

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 career 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 career 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 career 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 career 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 Career and Technical Education Programs

Secondary

Career 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 the Division of Technical and Adult Education Services, supervises the statewide program of career and technical education. Sixty-eight career/technical concentrations 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 initiative *High Schools That Work*.

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 end-of-course 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 make a successful 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 2006 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 sixteen percent of students entering instate colleges in 2006 had to enroll in remedial course work in language arts and thirty-three percent in 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 career/technical education reform efforts. These efforts include a major data driven focus on student and school performance on the Perkins core indicators, including end-of-course testing in all core CTE courses, ACT WorkKeys assessments of all CTE completers, and positive placement in employment or continuing education. Each career/technical education provider (LEA) is held accountable for meeting standards in each of these performance areas and receives targeted technical assistance to address deficiencies.

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 Career and Technical Education

Secondary

In recognition of the need to improve and expand the use of technology in the state's career 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 2006-07 school year, 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 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 an associate degree program in aircraft technology
- Provide skill upgrades in cement manufacturing technology and concrete technology
- Staff member attended the SCADA (Supervisory Control & Data Acquisition) system lecture at the IFIP 11.10 International Conference on Infrastructure Security. The CTC at WVU Tech represented the *only* community college to attend and present at the seminar. A series of topical lectures will be developed, disturbed and implemented into various technical programs throughout the state.
- Develop career-technical program curriculum into a modular and electronic format to be placed on a state-level electronic database that allows for sharing among all community and technical colleges, thus saving program development costs.

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

Annual Conference of CTE Educators: Agriculture	41
Annual Conference of CTE Educators: Business/Mktg/Entre.....	64
Annual Conference of CTE Educators: FACS	48
Annual Conference of CTE Educators: Health Occupations	85
Annual Conference of CTE Educators: Hospitality	50
Annual Conference of CTE Educators: Industrial & Technical	68
Annual Conference of CTE Educators: Technology Education	48
WVUIT Pre- and In-Service for CTE 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	41
FBLA/PBL State/Regional/National Conferences.....	1,015
Finance University-Economic & Financial Ed. for Teachers.....	50
Business, Marketing, Entrepreneurship CSO Workshop.....	120
Adult Business Education CSO Workshop	12
DECA State/Regional/National Conference	810
Civics, Economics, Entrepreneurship, Geography	130
TIS Trainings	16
WV HEAT ProStart Teacher Advisory Council	10
ProStart Hospitality Cup Competition	65

Hospitality Careers Seminar for Guidance Counselors	30
Character Counts.....	15
Agricultural Ed Secondary Curriculum Development.....	35
Agriculture/Agribusiness Travel Course	8
Agricultural Education Program and Policy Update.....	45
Spring FFA Governing Body.....	36
Agricultural Research Methods.....	6
FFA Winter Leadership Conference	247
FFA State Convention and Leadership Conference	846
Agricultural Education Career Development Events.....	991
FFA National Conference	416
National Agricultural Education Inservice	4
HOSA National Leadership Conference	202
HOSA State Leadership Conference.....	700
Authorization for Health Care Fundamentals	4
Re-Authorization for Health Care Fundamentals.....	12
HOSA Conferences (Fall Leadership)	233
End-of-Course Test Item Writing	16
Health Occupations New Teacher Workshop	10
WV SkillsUSA State/National Conferences	670
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	160
Occupational Update Training	30
ACDS Workshop	22
ACDS Orientation	14
ACDS Update Seminar.....	58
ACDS New Curriculum Training	13
ACDS Night Classes End-of-Course Tests	1144
FCCLA Leadership Conference.....	10
FCCLA Fall Leadership Meeting	75
FCCLA State Meeting	125
FCCLA National Meeting	35
FACS Regional Meeting	13
Teacher Cadet Workshop	3
Teacher Cadet Workshop 2	5
CERRA Conference	4
Criminal Justice Conference	5
WV HEAT ProStart Teacher Advisory Council	12
ProStart Hospitality Cup Competition	65
WorkForce WV Conference – What is WV HEAT?	20
WorkForce WV Conference – The World is Flat	50
WVABCA Trade Show – WV HEAT Program Awareness	125
WV Public Health Conference – WV HEAT Program Awareness ...	150
Governor’s Conference on Tourism – HEAT Program Awareness ..	300
Governor’s Conference on Tourism – What is WV HEAT Session ..	30
WV Tourism Commission – HEAT Program Awareness	50
WV Tourism Commission – WV HEAT Annual Report Presentation ..	30
Mountaineer Challenge Academy – Hospitality Career Awareness ..	100
WV HEAT Fall Culinary Day	367

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

WV Welcome/Customer Service	94
TIPS.....	129
ServSafe	21
WV HEAT Food Safety	23
General Customer Service	65
Supervisor Training.....	26

Public service training included the following:

- 1,541 EMT classes with 20,780 students
- 801 Fire training classes with 13,678 students
- 81 Environmental classes with 1,706 students
- 26 Law enforcement classes with 354 students
- 147 Hazardous materials (HAZMAT) classes with 2,232 students
- 11 Instructor courses with 207 students
- 45 Other public service classes with 1,108 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:

- Developed a career and technical education training Return on Investment (ROI) Model
- Presentation on iStream which is a web-based professional development tool
- Presentation on the National Repository of Online Courses (NROC)
- Developmental education workshops for faculty
- Workforce Development Institute
- West Virginia Community College Association

iv. Support for Career 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* initiative. During 2006-2007, 104 high schools and career-technical centers, representing 70 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 concentrations, career decision making, and contextual learning. State career 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. In 2006-2007, 27 technical review visits were conducted.

In 2006-2007, 18 of the 104 HSTW sites were identified as 21st Century Enhanced Design sites. These sites will work over the next five years to implement specific structures for success related to high performing high schools.

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

Secondary

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 and West Virginia Women Work! which is a state organization affiliated with Women Work! – The National Network for Women’s Employment. These programs actively recruit women to participate in training that incorporates assertiveness, elimination of sexual harassment, isolation, and discrimination on the job. The curriculum is designed to include both technical and academic skills necessary for success on the job. Job-seeking and job-keeping skills are also taught. 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 was again focused on retention of nontraditional education students. A statewide technical assistance workshop was 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.

The state endeavors, through nontraditional education services, to remove attitudinal barriers so that all students can enter and succeed in career and technical education programs.

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 experiential 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 secondary schools;
- Provide technical assistance to Local School Improvement Councils; and
- Provide technical assistance and leadership in all the SREB initiatives.

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.

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 nine 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. Nine 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 career-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 the 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 2006-2007 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

A major initiative to improve career guidance and counseling was made possible by the hiring of a full time School Counseling Coordinator in the Division of Technical and Adult Education. The coordinator has worked in collaboration with other staff members to improve delivery of career guidance and counseling state wide through a series of workshops and training sessions, as well as increased networking with education stakeholders. These efforts included:

- Presentations at Administrators Conferences: approximately 100 administrators attended three conferences.
- Two-day Training Session on Enhanced High Schools That Work: Approximately 60 educators attended workshop on advisor/advisee programs, increasing parent involvement, and utilization of career guidance resources.
- School Counselor Listservs: Listservs have been developed for communication with the 750+ school counselors across the state. Relevant up-to-date information is instantaneously shared with all professionals in the field.
- WV Model Advisor/Advisee Program Task Force: The state school counseling coordinator is leading the effort to develop this model for implementation in pilot sites in 2009-2010.

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 2006-2007, 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 Career-Technical Student Organizations

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

v. Improve or Develop New Career-Technical 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 Career 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 06-07.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	71.07	50.20
1S2	66.04	52.30
2S1	97.60	95.00
2S2	72.59	50.79
3S1	90.76	85.86
4S1	39.33	34.14
4S2	31.59	23.06

1S1: The state exceeded the agreed-upon performance level by 20.87. Continuing participation in the SREB initiative *High Schools That Work* (HSTW) contributed to this success through its emphasis upon increasing the rigor of the academic courses taken by CTE students.

1S2: The state exceeded the agreed-upon performance level by 13.74. 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.

2S1: The state exceeded the agreed-upon performance level by 2.60. Career/technical completers are students who are focused and goal-oriented. A high graduation rate is a normal expectation.

2S2: The state exceeded the agreed-upon performance level by 21.80. This measure is dependent upon the same factors as is 1S1.

3S1: The state exceeded the agreed-upon performance level by 4.90. Eligible recipients continue to improve their follow-up efforts. More completers are continuing education at the postsecondary level, taking advantage of the EDGE program (Earn a Degree – Graduate Early).

4S1: The state exceeded the agreed-upon performance level by 5.19. Recruitment efforts for nontraditional courses continue to be successful.

4S2: The state exceeded the agreed-upon performance level by 8.53. 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. 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.

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	78.21	87.77
1P2	90.98	93.56
2P1	58.83	54.79
3P1	89.22	88.32
3P2	93.34	89.92
4P1	17.05	17.03
4P2	21.43	17.70

1P1: The Community and Technical College System of West Virginia did not meet the agreed upon standard for academic attainment. All certificate and associate degrees require mathematics and communications as elements of the general education component. Even though WorkKeys is no longer an indicator in the new Perkins legislation, institutions will still be required to participate in the WorkKeys assessment. Institutions will increase the number of graduates that participate in the WorkKeys assessment, expand developmental studies courses, and emphasize WorkKeys skills in general education courses, which include math and communication skills.

1P2: The technical attainment performance standard did not meet the negotiated level. An emphasis will be placed on the programmatic standards and additional focus will be placed on activities that prepare individuals for 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 has continued to exceed the agreed upon standards 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, nontraditional students, and students with limited English proficiency (LEP). The system cannot identify students who are single parents, displaced homemakers, or migrants.

1S1: All special populations exceeded the agreed-upon performance level. This can be attributed to the same factors referenced in section A above. Staff development activities provided from the state and local levels to instructional personnel also contributed to this success.

1S2: Economically disadvantaged students and nontraditional students exceeded the agreed-upon performance level due to the same factors cited in section A above. Staff development will continue to emphasize effective instructional methodology to enable students with disabilities to meet and exceed the performance level.

2S1: Nontraditional enrollees met the performance level. The cell size for LEP was too small to be statistically significant. The performance attainment for students with disabilities and the economically disadvantaged in this core indicator both fell short. Additional support services, such as career guidance, will need to be provided in order to make the necessary improvement.

2S2: Economically disadvantaged and nontraditional students exceeded the agreed-upon performance level. 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: All special populations exceeded the agreed-upon performance level. Continued emphasis upon placement activities at the local level, careful follow-up, and accurate reporting are the primary strategies for this core indicator.

4S1: Economically disadvantaged students exceeded the agreed-upon performance level as a result of successful recruitment activities. Disabled and LEP students did not meet the required level and will require increased emphasis in recruitment.

4S2: All special populations exceeded the agreed-upon performance level. The state and eligible recipients will continue to emphasize quality instruction for special populations, supported by appropriate staff development activities.

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 are able 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 the vocational skill attainment (1P2). 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, three minority 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

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

Career/Technical 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
<i>Numerator: Number of completers at or above the appropriate ACT WorkKeys reading and math level</i>
<i>Denominator: Total number of completers</i> |
| 1S2 | State Standards and Assessment System
<i>Numerator: Number of students attaining passing score on end-of-course test</i>
<i>Denominator: Total number of students tested</i> |
| 2S1 | State/Local Administrative Data
<i>Numerator: Number of completers with diploma</i>
<i>Denominator: Total number of completers</i> |
| 2S2 | State/Local Administrative Data
<i>Numerator: Number of completers with diploma and appropriate ACT WorkKeys level</i>
<i>Denominator: Total number of completers</i> |

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

3P2	Employment Retention State developed and state administered <i>Numerator: Completers retained in employment</i> <i>Denominator: Completers employed</i>
4P1	Equity – Nontraditional Student Enrollment State/Local Administrative data <i>Numerator: Non-traditional students enrolled in targeted programs</i> <i>Denominator: Students enrolled in targeted programs</i>
4P2	Equity – Nontraditional Completers <i>Numerator: Non-traditional students graduating from targeted programs</i> <i>Denominator: Students completing a targeted program</i>

E. Improvement Strategies

Secondary

The state has implemented 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 receive on-site monitoring visits and targeted technical assistance and are 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 may 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

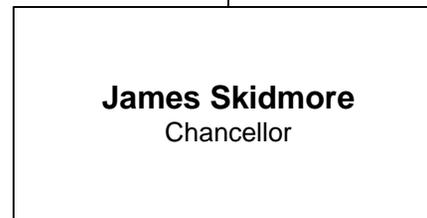
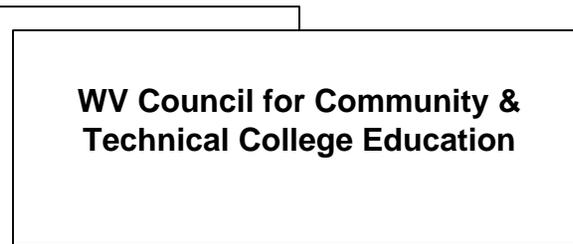
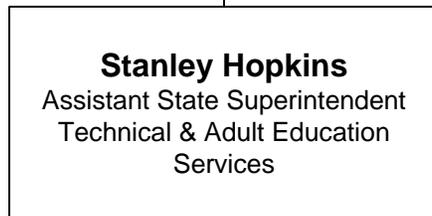
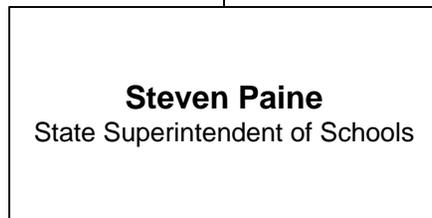
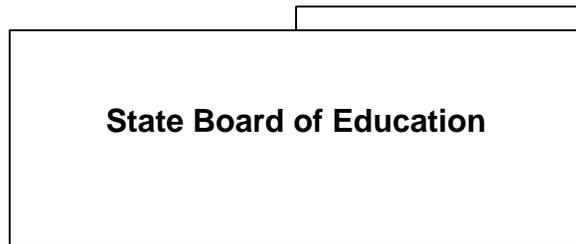
Delivering Technical Skills for the Oil and Gas Industry

The Community and Technical College System of WV have utilized the funds by establishing an Oil and Gas Training Center in Flatwoods, WV. Equipment and tools necessary for the various training modules have been purchased in addition to the construction of an oil rig simulator. To date, the training center has trained 30 floorhands, and the center is being utilized by oil and gas companies throughout the state as well as bordering states for new hire training and industry required safety recertification.

ATTACHMENTS

ORGANIZATIONAL CHART

WEST VIRGINIA ELIGIBLE AGENCY



LOCAL PLANNING GUIDES

L o c a l
E d u c a t i o n a l
A g e n c y

**PROGRAM
PLANNING
GUIDE**

2008 - 2009

West Virginia Department of Education
Division of Technical and Adult Education Services

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB
0346-00-46

1. Type of Federal Action: a. Contract [B] b. Grant c. Cooperative Agreement d. Loan e. Loan Guarantee f. Loan Insurance	2. Status of Federal Action: a. Bid/Offer/Application [B] b. Initial Award c. Post-Award	3. Report Type: a. Initial Filing [A] b. Material Change For Material Change Only: Year _____ Quarter _____ Date of Last Report _____
4. Name and Address of Reporting Entity: () Prime (X) Subawardee Tier <u>2nd</u> , if known: Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: WV Council for Community and Technical College Education 1018 Kanawha Boulevard, East Charleston, West Virginia 25301 Congressional District, if known:	
6. Federal Department/Agency: US Department of Education Office of Vocational & Adult Education	7. Federal Program Name/Description: Vocational Education Basic Grant to States CFDA Number, if applicable: <u>84.048A</u>	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$	
10. a. Name & Address of Lobbying Entity <i>(if individual, last name, first name, MI):</i> N/A <i>(Attach Continuation Sheet(s) SF-LLL-A if necessary)</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> N/A <i>(Attach Continuation Sheet(s) SF-LLL-A if necessary)</i>	
11. Amount of Payment (check all that apply): \$ <u>N/A</u> () actual () planned	13. Type of Payment (check all that apply): () a. Retainer () b. One-Time Fee () c. Commission () d. Contingent Fee () e. Deferred () f. Other; Specify: <u>N/A</u>	
12. Form of Payment (check all that apply): () cash () in-kind; specify: nature <u>N/A</u> value		
14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or member(s) contacted, for Payment Indicated in Item 11: N/A <i>(Attach Continuation Sheet(s) SF-LLL-A, if necessary)</i>		
15. Continuation Sheet(s) SF-LLL-A attached: () Yes () No		
16. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: Title: Telephone No.: _____ Date:	
Federal Use Only:		Authorized for Local Reproduction SF-LLL

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee; e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes; e.g., ARFP-DE-90-001.@
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D. C. 20503.

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 participants 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 Transactions," 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 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 this 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

STATEMENT OF ASSURANCES

The _____ board(s) of education hereby assures that:

1. This plan has been developed in consultation with the local advisory council for career and technical education and will be made available for review and comment by interested parties.
2. Equal opportunities in career and technical education programs will be provided to persons without discrimination because of race, sex, religious preference, national origin, or handicap.
3. The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.
4. The activities proposed in this application take into consideration manpower programs conducted in the area under the Workforce Investment Act (WIA) in order to assure a coordinated approach to meeting the training needs of the area.
5. To avoid duplication, consideration has been given to other occupational training programs being conducted by other agencies in the area.
6. Federal funds will not be used to supplant state or local funds designated for vocational education.
7. Federal funds will be used to improve the academic and technical skills of students participating in career and technical programs by strengthening the academic, and career and technical components of such programs through the integration of academic and career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects; to provide students with strong experience in and understanding of all aspects of an industry; and to provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
8. Students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.
9. Statistical, financial, and descriptive reports required by the West Virginia Department of Education will be submitted accurately and on time.
10. The applicant has made provisions for including appropriate representation of career and technical education personnel on Individualized Education Program Committees and/or Placement Advisory Committees for disabled students.

Signature(s) of County Superintendent(s)]

CORE INDICATORS OF PERFORMANCE
Required Levels of Performance

	2007-08	2008-09
1S1 Academic Attainment - Reading/Language Arts	75.83	75.83
1S2 Academic Attainment - Mathematics	65.83	65.83
2S1 Technical Skill Attainment		
3S1 Secondary School Completion		
4S1 Student Graduation Rates	80	80
5S1 Secondary Placement		
6S1 Nontraditional Participation		
6S2 Nontraditional Completion		

Under the provisions of Section 113(b)(4)(A) of the Carl D. Perkins Career and Technical Education Act of 2006, the state adjusted levels of performance listed above are hereby accepted as local adjusted levels of performance and incorporated into the LEA Plan for the first two program years covered by the local plan.

LEA: _____

County Superintendent(s)

LOCAL USES OF FUNDS
Section 135

REQUIRED USES:

- R1. Provide activities that strengthen the academic and career-technical skills of students through integration of academic and career-technical education through a coherent sequence of courses, such as career and technical programs of study.
- R2. Link secondary and postsecondary career-technical programs, including by offering the relevant elements of not less than one career-technical program of study.
- R3. Provide students with experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- R4. Develop, improve, or expand the use of technology in career-technical education, which may include: training career-technical personnel to use technology, which may include distance learning; providing students with the academic and career-technical skills that lead to entry into the technology fields, and encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
- R5. Provide professional development programs to personnel, including:
 - a. In-service and preservice training on: effective integration of academic and career-technical education; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement, and effective use of scientifically based research and data to improve instruction
 - b. Support of programs to ensure that personnel stay current with all aspects of an industry
 - c. Internship programs that provide relevant business experience
 - d. Programs designed to train teachers in the effective use of technology to improve instruction
- R6. Evaluation of career-technical education programs, including assessment of how special populations needs are being met
- R7. Initiate, improve, expand, and modernize quality career-technical education programs, including relevant technology
- R8. Provide services and activities that are of sufficient size, scope, and quality to be effective
- R9. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency

PERMISSIVE USES:

- P1. Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of career-technical programs
- P2. Provide career guidance and academic counseling
- P3. Provide local education and business partnerships, including for internships, cooperative education, school based enterprises, entrepreneurship, job shadowing, adjunct faculty arrangements for qualified industry professionals, and industry experience for faculty
- P4. Provide programs for special populations
- P5. Assist career-technical student organizations
- P6. Mentoring and support services
- P7. Leasing, purchasing, upgrading, or adapting equipment, instructional aids, and publications
- P8. Teacher preparation programs
- P9. Develop and expand postsecondary offerings, including through distance learning
- P10. Provide activities to support entrepreneurship education and training
- P11. Improving or developing new career-technical education courses
- P12. Develop and support small, personalized career-technical learning communities
- P13. Provide support for family and consumer sciences programs
- P14. Provide career-technical education programs for adults and school dropouts
- P15. Provide assistance to participants in finding an appropriate job or continuing the education
- P16. Support training and activities in nontraditional fields
- P17. Provide support for training programs in automotive technologies
- P19. Administrative costs not to exceed five percent

USES OF FUNDS

LEA: _____

Fiscal Year: 2008
(7-1-07 - 6-30-08)

List the facilities and career and technical education programs and services 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 narrative description of the intended purpose of the expenditure, to include activities addressed to meeting state and local adjusted levels of performance where deficiencies are identified. Additional pages should be numbered 1.a, 1.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 _____

PROGRAMS OF STUDY

LEA: _____ Fiscal Years: 2008-2009

Describe the career and technical education programs of study to be offered to students which include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content, the opportunity for participation in dual or concurrent enrollment, and that lead to an industry recognized credential or certificate.

IMPROVING ACADEMIC AND TECHNICAL SKILLS

LEA: _____ Fiscal Years: 2008-2009

Describe how the academic and technical skills of career and technical education students will be improved through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects; provide students strong experience in, and understanding of, all aspects of an industry; ensure that career and technical education students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and, encourage career and technical education students to enroll in rigorous and challenging core academic courses.

PROFESSIONAL DEVELOPMENT

LEA: _____ Fiscal Years: 2008-2009

Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.

METHODS OF CONSULTATION

LEA: _____ Fiscal Years: 2008-2009

Describe how parents, students, educators, representatives of tech prep consortia, entities participating in P.L. 105-220 activities, business and industry, labor organizations, special populations, and other interested individuals are involved in the development, implementation, and evaluation of technical education programs and how such individuals are effectively informed about and assisted in understanding the requirements of Title I of Perkins IV, including career and technical programs of study.

LEA FORM 1.5

PROGRAM EVALUATION

LEA: _____ Fiscal Years: 2008-2009

Describe the process that will be used to evaluate and continuously improve the performance of career and technical education programs and services.

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

LEA: _____ Fiscal Years: 2008-2009

Describe how equitable access to career and technical education 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 population students will not be discriminated against on the basis of their special population status.

LEA FORM 1.7

PREPARATION FOR NONTRADITIONAL FIELDS

LEA: _____

Fiscal Years: 2008-2009

Describe how funds will be used to promote preparation for nontraditional training and employment in high skill, high wage occupations, particularly for individuals who are members of special populations.

LEA FORM 1.8

CAREER GUIDANCE AND ACADEMIC COUNSELING

LEA: _____

Fiscal Years: 2008-2009

Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

LEA FORM 1.9

IMPROVING CTE STAFF RECRUITMENT AND RETENTION

LEA: _____

Fiscal Years: 2008-2009

Describe efforts to recruit and retain career and technical educators, career guidance and academic counselors, including members of groups underrepresented in the teaching profession, and the transition of individuals to teaching from business and industry.

LEA FORM 2

LOCAL CAREER/TECHNICAL EDUCATION ADVISORY COUNCIL

LEA _____ Fiscal Year _____

List below those persons who have been appointed to serve on the local advisory council for career/technical 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 gender 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.

Career/Technical Education Administrator

**The Carl D. Perkins
Career and Technical Education
Act of 2006**

**LOCAL PLANNING GUIDE
FY 2008-2009**

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

I. PURPOSE OF THE ACT

1. Further develop the academic, career and technical skills of career-technical students through high standards including preparation for high skill, high wage and high demand occupations.
2. Link secondary and postsecondary career-technical programs.
3. Increase flexibility in the administration and use of federal funds.
4. Disseminate national research about career and technical education.
5. Provide professional development and technical assistance to career educators.
6. Promote the development of rigorous and challenging academic and career-technical instruction.
7. Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions and career-technical centers, technical education, WIA Boards and employers.

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 career-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, career and technical skills of students through integration of academic, career and technical programs.
- b. Link secondary and postsecondary education.
- c. Provide programs that address all aspects of an industry.
- d. Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology careers and encouraging schools to work with high technology industries.
- e. Provide professional development for faculty, administrators and counselors, including in-service training, ensuring that faculty and personnel stay current with all aspects of an industry, internship programs that provide relevant business experience and programs designed to train faculty specifically in the use and application of technology to improve instruction.
- f. Evaluate programs and assess how special populations are being served.
- g. Develop, improve, expand and modernize quality career-technical programs including relevant technology.
- h. Provide services of sufficient size, scope and quality.
- i. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career-technical programs, for high skill, high wage or high demand occupations that will lead to self-sufficiency.

3. Permissible Use of Funds:

- a. Involve parents, businesses and labor organizations in planning, implementing, and evaluating career and technical education programs.
- b. Provide career guidance and academic counseling.
- c. Support local business and education partnerships.
- d. Provide programs for special populations.
- e. Assist career and technical student organizations.
- f. Provide mentoring and support services.
- g. Lease, purchase and upgrade equipment.
- h. Provide initial teacher preparation, including that for teacher candidates from business and industry.
- i. Develop and expand program offerings at times and in formats that are accessible for students, including working students and the use of distance education.
- j. Develop initiatives that facilitate the transition into baccalaureate degree programs.
- k. Provide activities to support entrepreneurship education and training.
- l. Develop and improve curriculum.
- m. Provide support for family and consumer sciences programs.
- n. Provide services for placement in employment and further education.
- o. Support nontraditional training and employment.

- p. Provide support for training programs in automotive technologies.
- q. Pool a portion of Perkins funding from another community and technical college for the purpose of implementing initiatives.
- r. 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, such programs meet the established Perkins Core Indicator standards and produces an adequate number of graduates annually to enter the workforce.

5) All Aspects of Industry

In career and technical education, "All Aspects of Industry" means providing students with a strong experience in and a comprehensive understanding of, the industry that the individual is preparing to enter. This includes technical and occupation-specific skills, principles of technology, labor and community issues, health and safety issues, environmental issues, financial issues and opportunities for advanced education/training.

6) Programs of Study

Career and technical programs of study, offered as an option to students when planning for and completing future coursework, for career and technical content areas that:

1. incorporate secondary education and postsecondary education elements;
2. include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
3. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

7) High-Skill, High-Wage, High-Demand Occupations

An occupation that pays a minimum entry-level wage of \$10 per hour; and has a projected statewide or community and technical college consortia district increase in demand over a five-year period; requires a postsecondary education, and culminates in an industry recognized credential, certificate or associate degree; or meets the demands of a documented economic development initiative.

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 Career and Technical Education Act funds shall be used to supplement local and/or state funds available for career and technical education. In no case shall federal funds supplant funds currently 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 career 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. Supplementary services, including 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, will be provided to students who are members of special populations.
7. The institution will maintain documentation to verify the eligibility of special population students enrolled in programs supported by federal funds.
8. All academic programs eligible for Perkins funding will have advisory committees whose majority membership will be individuals from the industry.
9. No more than five percent (5%) of the Perkins allocation will be utilized for administrative purposes.
10. Statistical, financial, and descriptive reports required by the West Virginia Council for Community and Technical College Education, the U.S. Department of Education, and the West Virginia Higher Education Policy Commission will be submitted in a timely manner.
11. All new career-technical programs implemented will be aligned with a secondary school career pathway.
12. Perkins funding may only be directed to programs that lead to high wage, high skill or high demand occupations.

President

Date

**TABLE 1
LOCAL PLAN CONTENTS – SECTION 134**

Requirements for local plans are as follows.

Describe local programs funded under this Act and how programs to receive funding will be determined.

1.

Show how local programs meet state adjusted performance levels.

1.

Demonstrate how local programs will improve the academic and technical skills of students, including how they help career and technical education students meet the same challenging academic proficiencies as are taught for all other students, and how students are taught all aspects of an industry.

1.

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.

1.

Describe how it will be determined if programs are of such size, scope and quality as to improve career and technical education.

1.

Describe the process used to evaluate and promote improvement in program performance.

1.

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; how strategies will be adopted to overcome barriers resulting in increased access and success of special populations.

1.

Describe how discrimination against special populations will be prevented.

1.

Indicate how funds will be used to promote nontraditional training and employment.

1.

Describe activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage or high demand occupations that lead to self-sufficiency.

1.

Describe how career guidance and academic counseling will be provided to career-technical students.

1.

Describe efforts to improve the recruitment and retention of career-technical education teachers, and career guidance and academic counselors, including individuals under-represented in the teaching professions.

1.

REQUIRED AND PERMISSIBLE USES OF PERKINS IV FUNDS
Tables 2 and 3

1. Provide information regarding planned activities to support the required and permissive uses of Perkins funds.
2. For each section, include as indicated on the following charts:
 - a. Describe the planned activity to support each
 - b. The projected expenditure dedicated to each
3. For planning purposes, use current year allocations for expenditure projections.
4. Complete the budget summary pages for the required and permissible uses of local funds and summarize the funding projected to be spent on the activities listed on the Perkins IV budget 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 IV activities.
7. Budgets must be itemized according to the categories listed.

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #1

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 1 (A-B):

Strengthen the academic, and career and technical, skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects.

1. Describe how career-technical education programs will strengthen the skills of participating students through the integration of academics with career-technical programs.

2. Describe how career -technical programs will strengthen the skills of participating students through a coherent sequence of courses.

3. Describe how career-technical programs will ensure learning in the core academic and career-technical subjects.

Below please summarize the Perkins funding you project to spend to support *required use #1 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #2

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 2:

Link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than 1 career technical program of study described in Section 122(c)(1)(A). Section 122(c)(1)(A) describes the career and technical education activities that assist in (i) incorporating secondary education and postsecondary elements; (ii) include coherent and rigorous content alignment with challenging academic standards and relevant career and technical content; (iii) may include the opportunity for secondary education students to acquire postsecondary education credits; and (iv) lead to an industry-recognized credential or certificate at the postsecondary level.

1. Describe how secondary and postsecondary education link career-technical education.

2. Describe how secondary and postsecondary education include the opportunity for secondary education students to acquire postsecondary education credits.

3. Describe how career-technical education leads to an industry-recognized credential.

Below please summarize the Perkins funding you project to spend to support *required use #2 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #3

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 3

Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

1. Describe how career-technical programs will provide students with experience and understanding of all aspects of an industry.

Below please summarize the Perkins funding you project to spend to support *required use #3 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #4

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 4 (A-C)

Develop, improve, or expand the use of technology in career and technical education, which may include (A) training faculty and administrators to use technology, which may include distance learning (B) providing students with the academic and career and technical skills that lead to entry into technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students.

1. Describe the *process* in which faculty and administrators will be trained to use/enhance their technology skills.

2. Describe the process and assurances as to how students will be provided academic and career-technical skills that will lead to an entry level position in a technology field.

3. Describe the collaboration process with technology industries that will make available voluntary internships and mentoring programs to career-technical students.

Below please summarize the Perkins funding you project to spend to support *required use #4 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #5

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 5 (A-D)

Provide professional development programs to faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs including in-service training, ensuring that faculty and personnel stay current with all aspects of an industry, internship programs that provide relevant business experience, and programs designed to train faculty specifically in the effective use and application of technology to improve instruction.

1. Describe the *types* of professional development activities that will be provided to faculty, administrators and counselors who are involved in career-technical education.
2. Describe the process in place that ensures faculty stay current with all aspects of an industry.
3. Describe professional development activities that are offered to faculty designed to improve instruction through the use of technology.

Below please summarize the Perkins funding you project to spend to support *required use #5 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #6

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 6

Develop and implement evaluations of the career and technical programs carried out with Perkins funds including an assessment of how the needs of special populations are met.

1. Describe the process that will be used to evaluate and continuously improve the performance of career-technical programs.
2. Describe how equitable access to career-technical programs will be provided to special population students, and how special population students will not be discriminated against.
3. Describe any modifications to facilities, equipment and delivery of instruction that have been made to accommodate the needs of special population students.

Below please summarize the Perkins funding you project to spend to support *required use #6 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #7

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 7

Initiate, improve, expand and modernize quality career and technical education programs including relevant technology.

1. Describe the use of Perkins funding for the development and implementation of new career-technical programs.
2. Describe the use of Perkins funding for the expansion of career-technical programs during fiscal years 2008 and 2009.
3. Describe upgrades/purchases of equipment used to support career-technical programs.

Below please summarize the Perkins funding you project to spend to support *required use #7 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #8

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 8

Provide services and activities that are of sufficient size, scope and quality to be effective.

1. Describe how funds will be used to ensure programs are of sufficient size to produce the number of graduates to meet local employment demands.

2. Describe how funds will be used to ensure the scope of programmatic content delivered meets the skill levels needed by local employers.

3. In addition to WorkKeys and technical skill proficiency assessments, describe how funds will be used to ensure the quality of programs delivered.

Below please summarize the Perkins funding you project to spend to support *required use #8 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2
REQUIRED USES OF PERKINS FUNDS
Required Use #9

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 9

Provide activities to prepare special populations, including single parents and displaced homemakers, who are enrolled in career and technical education programs for high skill, high wage or high demand occupations that lead to self-sufficiency.

1. Describe how funds will be used to prepare special population students for high skill, high wage occupations.

2. Describe the methodology used to identify special populations, single parents and displaced homemakers.

3. Describe how placement data will be collected to determine self-sufficiency of special populations, single parents and displaced homemakers.

Below please summarize the Perkins funding you project to spend to support *required use #9 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

**BUDGET SUMMARY
REQUIRED USES OF PERKINS FUNDS**

BUDGET SUMMARY REQUIRED USES OF PERKINS FUNDS							
Required Use	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total
Academic Integration							
Link Secondary & Postsecondary							
All Aspects of Industry							
Use of Technology							
Professional Development							
Evaluation & Assessment							
Develop & Upgrade Programs							
Services of Sufficient Size, Scope & Quality							
Special Populations							
TOTALS							

Comments:

**TABLE 3
PERMISSIVE USES OF PERKINS FUNDS**

The recipient may use Perkins funds for any of the permissive activities under Sec. 135(c) 1-20.

Involve parents, business and labor organizations in planning, implementing and evaluating career and technical education programs.

1.

Provide career guidance and academic counseling.

1.

Provide local education and business partnerships.

1.

Provide programs for special populations.

1.

Assist career and technical student organizations.

1.

Provide mentoring and support services.

1.

Lease, purchase and upgrade equipment.

1.

Provide initial teacher preparation, including that for teacher candidates from business and industry.

1.

Develop and expand program offerings at times and in formats that are accessible for students, including working students & the use of distance education.

1.

Develop initiatives that facilitate the transition into baccalaureate degree programs.

1.

Provide activities to support entrepreneurship education and training.

1.

Develop and improve curriculum.

1.

Provide support for family and consumer sciences programs.

1.

Provide services for placement in employment and further education.

1.

Support nontraditional training and employment.

1.

Provide support for training programs in automotive technologies.

1.

Pool a portion of Perkins funding from another community and technical college for the purpose of implementing initiatives.

1.

Other activities consistent with the purpose of this Act.

1.

**BUDGET SUMMARY
PERMISSIVE USES OF PERKINS FUNDS**

Below please summarize the Perkins funding you project to spend to support the *permissive uses activities* listed above during fiscal years 2008 and 2009.

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

Comments:

PERKINS IV BUDGET SUMMARY

Please indicate the projected amount of Perkins funds allocated to your institution (based on current year allocation) that are to be expended in each area for fiscal years 2008 and 2009.

Administration	
Curriculum Development	
Equipment	
Professional Development	
Guidance and Counseling	
Developmental Education	
Adaptation of Equipment	
Tech Prep Program	
Services to Special Populations	
Totals	

