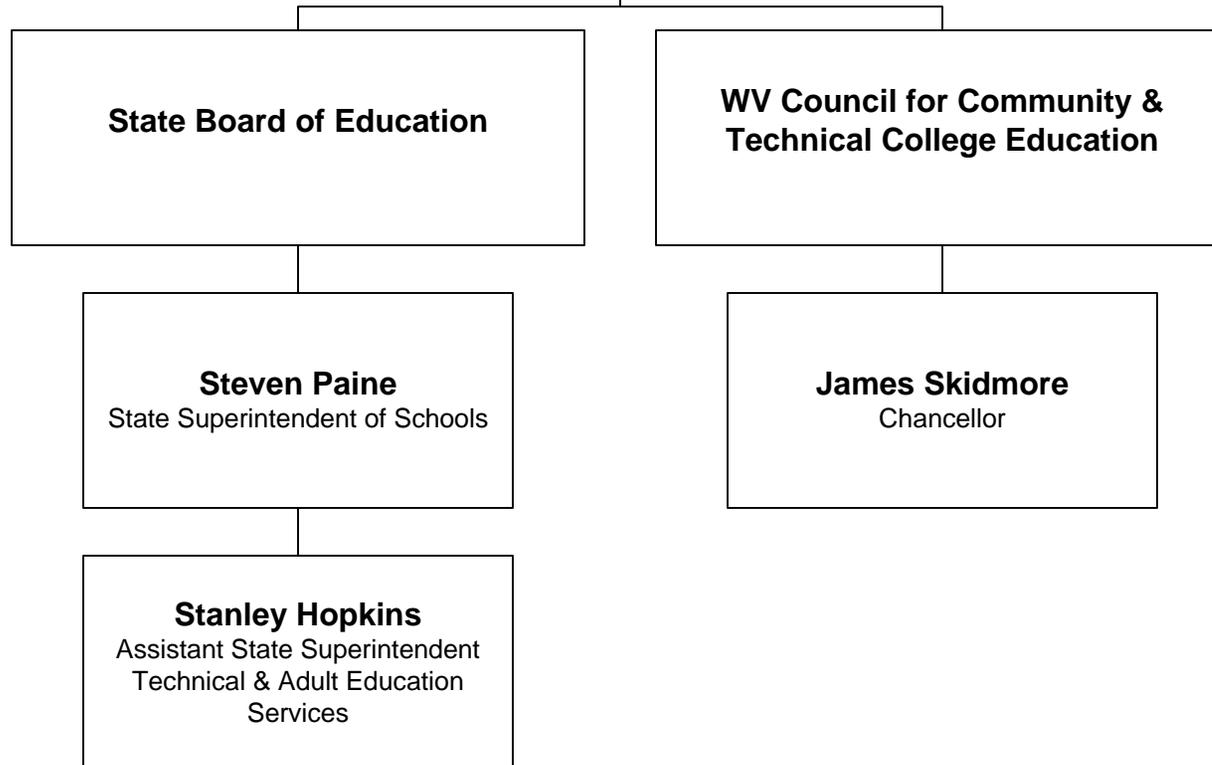
VI. Workforce Investment Act (WIA) Incentive Grant Award Results

West Virginia did not receive a WIA Incentive Grant during the past program year.

ATTACHMENTS

ORGANIZATIONAL CHART

WEST VIRGINIA ELIGIBLE AGENCY



LOCAL PLANNING GUIDES

Updating the

**LEA PLAN
For
Technical and Adult
Education**

**West Virginia
Department of Education**

2005 - 2006

LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

LEA _____ Fiscal Year _____

List below those persons who have been appointed to serve on the local advisory council for vocational education. Use two lines for each person, if necessary, to provide: Name, home address, place employed, and (if there is no objection), the race and sex of the individual. Use additional pages as necessary. Be sure the additional pages bear the name of the LEA.

I certify that this advisory council met and was consulted in the development of this plan.

Vocational Administrator

Programs to be Discontinued or Modified (LEA Form 5)

Any program that appears on the 2004-2005 Approved Curriculum by Facility list must appear in the LEA Plan, either on LEA Form 11, LEA Form 11AP, or on LEA Form 5. No program may be modified without approval of the Division of Technical and Adult Education Services.

Responses to "Reason for Closure" may be quite brief, such as "low enrollment" or "lack of job opportunities for graduates."

If a program modification is planned, the response to the type of modification planned should be somewhat detailed. It should provide enough information to allow program supervisors to act upon the proposed modification. Although a short space is provided on LEA Form 5, most modifications should be described in detail on a separate page and inserted in the plan as LEA Form 5A.

When additional pages are needed, be sure the pages are identified with the name of the local education agency and LEA Form 5A, 5B, etc.

Local Education Agency:

PROGRAMS TO BE DISCONTINUED
2005-2006

Fac. Code	Name of School	WVEIS Code	Level	Reason for Closure
--------------	----------------	------------	-------	--------------------

PROGRAMS TO BE MODIFIED
2005-2006

Fac. Code	Name of School	WVEIS Code	Level	Modification Planned
--------------	----------------	------------	-------	----------------------

LOCAL USES OF FUNDS
Section 135

Federal grant funds may be used to improve vocational and technical programs.

REQUIRED USES:

- R1. Provide activities that strengthen the academic and vocational-technical skills of students through integration of academic and vocational-technical education through a coherent sequence of courses.
- R2. Provide students with experience in and understanding of all aspects of an industry.
- R3. Develop, improve, or expand the use of technology in vocational-technical education.
- R4. Train vocational-technical education personnel in use of state-of-the-art technology.
- R5. Provide students with the academic and vocational-technical skills needed to enter high technology or the telecommunication field.
- R6. Encourage partnerships with high technology industries to offer voluntary internships and mentoring programs.
- R7. Provide professional development programs to train teachers, counselors, and administrators in state-of-the-art vocational-technical education programs, in effective teaching skills based on research, and in effective practices to improve parental and community involvement.
- R8. Support vocational-technical teacher education programs to ensure teachers stay current with all aspects of an industry.
- R9. Provide internship programs that provided business experience for teachers.
- R10. Provide training to teachers in the use and application of technology.
- R11. Develop and implement an evaluation program assessing the activities carried out with federal vocational-technical education funds.
- R12. Initiate, improve, expand, and modernize quality vocational-technical education programs.
- R13. Provide services and activities that are of sufficient size, scope, and quality to be effective.
- R14. Link secondary and postsecondary vocational-technical programs, including implementing tech prep programs.

PERMISSIVE USES:

- P1. Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of vocational-technical programs.
- P2. Provide career guidance and counseling.
- P3. Provide internships, cooperative education, school based enterprises, entrepreneurship, and job shadowing experiences.
- P4. Provide programs for special populations.
- P5. Local education and business partnerships.
- P6. Assist vocational-technical student organizations.
- P7. Mentoring and support services.
- P8. Leasing, purchasing, upgrading, or adapting equipment, including instructional aides.
- P9. Teacher preparation programs.
- P10. Improving or developing new vocational-technical education courses.
- P11. Provide support for family and consumer science programs.
- P12. Provide vocational-technical education programs for adults and school dropouts.
- P13. Provide assistance to participants in finding an appropriate job and continuing their education.
- P14. Support nontraditional training and employment activities.
- P15. Support other vocational-technical education activities that are consistent with the purposes of the Perkins Act.
- P16. Administrative costs not to exceed five percent.

USES OF FUNDS - LEA FORM 6

Shown below is an example of how information for LEA Form 6 should be recorded. The amount of federal funds should be indicated for each activity listed in Section 135 of the Carl Perkins Act, a copy of which follows LEA Form 5. Total federal funds should be indicated at the bottom of LEA Form 6 in both "Total this Page" and "Grand Total."

<u>Facility Code</u>	<u>Program</u>	<u>Amt. of Federal Funds per Section 135 Activity</u>	<u>Section 135 Activity</u>
777	1610	3,500	R12

Electronic test equipment will be purchased to upgrade equipment available for student use.

777	Adult	5,000	P12
-----	-------	-------	-----

Funds will be used to offer vocational instruction to adults who are in need of job skills for employment or upgrading skills for advancement in their current employment.

777	Technology Training	7,500	R10
-----	------------------------	-------	-----

Funds will be used to provide professional development activities to faculty in order to upgrade their skills in the use and application of technology.

777	Professional Development	5,000	R7
-----	-----------------------------	-------	----

Funds will be used to provide professional development activities to faculty in order to address deficiencies in student achievement identified through core indicator data.

TOTAL THIS PAGE _____21,000_____

GRAND TOTAL _____27,500_____

USES OF FUNDS

LEA:

Fiscal Year: 2005-2006
(7-1-05 - 6-30-06)

List the facilities and programs to receive federal funds, the activities contained in Section 135 of the Act which are to be incorporated in the programs, the amount to be spent for each activity and a brief narrative description of the intended purpose of the expenditure. Additional pages should be numbered 6.a, 6.b., etc.

<u>Facility Code</u>	<u>Program</u>	<u>Amt. of Federal Funds per Section 135 Activity</u>	<u>Section 135 Activity</u>
----------------------	----------------	---	-----------------------------

TOTAL THIS PAGE _____

GRAND TOTAL _____

Access, Nondiscrimination, and Support for Special Populations
LEA Form 6.1

Some provisions that must be considered when planning equitable access, nondiscrimination, and support for special populations:

- Qualified LEA Coordinator for Special Populations
- Performance standards necessary for special populations to fully participate and benefit from vocational programs
- Modifications necessary; i.e., physical structure, methods of course work presentation, task analysis
- Assessment that determines placement and program quality
- Monitoring procedures to assure equitable access to programs by special populations
- Individualized Vocational Education Plan for special population students (IEP and 5-year Plan)

**ACCESS, NONDISCRIMINATION,
AND SUPPORT FOR SPECIAL POPULATIONS**

LEA:

Fiscal Year: 2006

Describe how equitable access to programs will be provided to students who are members of special populations; how special populations students will be assisted in meeting state adjusted levels of performance; and how special populations students will not be discriminated against on the basis of their special population status. If additional pages are required, each should be numbered 6.1a. 6.1b, etc.

Method of Consultation (LEA Form 6.2)

The Perkins Act requires that LEAs involve parents, students, representatives of business, industry, labor, special populations, and other interested individuals in the development, implementation, and evaluation of vocational-technical programs. Some methods of compliance with this mandate could include the Local School Improvement Council, advisory councils and craft committees, presentations to civic organizations, service clubs, union meetings, group and individual meetings with parents, etc.

METHODS OF CONSULTATION

LEA:

Fiscal Year: 2006

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. If additional pages are required, each should be numbered 6.2a, 6.2b, etc.

Improving Academic and Technical Skills (LEA Form 6.3)

The Perkins Act puts considerable emphasis on strengthening the academic and vocational-technical components of vocational-technical education programs. This is to be achieved principally through the integration of academics with vocational-technical education programs through a coherent sequence of courses.

Attention must also be given to providing students with strong experience in and understanding of all aspects of an industry.

The LEA must also ensure that vocational-technical students are taught to the same challenging academic proficiencies as are taught for all other students.

Address the issue of integration and coherent sequence of courses through such examples as:

- How the LEA is using the ‘Model for Career Clusters and Majors’ document.
- Staff development in reinforcing academic skills through the vocational curriculum.
- Implementation of applied instructional approaches/techniques in academic courses.
- Implementation of applied courses, such as Physics Technical Conceptual, Applied Math, etc.
- Development of curriculum materials required for integration of academic and occupational disciplines.

IMPROVING ACADEMIC AND TECHNICAL SKILLS

LEA:

Fiscal Year: 2006

Describe how the academic and technical skills of vocational students will be improved. If additional pages are required, each should be numbered 6.3a, 6.3b, etc.

Program Evaluation (LEA Form 6.4)

Indicate that the effectiveness of all programs will be evaluated annually based upon the system of core indicators of performance and state adjusted levels of performance. Refer to the involvement of parents, students, teachers, representatives of business and industry, labor representatives, and special populations representatives in the evaluation process.

It is imperative that our core indicator of performance data be used in the preparation of the annual LEA plan update. Form 6 in the LEA plan must be based primarily upon recognition of the deficiencies indicated by evaluation data in the four core indicators. Activities and expenditures must be directed to the correction of these deficiencies. Programs not performing up to standards must be given priority in the distribution of the Perkins allocation.

Include with LEA Form 6.4 a listing of the most recent performance data available for each program. Make certain that at least a portion of the Perkins allocation is targeted on LEA Form 6 to the correction of deficiencies listed on LEA Form 6.4.

PROGRAM EVALUATION

LEA:

Fiscal Year: 2006

Describe the process that will be used to independently evaluate and continuously improve vocational education programs and services.

Nontraditional Training and Employment (LEA Form 6.5)

The Perkins Act requires that LEAs, in the LEA Plan, describe how funds will be used to promote preparation for nontraditional training and employment. Remember that “nontraditional” in Perkins III is defined as “occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.”

In your response, you may want to describe the recruitment efforts that will be directed to potential students, citing your emphasis on encouraging them to consider enrolling for training that, for their gender, the field is nontraditional. Most emphasis should be given to recruitment for high tech, high wage occupations.

You may also refer to the provision of appropriate guidance and counseling support to assist nontraditional students in adjusting to, and succeeding in, their course work.

NONTRADITIONAL TRAINING AND EMPLOYMENT

LEA:

Fiscal Year: 2006

Describe how funds will be used to promote preparation for nontraditional training and employment. If additional pages are required, each should be numbered 6.5a, 6.5b, etc.

Professional Development (LEA Form 6.6)

Attention should be given to areas of particular emphasis in the Perkins Act. These include:

- a. use of technology
- b. improving parental and community involvement
- c. state-of-the-art vocational and technical programs and techniques
- d. effective teaching skills based on research
- e. "back to industry" for teachers

The results of the annual evaluation under the Perkins mandated core indicators of performance and the state adjusted levels of performance for each indicator will provide the state and the LEA with data which must be used when determining appropriate professional development activities.

PROFESSIONAL DEVELOPMENT

LEA:

Fiscal Year: 2006

Describe how comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel will be provided. If additional pages are required, each should be numbered 6.6a, 6.6b, etc.

Vocational Education Adult Part-Time (LEA Form 10)

LEA Form 10 is used to plan for appropriate adult part-time classes. These classes are designed to provide students with upgraded or new skills that are related to paid employment.

Indicate the number of clock hours of instruction planned for the 2005-2006 school year by occupational instructional area.

VOCATIONAL EDUCATION ADULT PART-TIME CLASSES

LEA: _____ Fiscal Year: _____

In the table below, estimate the number of clock hours of instruction to be offered in adult part-time classes in 2005-2006.

<u>INSTRUCTION AREA</u>	<u>CLOCK HOURS PLANNED</u>
OCCUPATIONAL:	FY-2006
Agriculture	_____
Marketing	_____
Health Occupations	_____
Family & Consumer Science Occupations	_____
Office Occupations	_____
Technical/Industrial Occupations	_____
TOTAL	_____

Approval of Continuing Secondary Vocational Programs (LEA Form 11)

On LEA Form 11, list only programs that were on the "Approved Curriculums by Facility" list for the previous fiscal year. This form cannot be used for incentive requests, nor for requests for new programs. **Use only WVEIS program codes included with this planning guide.**

Programs are to be listed in the same order as they appear on the "Approved Curriculums by Facility" list.

No information for noninstructional personnel should appear on LEA Form 11.

If an instructor teaches in more than one curriculum, more than one WVEIS code may be listed for that instructor without duplicating the name. Indicate in some way which codes go with which instructor.

Percent time refers to the percent of the school day spent in the curriculum identified by the WVEIS code in the second column. If a teacher has more than one WVEIS code, be sure to indicate the percent time spent in each curriculum.

In the column headed "Advisor," place a checkmark by the person who should receive material from the state office if only one copy is to be sent. If there are co-advisors, choose only one.

You must indicate for each program whether or not the four required courses for each program will be offered during the 2005-2006 school year. If the answer is "No," contact hours generated for enrollments in the program will NOT be included in the occupational formula for the secondary block grant, but will be funded at a significantly lower rate.

See Section A of the CTE Handbook for a listing of the four required courses for vocational programs.

Approval of Continuing Adult Prep Programs (LEA Form 11AP)

On LEA Form 11AP, list only Adult Preparatory programs that were on the “Approved Curriculums by Facility” list for the previous fiscal year. This form cannot be used for incentive requests, nor for requests for new programs.

If an adult preparatory instructor teaches under two different WVEIS codes, both codes may be listed without prorating the salary between the codes, and without duplicating the name of the instructor.

Percent time refers to the percent of the school day spent in the curriculum identified by the WVEIS code in the second column. If a teacher has more than one WVEIS code, be sure to indicate the percent time spent in each curriculum. Enter the full time equivalent (FTE) of all Adult Prep instructors at the bottom of the form.

In the column headed “Salary,” list the salary of the adult preparatory instructor. **DO NOT INCLUDE FIXED COSTS.** If the instructor is less than full time, prorate the salary appropriately. Enter the total combined salary for all instructors at the bottom of the “Salary” column.

Approval of Continuing Administrative and Support Services (LEA-12)

LEA Form 12 should be completed only for non-instructional positions that were filled the previous year.

Technical and adult education directors, guidance counselors, job placement coordinators, other technical and adult education coordinators, and, if desired, clerical personnel should be listed on LEA Form 12. No salary or other cost or revenue data are required.

With the exception of the percent time listed for the director, percentages may be approximations. The director's time should be accurate because funds for administration are allocated only to local education agencies that employ directors for at least half time.

**APPLICATION FOR APPROVAL OF
CONTINUING ADMINISTRATIVE AND SUPPORT SERVICES**

LEA: _____ School Year: _____

Facility Code	Name of Person	Job Title	Days Empl.	Percent Time
------------------	----------------	-----------	---------------	-----------------

=====

Signature(s) of County Superintendent(s)

WV COMMUNITY AND TECHNICAL COLLEGE SYSTEM

LOCAL PLANNING GUIDE FY 2006

Institution:	
Address:	
Contact Person:	Title:
Telephone Number:	E-Mail:

I. PURPOSE OF THE ACT

1. Further develop the academic, vocational and technical skills of vocational students through high standards.
2. Link secondary and postsecondary vocational programs.
3. Increase flexibility in the administration and use of federal funds.
4. Disseminate national research about vocational and technical education.
5. Provide professional development and technical assistance to vocational educators.

II. GENERAL PROVISIONS

1. Supplement Not Supplant

An eligible recipient may not use Federal funds to replace state funds.

2. Maintenance of Effort

The maintenance of effort provision continues, an eligible institution must maintain the same level of support from state appropriated funds for the delivery of vocational-technical education as the previous year.

III. ALLOCATION OF FUNDS

1. Method of Allocation to Community and Technical Colleges

Perkins allocations continue to be based on the number of Pell Grant recipients enrolled in programs approved for the Perkins funding.

2. Minimum Allocation

An eligible institution must qualify for at least \$50,000 to receive an allocation.

IV. LOCAL USE OF FUNDS

1. Administration

Each local recipient of funds may not use more than five percent (5%) for administrative purposes.

2. Required Use of Funds

- a. Strengthen academic, vocational and technical skills of students through integration of academic, vocational and technical programs.
- b. Provide programs that address all aspects of an industry.
- c. Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries.
- d. Provide professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.
- e. Evaluate programs and assess how special populations are being served.
- f. Develop and upgrade programs.
- g. Provide services of sufficient size, scope and quality.
- h. Link secondary and postsecondary education.

3. Permissible Use of Funds

- a. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- b. Provide career guidance and academic counseling.
- c. Provide work-related experiences.
- d. Provide programs for special populations.
- e. Support local business and education partnerships.
- f. Assist vocational student organizations.
- g. Provide mentoring and support services.
- h. Lease, purchase and upgrade equipment.
- i. Provide initial teacher preparation, including that for teacher candidates from business and industry.
- j. Develop and improve curriculum.
- k. Support family and consumer sciences education.
- l. Provide programs for adults and school dropouts to complete secondary education.
- m. Provide services for placement in employment and further education.
- n. Support nontraditional training and employment.
- o. Other activities consistent with the purpose of the Act.

V. **DEFINITIONS**

1) **Displaced Homemaker**

The term “displaced homemaker” means an individual who:

A.

- 1) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- 2) Has been dependent on the income of another family member but is no longer supported by that income; or
- 3) A parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

B. Is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment?

2) **Nontraditional Training and Employment**

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than twenty-five percent (25%) of the individuals employed in each such occupation or field of work.

3) **Special Populations**

The term “special populations” means –

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including foster children;
- C. Individuals preparing for nontraditional training and employment;
- D. Single parents, including single pregnant women;
- E. Displaced homemakers; and
- F. Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

4) **Programs of Size, Scope and Quality**

A career-technical education program that has an advisory committee that ensures such programs meet the academic and technical skill entry level requirements of the profession in which the program is preparing students to enter and such programs meet the established Perkins Core Indicator standards.

STATEMENT OF ASSURANCE

_____ (Institution)

hereby assures the West Virginia Council for Community and Technical College Education that:

1. This plan has been developed in the consultation with the local advisory councils and committees for career-technical education programs and will be made available for review and comment by interested parties.
2. Equal opportunities in career-technical education programs will be provided to persons without discrimination because of race, sex, religious preference, national origin, or handicap.
3. Carl D. Perkins Vocational and Technical Education Act funds shall be used to supplement local and/or state funds available for vocational education. In no case shall federal funds supplant funds already available.
4. Carl D. Perkins funds will be used to provide career-technical education in programs that are of such size, scope, and quality as to improve vocational and technical education; to integrate academic and career-technical education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and to provide equitable participation in such programs for members of special populations.
5. Students who are members of special populations will be assisted in entering career-technical education programs.
6. No more than five percent (5%) of the Perkins allocation will be utilized for administrative purposes.
7. Supplementary services will be provided to students who are members of special populations, including, with respect to individuals with handicaps; curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, guidance, counseling, career development activities, counseling and instructional services designed to facilitate transition from school to post-school employment and career opportunities.
8. The institution will maintain documentation to verify the eligibility of special population students enrolled in programs supported by federal funds.
9. All academic programs eligible for Perkins funding will have advisory committees whose majority membership will be individuals from the industry.
10. Statistical, financial, and descriptive reports required by the West Virginia Higher Education Policy Commission, the U.S. Department of Education, and the West Virginia Council for Community and Technical College Education will be submitted in a timely manner.

President/Provost

Date

LOCAL PLAN CONTENTS

A. LOCAL PLAN

Requirements for local plans are as follows (please update from FY 05):

1. Describe local programs funded under this Act.
2. Show how local programs meet state adjusted performance levels.
3. Demonstrate how local programs will improve the academic and technical skills of students, including how they help vocational and technical education students to meet the same challenging academic proficiencies as are taught for all other students, and how students are taught about all aspects of an industry.
4. Indicate how interested parties, including parents, students, teachers, representatives of business, labor organizations and special populations, are involved in the development, implementation and evaluation of local programs.
5. Ensure that programs are of such size, scope and quality as to improve vocational and technical education.
6. Show the process used to evaluate and promote improvement in the performance of the eligible recipient.
7. Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state adjusted level of performance. **(Required)**
8. Describe how discrimination against special populations will be prevented.
9. Indicate how funds will be used to promote nontraditional training and employment.
10. Describe professional development activities (including initial teacher preparation) that will be provided for vocational and technical, academic guidance and administrative personnel.

B. REQUIRED AND PERMISSIBLE USES OF PERKINS III FUNDS **(required for FY 06)**

1. Provide information regarding planned activities to support the required and permissive uses of Perkins funds.
2. For each goal, include as indicated on the following charts:
 - a. the planned activity
 - b. the expected measurable outcome
 - c. the projected expenditure dedicated to each
3. For planning purposes, use FY 2005 allocations for expenditure projections.

4. Complete the budget summary pages for the required and permissible uses of local funds and summarize the funding you project to spend on the activities listed on the summary page.
5. Recipients receiving funds under the Perkins Act may not use more than 5% for administrative purposes.
6. Funds must be used for costs associated with the administration of Perkins III activities.
7. Budgets must be itemized according to the categories listed.

APPENDIX I

C. CORE INDICATORS IMPROVEMENT PLAN (required if did not meet performance levels)

The Carl D. Perkins Act of 1998 requires States to establish core indicators to measure performance levels. Appendix I list the indicators that are included in the State Plan for the Higher Education Community and Technical College System as approved by the US Department of Education. Annually, a report is submitted to the US Department of Education which provides data that measure the performance level of the indicators. An improvement plan is required for those core indicators not meeting the negotiated levels. Please document your strategy and include a timeline for meeting each negotiated level that your institution did not meet. Indicate the amount of Perkins or other funding utilized to meet these goals.

**TABLE 1.A
REQUIRED USES OF PERKINS III FUNDS
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGES**

Goals/Activities	Expected Measurable Outcome	Projected Expenditures by Fiscal Year
Goal #1.		
Strengthen the academic, and vocational and technical, skills of students participating in vocational technical education programs by strengthening the academic, and vocational and technical education 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. Section 135 (b)(1)		
Activity 1-A:		
Activity 1-B:		
Activity 1-C:		
Goal #2.		
Provide students with strong experience in and understanding of all aspects of an industry. Section 135 (b)(2)		
Activity 2-A:		
Activity 2-B:		
Activity 2-C:		

Goal #3

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

A. Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; Section 135 (b)(3)(A)

Activity 3-A-1:

Activity 3-A-2:

Activity 3-A-3

B. Provide students with the academic, and vocational and technical, skills that lead to entry into a high technology and telecommunications field; Section 135 (b)(3)(B)

Activity 3-B-1:

Activity 3-B-2:

Activity 3-B-3:

Activity 3-B-4:

C. Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs. Section 135 (b)(3)(C)

Activity C-1:

Activity C-2:

Activity C-3:

Goal #4:

Provide professional development programs to teachers, counselors, and administrators, including ---- Section 135 (b)(4)

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. Section 135 (b)(4)(A)*

Activity 4-A-1:

Activity 4-A-2:

Activity 4-A-3:

B. *Internship programs that provide business experience for teachers. Section 135 (b)(4)(C)*

Activity 4-B-1:

Activity 4-B-2:

Activity 4-B-3:

Activity 4-B-4:

C. *Programs designed to train teachers specifically in the use and application of technology. Section 135 (b)(4)(D)*

Activity 4-C-1:

Activity 4-C-2:

Activity 4-C-3:

Activity 4-C-4:

Goal #5

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

Activity 5-A:

Activity 5-B:

Activity 5-C:

Goal #6.

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

Activity 6-A:

Activity 6-B:

Activity 6-C:

Goal #7.

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

Activity 7-A:

Activity 7-B:

Activity 7-C:

Goal #8.

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

Activity 8-A:

Activity 8-B:

Activity 8-C:

**Table 1.b
Permissible (optional) Local Uses Of Perkins III Funds
West Virginia Community and Technical Colleges**

Goals/Activities	Expected Measurable Outcome	Projected Expenditures by Fiscal Year
<p>8. To involve parents, businesses, and labor organizations as appropriate, 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. Section 135 (c)(1)</p>		
<p>Activities</p>		
<p>2. To provide career guidance and academic counseling for students participating in vocational and technical education programs. Section 135 (c)(2)</p>		
<p>Activities</p>		
<p>3. 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. Section 135 (c)(3)</p>		
<p>Activities</p>		

4. To provide programs for special populations. Section 135 (c)(4)		
Activities		
5. For local education and business partnerships. Section 135 (c)(5)		
Activities		
6. To assist vocational and technical student organizations. Section 135 (c)(6)		
Activities		
7. For mentoring and support services. Section 135 (c)(7)		
Activities		
8. For leasing, purchasing, upgrading or adapting equipment, including instructional aids. Section 135 (c)(8)		
9. For teacher preparation programs that assist individuals who are interested in becoming vocational and technical instructors, including individuals with experience in business and industry. Section 135 (c)(9)		
Activities		
10. For improving or developing vocational and technical education curriculum. Section 135 (c)(10)		
Activities		

11. To provide support for family and consumer sciences programs. Section 135 (c)(11)		
Activities		
12. To provide vocational and technical education programs for adults and school dropouts to complete their secondary education. Section 135 (c)(12)		
Activities		
13. To provide assistance to students who have participated in services and activities under this title in finding appropriate jobs or continuing their education. Section 135 (c)(13)		
Activities		
14. To support nontraditional training and employment activities. Section 135 (c)(14)		
Activities		
15. To support other vocational and technical education activities that are consistent with this Act. Section 135 (c)(15)		
Activities		

PERKINS III BUDGET
Required Uses of Funds
FY 2006

	Salaries	Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (please specify under comments)	Total
Academic Integration								
All Aspects of Industry								
Use of Technology								
Professional Development								
Special Populations								
Develop and Upgrade Programs								
Services of Sufficient, Size, Scope & Quality								
Link Secondary and Postsecondary								
TOTALS								

Comments:

PERKINS III BUDGET
Permissible Uses of Funds
FY 2006

	Salaries	Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (please specify under comments)	Total
TOTALS								

Comments:

PERKINS III BUDGET SUMMARY FY 2006

Please indicate the projected amount of Perkins funds allocated to your institution (based on FY 2005) that are to be expended in each area for FY 2006:	
Administration	\$
Curriculum Development	\$
Equipment	\$
Professional Development	\$
Guidance and Counseling	\$
Developmental Education	\$
Adaptation of Equipment	\$
Tech Prep Program	\$
Services to Special Populations including: <ul style="list-style-type: none"> • Individuals with disabilities • Economically disadvantaged • Individuals in non-traditional programs • Single parents • Displaced homemakers • Individuals with other barriers to education (academically) • Individuals with limited English proficiency 	\$

APPENDIX I

Core Indicators

Core Indicators

Core Indicator #1P1: Academic Attainment – Student attainment of academic and vocational and technical skill proficiencies.

Core Indicator #1P2: Skill Proficiencies – Student attainment of vocational and technical skill proficiencies summative evaluation.

Core Indicator #2P1: Student Completion – Career-technical students completing a certificate or associate degree in a career-technical program.

Core Indicator #3P1: Placement – Career-technical graduates achieving a positive placement within one year of graduation.

Core Indicator #3P2: Retention – Career-technical graduates that achieved a positive placement and retained in employment one year after completion.

Core Indicator #4P1: Nontraditional Enrollment – Nontraditional students enrolled in targeted programs.

Core Indicator #4P2: Nontraditional Completion – Nontraditional students graduating from targeted programs.

WEST VIRGINIA

Final Agreed Upon Performance Levels for Fiscal Years '04 and '05

These are the final baselines agreed upon by the State and the U.S. Department of Education. These performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Core Sub-Indicator	Measurement Definition	7/1/03-6/30/04	7/1/04-6/30/05
1P1 Academic Attainment	Numerator: Completers successfully scoring at or above "WorkKeys" level. Denominator: Completers taking the WorkKeys Assessment.	83.80%	84.30%
1P2 Skill Proficiencies	Numerator: Completers successfully completing a summative evaluation. Denominator: Completers participating in a summative evaluation.	90.00%	90.00%
2P1 Completion	Numerator: Career/technical students completing a certificate or associate degree. Denominator: Students enrolling in career-technical programs.	61.17%	50.35%
3P1 Placement	Numerator: Completers placed in employment, continuing education or joining the military. Denominator: Students completing career-technical programs.	86.93%	87.43%
3P2 Retention	Numerator: Completers retained in employment. Denominator: Completers employed.	74.97%	75.47%
4P1 Participate Non-Trad	Numerator: Nontraditional students enrolled in targeted programs. Denominator: Students enrolled in targeted programs.	13.30%	13.55%
4P2 Nontrad Completion	Numerator: Nontraditional students graduating from targeted programs. Denominator: Students completing a targeted program.	17.30%	17.55%

