

Career and Technical Education Spring Webinar March 11, 2009

AGENDA

Welcome and Director's Comments..... Elizabeth Russell

- Spring Regional Update Meeting Grid
- Standards of Accreditation Update
- CanDo Pilot
- Update on Workplace Readiness Skills
- New Administrators Workshop
- Summer Professional Development Institute
- Annual Performance Report
- Follow-Up Survey
- Financial Information
- Student Records Collection and End of Year Report
- Update on Industry Credentials and Webinars
- Virginia's Vision for Career and Technical Education
- High Schools That Work

Local Plan and Budget Elizabeth Russell

- New Submission Date – **May 15, 2009**
- Page iii through Schedule 1
- Schedule 1C-1 through Schedule M Anne Rowe
- Schedule 1N through End of Plan George Willcox

INFORMATION MATRIX

SPRING REGIONAL MEETING	WEBINAR
Director's Comments	Same
Industry Certification Update	On Webinar and links
Student and Employer Follow-Up	On Webinar
CTERS Update	On Webinar
Data Analysis	Posted on Web and E-Mail
Financial Update Information	E-Newsletters (monthly) and Webinar
Perkins Report	No Additional Report at this time
Career Pathways	On Webinar
Local Plan	On Webinar – March 11 & 18

STANDARDS OF ACCREDITATION UPDATE

8 VAC 20-131-50. Requirements for Graduation:

- One credit in economics and personal finance would be required for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas.
- Additional graduation requirements would become effective with the ninth-grade class of 2010–2011.

8 VAC 20-131-140. College preparation programs and opportunities for postsecondary credit:

- The Academic Career Plan would become effective with seventh graders in 2010-2011.
- The development timeline is extended throughout the student's seventh-grade year with completion required by the fall of the eighth-grade year.
- The Board of Education will establish guidelines for development of the Plan.
- Any personal academic and career plans prescribed by local school boards for students in grades 7-12 that are currently in effect would be approved to continue without further action by the Board.

"CanDo" PILOT PROGRAM

- ◆ The one school division per superintendent's region chosen to participate in the pilot study are:

Region 1—Henrico County
Region 2—Hampton City
Region 3—Stafford County
Region 4—Shenandoah County
Region 5—Rockbridge County
Region 6—Franklin County
Region 7—Washington County
Region 8—Mecklenburg County

WORKPLACE READINESS SKILLS

- ◆ The current Workplace Readiness Skills are being revupdated.
- ◆ The update project includes six major elements:
 - Updating/revising the skills list;
 - Preparing curriculum materials to support changes to the list;
 - Revising assessment strategies and instruments for the skills;
 - Broadening awareness of the attention to workplace readiness skills in CTE;
 - Using the skills revision process to enhance communication and partnerships with employers; and
 - Offering systematic and wide ranging professional development for teachers, administrators, and counselors in the skills, assessment, and application to career opportunities.

NEW ADMINISTRATORS CONFERENCE

- ◆ New format with three meetings throughout the year.
- ◆ Meeting Dates will be:
 - July 8 – 9 (1 ½ days in Richmond, hotel being negotiated);
 - Fall VACTEA Conference (October 6 from Noon to 4:00 p.m. and October 7 from 8:30 to 11:00 a.m. at Stonewall Jackson Conference Center in Staunton)
 - VACTE January Seminar (January, exact date to be announced, Richmond)

SUMMER PROFESSIONAL DEVELOPMENT INSTITUTE

- ◆ A Superintendent's Memo is scheduled to be posted on March 13 to announce the Summer Institute.
- ◆ Utilizing Perkins local funds for summer conference:
 - 2008-2009 funds can be used for summer conference registration and for the first night's lodging if they are encumbered by June 30, 2009.
 - The 2009-2010 Perkins local funds may be used after July 1, 2009 and receipt of the state director's E-Alert for permission to use 2009-2010 Perkins for professional development.

ANNUAL PERFORMANCE REPORT

- ◆ The State Annual Report will be presented for Board of Education approval on March 26, 2009.
- ◆ Virginia achieved all of the secondary performance standards.
- ◆ Division APRs will be posted for your use immediately after Board of Education approval of the state report.

STUDENT FOLLOW-UP SURVEY

- ◆ Teacher Field is no longer there because the student information is now collected in the End of Year Report.
- ◆ CTE Administrators signed off last year on their Completer Demographic Verification Report with no teacher information.
- ◆ If you want to add the teacher name you can do so in the Comments Section.
- ◆ New administrators will need a User Name and Password. Contact Virginia Tech via e-mail or telephone.
 - Pat O'Reilly oreilly@vt.edu
 - Jim Washington jwashin@vt.edu
 - 1-888-302-8533
- ◆ TELEPHONE NUMBERS: Student phone numbers are on the site but school divisions need to make an extra effort to secure EMPLOYER phone numbers.
- ◆ EMPLOYER ADDRESSES: Please be sure to check employer addresses (this is where their telephone number will help).
 - Make sure that you have "mailing address" and not "physical address."
 - If you check the address and it is correct then you can mark "OKAY."
 - If it shows a blank then **DO NOT** mark "okay." Again, this is where you can utilize the employer telephone number to secure a mailing address.
 - Correct the address if it is wrong.
- ◆ Should you have a completer who is deceased, write "deceased" in the COMMENTS section.

STUDENT RECORDS COLLECTION/END OF YEAR REPORT

- ◆ **SEE TALKING NOTES FOR THE CHANGE HERE.**
- ◆ All references to Career Families has been changed to "Career Clusters."

FINANCIAL UPDATE

- ◆ Financial Information is provided in the monthly e-newsletters.
- ◆ Industry Credentialing
- ◆ Carry-over Funds
- ◆ Perkins Funds

UPDATE ON INDUSTRY CREDENTIALS

- ◆ New Board of Education approved industry credentials were sent out via Superintendent's Memo #019-09: ***Revised List of Credentials Approved for the Board of Education's Career and Technical Education Seal of Advanced Mathematics and Technology, and Student-Selected Verified Credit***
http://www.doe.virginia.gov/info_centers/administrators/superintendents_memos/2009/019-09.shtml
- ◆ Superintendent's Memo #021-09: ***Teacher-Training Academies for Selected Industry Certifications (February-May 2009)***
http://www.doe.virginia.gov/info_centers/administrators/superintendents_memos/2009/021-09.shtml
- ◆ Find out more about opportunities to work toward a selected industry credential or state license while pursuing a high school diploma. ***Path to Industry Credentialing for Secondary Career and Technical Education:***
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/certification/>
- ◆ Specifically on this site are the WebEx recorded sessions which you can reach by first going to:
<https://vadoe.webex.com/vadoe/mywebex/default.php?Rnd9217=0.19804940909363255> and then clicking on then by clicking on "Recorded Sessions" under the "Attend a Session" on the left-hand side of the Web page. All of these have Gordon Creasy as the presenter and Gordon is updating these whenever new information dictates.
- ◆ **Remember that sessions to provide credentialing for teachers have been going on since January 2004.**
- ◆ Industry Credentialing is not required/allowed for NOCTI certifications.

VIRGINIA'S VISION FOR CAREER AND TECHNICAL EDUCATION

- ◆ Region II: April 2 at Norfolk Technical Center
- ◆ Region III: April 3 at Essex County School Board Office
- ◆ Region IV: March 27 at Arlington Career Center
- ◆ Region V: March 23 at Valley Vo-Tech Center
- ◆ Region VI: March 24 at Piedmont Arts Museum
- ◆ Region VII: March 25 at Abingdon High School
- ◆ Region VIII: March 26 at Amelia-Nottoway Technical Center
- ◆ Encourage CTE stakeholders to attend if possible
- ◆ There will be an on-line survey posted and we will let you know the details when they become available.

HIGH SCHOOLS THAT WORK

- ◆ There will not be a new round of grants this year.
- ◆ The schools that were new last year will be continued another year without having to resubmit a grant application.
- ◆ State will be providing additional support to these schools through DOE contracted services with SREB.

VIRGINIA WIZARD

- ◆ KUDER will end June 30, 2009 and we are meeting with KUDER representatives to determine the status of current on-line portfolios.
- ◆ Virginia Wizard is the beginning of what we hope will be a multi-agency Web portal.
- ◆ Tentative agreement between VDOE, SCHEV, VCCS, Virginia 529, and ECMC (federal student loans) to expand Virginia Wizard and utilize the career assessment/interest inventory under Virginia Wizard.
- ◆ Currently the site is specifically community college and can be located at: <https://www.vawizard.org/vccs/Main.action>

Local Plan and Budget

for

Career and Technical Education

2009 - 2010

Virginia Department of Education

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INTRODUCTION

The new *Carl D. Perkins Career and Technical Education Act of 2006* (referenced from this point on as the “Perkins Act”) requires that each eligible recipient prepare a **Local Plan for Career and Technical Education** that includes specific information in the following three areas:

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

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

Plan Due Date

The application for career and technical education federal funds for the year **2009 – 2010** is due on **May 15, 2009**. Schedule IC is due on **March 2, 2009**.

Federal Grants

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

Basis for Determining 2009-2010 Perkins Grants to Local Education Agency (LEA)

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

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

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

Appropriate Use of Federal Funds
Section 135. Local Uses of Funds

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

Program Improvement

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

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

Note. As a state agency, Virginia has decided to allow funding for projects, services, or activities beyond three years as long as all Perkins performance standards are showing state-defined continuous improvement, meet, or exceed the adjusted state-level performance standards. If any of the Perkins performance standards do not show continuous improvement, meet, or exceed the adjusted state-level performance standards, then local school divisions may not utilize Perkins funds for more than three years on any project, service, or activity unless special circumstances demonstrate a justifiable need to extend beyond the third year and prior approval has been requested from the Virginia Department of Education, Office of Career and Technical Education.

The three years **began** with 2006 – 2007, the initial year of the Perkins IV Act or the year of the project, service or activity’s inception, whichever is the later date.

Required and Permissive Use of Funds

A locality must fund:

- o professional development programs (see page 48)
- o activities to prepare special populations (see page 48) and
- o one or more additional required use of funds before permissive items can be funded.

A minimum of 60 percent of Perkins Funds must be spent in required areas.

Funds for Administration of the Federal Grant Award

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

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

Descriptions are required to meet certain provisions of the Perkins Act. Complete schedules 1 – 2B on pages 8-52 to meet these provisions.

Detailed instructions for completing the document are provided. For assistance in completing this document, please refer to the list on pages 56-57 and contact the appropriate cluster coordinator listed for your division.

The completed application must be submitted to the address below no later than **May 15, 2009**. If you are unable to meet this deadline, a written or e-mailed request for an extension must be sent to the director, office of career and technical education, along with a projected date for submission of the plan at the address below:

Elizabeth M. Russell, Director
Office of Career and Technical Education Services
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120
E-Mail: Elizabeth.Russell@doe.virginia.gov

No Perkins funds may be expended until your local plan and budget are approved.

SPECIAL NOTES

1. **Regional Career and Technical Centers**

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

2. **Rounding Amounts**

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

3. **Accountability Report**

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

4. **Prior-year Data**

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

SOQ Add-on	Adult Occupation Supplements
Federal Grants	Adult Occupation Teachers, Full-time
Extended Contracts	Adult Occupation Teachers, Part-time
Career and Technical Center Administrators (Principals and Assistant Principals)	

DIRECTIONS FOR COMPLETING THE LOCAL YEAR PLAN FOR CAREER AND TECHNICAL EDUCATION FUNDS

1. **COVER PAGE**

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

2. **LOCAL ASSURANCES/CERTIFICATION – SIGNATURE REQUIRED**

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

3. **TECHNICAL SKILLS ASSESSMENT CERTIFICATION**

Fill in the name of the school division. Review each statement and obtain the signature of the director/coordinator of career and technical education and the division superintendent.

4. **PERFORMANCE ASSESSMENT REPORT**

Fill in the name of the school division. Complete all required information and obtain the signature of the division superintendent and career and technical education administrator. **This section replaced the Local Improvement Plan as of the 2007 – 2008 school year. Performance Standards that are not being met should be addressed within the schedules of the plan and the budget.**

5. **CTEMS SCHEDULES 1– 1P**

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

Schedule 1

Required Schedules. Return CTEMS Schedule 1 with all required CTEMS schedules.

Schedule 1A

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

Schedule 1B

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

Schedule 1C

New Programs/Courses, Optional. Please complete for any new course offerings. **Due date is March 2, 2009.**

Schedule 1C-1

Career Clusters: Career Pathway – Plan of Study. Please submit a minimum of one Career Cluster: Career Pathway - **Plan** of Study being offered in your division.

Schedule 1D

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

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

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

Identification of Services. Check the appropriate services offered for each special population in your division. *Please note that child-care, special transportation, and special seminars for fathers, teens, e.g., are **only available** to single-parents, nontraditional, and displaced homemaker students.*

Schedule 1E

Strengthen/Improve Academic and Technical Knowledge and Skills. Provide details for each fiscal year from 2009-2010, on each of the activities that will be conducted in individual program areas. This should also include the program area checklist.

Schedule 1F

Understanding All Aspects of Industry (AAI). Provide details for fiscal year 2009-2010 for your plan of activities to strengthen and improve your program(s) to provide students with experiences in and understanding of all aspects of industry. This should also include the program area checklist.

Schedule 1G

Expansion of Technology. Provide details for fiscal year 2009-2010 on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology. This should also include the program area checklist.

Schedule 1H

Professional Development. Provide details for fiscal year 2009-2010 on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, and administrators associated with any of your career and technical programs. This should also include the program area checklist. Provide details on any locally sponsored staff development planned for the 2009-2010 fiscal year.

Schedule 1I – SIGNATURE REQUIRED

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

Schedule 1J

Improvement, Expansion and Modernization. Provide details for fiscal year 2009-2010 on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand, and modernize quality career and technical education programs. This should also include the program area checklist.

Schedule 1K

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

Schedule 1L

Size, Scope and Quality of Program(s). Describe the process you will use annually to determine that programs provided and funded under this Perkins Act are of sufficient size, scope and quality to ensure effectiveness. This should also include the service/activities checklist.

Schedule 1M

Secondary/Postsecondary Linkages. Provide details for the fiscal year 2009-2010 on your plan of activities to strengthen/improve ways/methods you are using to link secondary and postsecondary career and technical education programs. This should include the secondary/postsecondary checklist.

Schedule 1N

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

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

Schedule 1O

Placement Services and Job-Seeking Skills. Describe placement services provided for all students exiting school. Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

Schedule 1P

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

6. CTEMS SCHEDULE 2A –B

Schedule 2A (State and Local Funds)

Administration

Line 1 and 2: Principals and Assistant Principals

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

Extended Contracts, Adult Supplements, and Local Funds. (Documentation of local funds provides needed information for maintenance of effort by the locality.)

Line 3: Extended Contracts

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

Line 4: Adult Occupation Supplements

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

Line 5: Adult Occupation Teachers (Full-time)

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

Line 6: Adult Occupation Teachers (Part-time)

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

Line 7: Operational Costs (Local Funds)

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

Line 8: Instructional Supplies and Materials (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for instructional supplies and materials in 2009-2010.

Line 9: Other Instructionally Related Costs (Local Funds)

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

Line 10: Equipment (Local funds)

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

Schedule 2A-1 (Only to be completed by school divisions participating in Regional Center Programs).

Column A: Total CTE Students in **School** Division

Indicate the total number of students taking CTE classes in your division. This should include students taking courses at the home school and at the regional center. This should be an **unduplicated count**. **Use current year data.**

Column B: Number of CTE Students Enrolled in Courses at the Regional Center **or a Regional Governor's Career and Technical Academy**

Indicate the number of students from your divisions participating in programs at the Regional Center. **Use current year data.**

Column C: Percent of CTE Students

Divide the number in Column B by the number in Column A.

Column D: Percent of Perkins Funds to be Sent to the Regional Center

The **amount of Perkins dollars** in Column D **must equal** the percentage **found** in Column C.

7. Schedule 2B (Federal Funds) - Section 135 Activities

The Perkins Act contains the following statement in Section 135:

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

- (1) In Column 1, indicate the name of the activity for which expenditures are planned using federal funds. A locality must fund professional development, activities to prepare special populations, and one or more additional required uses of funds before permissive items can be funded (see page 48).
- (2) In Column 2, indicate the name of the program for which expenditures are planned using federal funds. See (1) above for required uses prior to utilizing for permissive uses.
- (3) In Column 3, describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in vocational and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins Act.
- (4) In Column 4, indicate the funding requirement code (from Section 135) for which expenditures are being planned. Provide one number per narrative description (required and permissive uses may be found on page 54 of this document).
- (5) In Column 5, indicate the planned **TOTAL** expenditures of federal funds for each program or activity.

Schedule 2B (Federal Administration of Funds)

2B Administration, Lines 1-3:

Show the **TOTAL AMOUNT** under Line 3 to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such as microcomputers. The total amount for administration may not exceed 5% of the total federal grant.

Summary Budget Worksheet

Classify the proposed activities identified on CTEMS Schedule 2B, Budget of Perkins Funds, and 2B, Federal Administration of Funds according to the correct expenditure categories on the Summary Budget Worksheet. Refer to page 53 for Expenditure Accounts Description. The total amount of all expenditure categories must equal the CTEMS Schedule 2B total on page 50.

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

8. APPENDIX-Certification Forms

Please sign and return with application.

LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION FUNDS
2009-2010

SCHOOL DIVISION

DATE SUBMITTED

LOCAL ASSURANCES

The _____ School Board hereby assures the Virginia Board of Education (State Board of Career and Technical Education) that:

1. Programs services, and activities included under this agreement will be operated in accordance with the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) and all applicable Virginia Public School Laws.
2. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Section 119(d)(1-2))
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec 122(c)13)
4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec 134(b)3)
5. The applicant will 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. (Sec 134(b)3) and (Sec 135(b)7)
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education and tech prep activities. (Sec 311(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec 314)
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec 315)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec 322)
11. Funds used under this Perkins Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 317)
12. None of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit

to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Section 118).
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.
15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan has been developed in consultation with the local career and technical education advisory council which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the State Board of Education, and in compliance with the requirements of Section 113 of the *Carl D. Perkins Career and Technical Education Act of 2006*.
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.

CONDITIONS

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

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

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

CERTIFICATION

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

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

Perkins IV Technical Skills Assessment Certification
(To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.
2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.
 - a) Competencies are specified to students prior to instruction.
 - b) Competencies include “all aspects of the industry” and “workplace readiness skills.”
 - c) An internal evaluation system (i.e., state supplied Student Competency Record)* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

***Student Competency Records should be used accordingly:**

- a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
- b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance level of students on each essential competency.
- c) Grading rubrics should be used where appropriate in skill performance applications.
- d) Student competency records should be retained in the school division for five years.

School Division Name

Director/Coordinator of Career and Technical Education

Date

Division Superintendent or Designee

Date

**PERFORMANCE ASSESSMENT
(Annual Submission Required)**

Performance assessment will be done in conjunction with participating school divisions with the exception of applicable regional center standards.

SCHOOL DIVISION: _____

Complete the information below. Your local plan should reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits.

Because 2008-2009 was the first full year under Perkins IV, the negotiations for each performance standard have changed based on the new State/U.S. Department of Education negotiated rates. All school divisions must meet state performance standards. If a performance standard is not met, the local division must add .50 to their percentage achieved on their APR rate for the prior year. Once a school division has met the Virginia performance standards, they must show continuous improvement each year.

Performance Standards	Virginia Performance Standard for 2008 – 2009 (based on prior year data)	2007 – 2008 LEA Actual Performance from APR	LEA Projected Rate for 2009 - 2010 Performance (based on actual data from 2007 – 2008)¹
PERKINS			
1S1 Academic Attainment – Reading/Language Arts	65.00%		
1S2 Academic Attainment – Mathematics	63.00%		
2S1 Technical Skills Attainment	75.00%		
3S1 Secondary School Completion	75.00%		
4S1 - Student Graduation Rates	61.00%		
5S1 - Secondary Placement	75.00%		
6S1 - Nontraditional Participants	13.63%		
6S2 – Nontraditional Completion	9.00%		

¹This rate may be impacted by negotiations with the U. S. Department of Education for the state performance standards, resulting in a level higher than actual plus .50.

PERFORMANCE ASSESSMENT, Continued

SCHOOL DIVISION: _____

VIRGINIA INDICATORS	LEA ACTUAL PERFORMANCE 2007-2008	LEA PROJECTED PERFORMANCE FOR 2009-2010
Employee Satisfaction		
Employer Satisfaction		

Status of Local Performance Standards (This information may be obtained by looking at your Annual Performance Report for 2007 – 2008):

- Number of performance standards/elements not met for first time _____. **Identify performance standards not met from page five.** Explain why you did not meet each of these.

Identify the schedule(s) and/or budget item(s) (Page and Line Item from Schedule 2B) that indicate activities/projects planned to increase performance.

- Number of performance standards/elements not met for two **consecutive** years: _____.
_____. **Identify performance standards/elements not met.** Explain why you did not meet each of these and what was done in prior years to improve the performance.

Identify the schedule(s) and/or budget item(s) (Page and Line Item from Schedule 2B) that indicate activities/projects planned to increase performance.

- Number of performance standards/elements not met for three **consecutive** years: _____.
_____. **Identify performance standards/elements not met.** Explain why you did not meet each of these and what was done in prior years to improve the performance.

Identify the schedule(s) and/or budget item(s) (Page and Line Item from Schedule 2B) that indicate activities/projects planned to increase performance.

PERFORMANCE ASSESSMENT, Continued

SCHOOL DIVISION: _____

**Career and Technical Education Administrator
(Signature)** _____
Date

Division Superintendent (Signature) _____
Date

STATE USE ONLY

____ Division Local Plan identifies activities/projects for program improvement and resources to be used.

____ Technical Assistance required.

On-site visit required: Yes _____ No _____ Date of Visit: _____

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1
CONTINUATION OF PRIOR YEAR PLAN ACTIVITIES
2009-2010**

Listed below are all CTEMS Schedules. ~~Since 2008-2009 is the beginning year for the new five year state plan under the Carl D. Perkins Career and Technical Education Act of 2006, all CTEMS schedules must be completed and returned for 2009-2010.~~ **Only submit schedules in #1 and any changed schedules from #2.**

1. CTEMS Schedules Required for 2009-2010

- | | |
|---|---|
| <input type="checkbox"/> Local Assurances and Conditions | <input type="checkbox"/> CTEMS Schedule 1L (Complete only check off Schedule 1L.) |
| <input type="checkbox"/> Technical Skills Assessment Certification Form | <input type="checkbox"/> CTEMS Schedule 1M |
| <input type="checkbox"/> Performance Assessment | <input type="checkbox"/> CTEMS Schedule 1N |
| <input type="checkbox"/> CTEMS Schedule 1 | <input type="checkbox"/> CTEMS Schedule 1O |
| <input type="checkbox"/> CTEMS Schedule 1A | <input type="checkbox"/> CTEMS Schedule 1P |
| <input type="checkbox"/> CTEMS Schedule 1B | <input type="checkbox"/> CTEMS Schedule 2A |
| <input type="checkbox"/> CTEMS Schedule 1C-1 | <input type="checkbox"/> CTEMS Schedule 2A-1 |
| <input type="checkbox"/> CTEMS Schedule 1D | <input type="checkbox"/> CTEMS Schedule 2B |
| <input type="checkbox"/> CTEMS Schedule 1H | <input type="checkbox"/> Certifications |
| <input type="checkbox"/> CTEMS Schedule 1J | |
| <input type="checkbox"/> CTEMS Schedule 1K | |

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

- CTEMS Schedule 1C (Due March 2, 2009.)
- CTEMS Schedule 1E
- CTEMS Schedule 1F
- CTEMS Schedule 1G
- CTEMS Schedule 1I [Complete only if change in personnel signing section (verifying signatures) has occurred.]

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1A
Local Plan Requirement and Stakeholder Participation
2009-2010 Plan**

Section 134(a) and Section 135 (c)(1). The local plan shall be for the same period of time as the State Plan submitted under Section 122. ***Please check the types of involvement each of the groups below have had in the development of your local plan.***

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

(Check more than one letter, if appropriate.)

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

Describe how the required respective groups were involved in the development and implementation of your local plan for 2008-2009.

Describe how the required respective groups were involved in the evaluation of your career and technical education programs, utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the current year.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B
STAKEHOLDER INVOLVEMENT
2009-2010 Plan**

Section 134(b)(5) and Section 135(c)(1). Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

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

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

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

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

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

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1C
APPLICATION FOR NEW CAREER AND TECHNICAL EDUCATION PROGRAM/COURSE
2009-2010 Plan

INSTRUCTIONS/PROCEDURES – DUE ON MARCH 2, 2009.

1. Submit a copy of this application by **March 2, 2009** if adding new programs/courses.
2. Complete a separate application for each new program or course.
3. Contact the program specialist for assistance if the program or course is different from State guidelines.

I. CONTENT AREA

- Agricultural Education (Including Leadership and Military Sciences)
- Business & Information Technology
- Health and Medical Sciences
- Marketing (Including Entrepreneurship)
- Family & Consumer Sciences (Including Teachers for Tomorrow)
- Technology Education
- Trade and Industrial Education
- Career Connections
- Other (specify)

II. PROGRAM/COURSE INFORMATION (Use state title and course code.)

A. Program/Course identification and location

Title _____	Course Code _____
<i>(NOTE: Use program/course title and code as it appears in <u>CTERS USERS' MANUAL.</u>)</i>	
Length of course _____	Grade level to be served _____
School(s)/facility where offered _____	
Date of implementation _____	

B. Person responsible for administering the program

_____	_____
Name	Title

C. Will the program follow the description in the **ADMINISTRATIVE PLANNING GUIDE?** If no, describe changes/additions. (Please attach.)

- Yes No

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

- Yes No

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

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

Yes

No

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

H. Data on labor market and/or employment needs for this program/course must be provided.

[Please attach. Regional and state data may be obtained from the following Web sites:

http://www.ctetrailblazers.org/live_data/live_site_page.php?page_id=86&short_title=Employment%20Projections&title=Employment%20Projections or <http://www.careerconnect.state.va.us/>.

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

Division Superintendent (Signature)

Date

FOR STATE USE ONLY

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

REVIEWED BY: _____
Program Specialist (Signature)

Date

APPROVED BY: _____
State Director/Designee (Signature)

Date

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2009-2010 Year Plan**

INSTRUCTIONS/PROCEDURES

DIVISION NAME: _____

Assistance for completing career clusters/pathways/plans of study may be found at:
<http://www.doe.virginia.gov/VDOE/Instruction/CTE/careerclusters/>.

By the beginning of the 2012-2013 school year, local school divisions must have in place at least one career pathway representing each program area offered. **Plans** of Study must be submitted annually until all applicable career pathways have been identified and implemented. (*Section 134(b)(3)(A) and Section 135(b)*). The school division may submit more than one Career Clusters: Career Pathways - Plan of Study per year, if it so chooses. **Plans** of Study must be attached to Schedule 1C-1. Each career pathway must have the appropriate **Plan of Study**.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Example: Science, Technology, Engineering, and Mathematics	Engineering and Technology	2007-2008	Local

I. CLUSTER AREAS (For Plans of Study being submitted for 2009 - 2010.)

- | | |
|--|---|
| <input type="checkbox"/> Agriculture, Food, & Natural Resources
<input type="checkbox"/> Arts, A/V Technology & Communications
<input type="checkbox"/> Education & Training
<input type="checkbox"/> Government & Public Administration
<input type="checkbox"/> Hospitality & Tourism
<input type="checkbox"/> Information Technology
<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Science, Technology, Engineering, & Mathematics | <input type="checkbox"/> Architecture & Construction
<input type="checkbox"/> Business Management & Administration
<input type="checkbox"/> Finance
<input type="checkbox"/> Health Science
<input type="checkbox"/> Human Services
<input type="checkbox"/> Law, Public Safety, Corrections, & Security
<input type="checkbox"/> Marketing
<input type="checkbox"/> Transportation, Distribution, & Logistics |
|--|---|

II. CAREER CLUSTER INFORMATION

- A. For each career cluster identified above, list the career pathways in that cluster that will be offered in your schools or center CTE program, and identify whether the program will use state *Plans of Study* for each pathway or locally-developed *Plans of Study*. All *Plans of Study* must be attached to Schedule 1C-1. All *Plans of Study* must include Items 1, 2, 3, 4, 6, and 7 of the following components and you are encouraged to include Item 5. (*Section 134(b)(3)(B-E)*.)

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2009-2010 Year Plan**

PLANS OF STUDY SUBMITTED FOR 2009 - 2010 LOCAL PLAN

CLUSTER	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Example: Science, Technology, Engineering, and Mathematics	Engineering and Technology	Local

1. Improve the academic 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 coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in –
 - i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. career and technical education subjects.*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.
3. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
4. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits elements (This may be shown through either a statewide or locally-developed articulation agreement or Tech Prep articulation agreement or an individual local education agency agreement with a community college/college/university).
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/NOCTI assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
7. All Plans of Study templates must include all elements shown in the state template.*

*** Required**

** If any courses described in the *Plan of Study* above are new (never offered before in the division), CTEMS Schedules 1C must be completed for each new course and submitted by **March 2, 2009**.

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2009-2010 Year Plan**

B. Person(s) responsible for administering the career cluster programs

_____ Secondary: Name/Title	_____ Signature	_____ Date
_____ Postsecondary: Name/Title	_____ Signature	_____ Date

FOR STATE USE ONLY

This application for a new career cluster is approved consistent with the requirements of *Carl D. Perkins Career and Technical Education Act of 2006*.

REVIEWED BY:

_____ Program Specialist(s) or Cluster Coordinator (Signature)	_____ Date
--	----------------------

APPROVED BY:

_____ State Director/Designee (Signature)	_____ Date
---	----------------------

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1D
Special Populations Report
2009-2010 Plan**

A. State the number of economically disadvantaged, disabled, limited English proficient (LEP), migrant, single-parent, nontraditional, and displaced-homemaker students eligible for services provided by your school division.

Number of Economically Disadvantaged (including foster children)	Number of Disabled	Number of Limited English Proficient	Number of Migrant	Number of Single-parent (including single pregnant women)	Number of Non-traditional Training and Employment	Number of Displaced-homemakers

B. **Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(14, 16 and 17).** Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

C. **Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(17).** Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

D. **Section 134 (b)(9) and Section 135(b)(9)and (c)(4).** Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

E. Section 134(b)(8)(C) and (b)(10) and Section 135(b)(9) and (c)(4) and (c)(17).
 Provide activities/services to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NONTRADITIONAL	DISPLACED HOMEMAKERS
Supplemental basic academic instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental social growth activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-level, high-interest reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional or teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation for work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-study programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coop education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job placement and follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job-coach and job-transition services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-site visitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTE student organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special seminars for fathers, teens, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1E
Strengthen/Improve Academic and Technical Skills
2009-2010 Plan**

Section 134(b)(3)(B,D,E) and Section 135(b)(1)(A,B) and (c)(12). Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

Directions

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

ACTIVITIES	DIVISION PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing and using academic and career and technical collaborative lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using academic/career and technical team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing dual credit options (Describe in Schedule M – not necessary to specify on Schedule E narrative on the next page.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing joint academic/career and technical instructional assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Planning joint academic/career and technical field trips to business/industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Providing a senior research project with both academic and career and technical education components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1E (continued)
Strengthen/Improve Academic and Technical Skills
2009-2010 Plan

Section 134(b)(3)(B, D, E) and Section 135(b)(1)(A,B) and (c)(12). Provide **specific** details on each of the activities **checked on the previous page** that will be conducted in individual program areas that are intended to strengthen/improve the academic and technical knowledge and skills of participating students.

2009-2010

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1F
All Aspects of Industry
2009-2010 Plan**

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide students with experience in and understanding of all aspects of an industry.

Directions

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

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

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1F (continued)
All Aspects of Industry
2009-2010 Plan**

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide **specific** details on each of the activities **checked on the previous page** to strengthen/improve your program(s) in providing students with experiences in and understanding of all aspects of an industry.

2009 – 2010

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1G
Technology in Career and Technical Education
2009-2010 Plan**

Section 135(b)(4 and 7) and (c)(9 and 12). Develop, improve, or expand the use of technology in career and technical education.

Directions

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

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

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1G (continued)
Technology in Career and Technical Education
2009-2010 Plan

Section 135(b)(4 and 7) and (c)(9 and 12). Provide **specific** details on each of the activities **checked on the previous page** to strengthen/improve ways programs will develop, improve, or expand the use of technology.

2009 – 2010

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1H
Professional Development Provided
2009-2010 Plan**

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). **Section 134(b)(12)(A and B).** Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

Directions

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

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. In-service and preservice professional development on:								
(1) Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) 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 as defined in section 9101 of the ESEA of 1965); and career and technical education subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
(3) Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) State-of-the-art career/technical programs and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Effective teaching skills based on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Effective practices to improve parental and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Opportunities for National Board Certification to provide teachers access to Virginia incentives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in regional, state, and college teacher placement job fairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Offer Virginia Teachers for Tomorrow (Teacher cadet) program for secondary students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Business/industry internship programs for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1H (continued)
Professional Development Provided
2009-2010 Plan**

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Provide **specific** details on each of the activities **checked on the previous page** to strengthen/improve ways you will provide professional development to teachers, counselors, or administrators associated with any of your career and technical programs.

2009 – 2010

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1H (continued)
Professional Development Provided
2009-2010 Plan**

Directions

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

ACTIVITIES	YOUR PROGRAMS							
<p>Note. All professional development provided must meet requirements for professional development as identified in Perkins IV. (Indicate the number of teachers/administrators attending from each program area within the boxes.)</p>	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. State conferences, institutes, or workshops								
b. National conferences, institutes, or workshops								
c. Local conferences, institutes, or workshops								
d. State professional organization conferences, institutes, or workshops								
e. Internship in industry								
f. Other (specify)								

SCHOOL DIVISION: _____

CTEMS SCHEDULE 11
Evaluation of Career and Technical Education Programs
2009-2010 Plan

Section 134(b)(7) and Section 135(b)(6). Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Please check (√) blanks, all required.

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

Career and Technical Administrator (Signature)

Date

Superintendent (Signature)

Date

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1J
Quality Career and Technical Education Programs
2009-2010 Plan

Section 134(b)(6) and Section 135(b)(4,7). Initiate, improve, expand, and modernize quality career and technical education programs.

Directions

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

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

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1J (continued)
Quality Career and Technical Education Programs
2009-2010 Plan

Section 134(b)(3)(6) and Section 135(b)(4,7). Provide **specific** details on each of the activities **checked on the previous page** to strengthen/improve ways in which your school division will initiate, improve, expand and modernize quality career and technical education programs

2009-2010

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1K
Using Data to Improve Career and Technical Education
2009-2010 Plan

Section 134(b)(7) and Section 135(b)(6). Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient using the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

2009-2010

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1L
Sufficient Size, Scope, and Quality of Services and Activities
2009-2010 Plan**

Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2). Provide assurances that the eligible recipient will 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.

Directions

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

SERVICES/ACTIVITIES	YES
a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)	<input type="checkbox"/>
b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)	<input type="checkbox"/>
c. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)	<input type="checkbox"/>
d. Career and technical education programs incorporated into the K through 12 curricula that include: <ul style="list-style-type: none"> • Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills; • Career exploration opportunities in the middle school grades; and • Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.) 	<input type="checkbox"/>

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1L (continued)
Sufficient Size, Scope, and Quality of Services and Activities
2009-2010 Plan**

SERVICES/ACTIVITIES	YES
<p>e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board... (Standards of Quality § 22.1-253.13:4.D.2.)</p>	<input type="checkbox"/>
<p>f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.</p> <p>School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may:</p> <ul style="list-style-type: none"> a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and b. Permit student completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.5.) 	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1L (continued)
Sufficient Size, Scope, and Quality of Services and Activities
2009-2010 Plan

Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2). Utilizing your performance on 1S1 – Academic Attainment Reading/Language Arts, 1S2 – Academic Attainment Mathematics, 2S1 – Technical Skill Attainment, and 5S1 Secondary Placement, describe, in detail, the local process you will use annually to determine that programs funded under this Act are of sufficient size, scope and quality to ensure effectiveness.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M
Link Secondary/Postsecondary Career and Technical Education
2009-2010 Plan

Section 134(b)(11) and Section 135(b)(2) and (c)(10 and 16). Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Directions

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

Career Pathways: Plans of Study

Career assessment programs (please indicate programs--i.e., Kuder, that you are using).

Career and academic counseling/coaching.

Career fairs and placement services.

High Schools that Work

Tech Prep (Specify programs involved.)

Dual Enrollment Options (Specify courses/programs.)

Other Postsecondary Credit Programs (Please list those other than Tech Prep and Dual Enrollment.)

Other (specify)

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M (continued)
Link Secondary/Postsecondary Career and Technical Education
2009-2010 Plan

Provide specific details that support each of the activities listed on the previous page.

2009-2010

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N
Equity Provisions of General Education Provision Act
2009-2010 Plan

Section 134 (b)(8, 9, 10, and 12). Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N (Continued)
Employment Counseling
2009-2010 Plan

Section 134(b)(11) and Section 135(c)(2). Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 10
Placement Services
2009-2010 Plan**

Section 134(b)(11) and Section 135(c)(2 and 10). Describe placement services provided for all students exiting school.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 10 (continued)
Job-Seeking Skills
2009-2010 Plan

Section 134(b)(3)(C) and (8)(C) and Section 135(c)(2, 3 and 10). Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1P
Labor Market Needs
2009-2010 Plan**

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

SCHOOL DIVISION: _____

**CTEMS 2A - CAREER AND TECHNICAL EDUCATION FINANCIAL AND
STATISTICAL DATA
2009-2010 Plan**

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)		
2. Assistant Principal (includes Special Career and Technical Centers)		
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs		
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	Amount	
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		
8. Instructional Supplies/Materials		
9. Other Instructionally Related Costs		
10. Equipment		

SCHOOL DIVISION: _____

CTEMS 2A-1 - CAREER AND TECHNICAL EDUCATION FINANCIAL AND STATISTICAL DATA: PARTICIPATION IN REGIONAL CAREER AND TECHNICAL CENTERS
(Only to be completed by school divisions participating in regional centers that serve multiple divisions.)
2009-2010 Plan

COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12)	COLUMN B: Number of CTE Students Participating In Regional Center (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Center (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Center (Based on percent in Column C)

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B
2009-2010 BUDGET OF PERKINS FUNDS**

Date Submitted		Date DOE Revision Request Submitted	Date of Original Approval	1 st Amendment Approval Date	2 nd Amendment Approval Date	Amendment Approval Date
1 CAREER AND TECHNICAL ACTIVITIES FUNDED (Please indicate Required or Permissive)	2 CAREER AND TECHNICAL PROGRAMS FUNDED	3 NARRATIVE DESCRIPTION <i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.))</i>			4 FUNDING REQUIREMENTS (Required or Permissive) <i>One number per narrative description</i>	5 BUDGETED FEDERAL FUNDS <i>(If not using federal Perkins funds, indicate if using state or local by showing amount with "S" or "L" by the amount.)</i>
<i>Required Use Professional Development</i>						
<i>Required Use Activities for Special Populations (to include nontraditional)</i>						
<i>Required Use Regional Center Participation (only divisions submitting 2A-1)</i>						
Career and Technical Education Programs or Activities Funded					SUBTOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B (Continued)
2009-2010 BUDGET OF PERKINS FUNDS**

<p align="center">1</p> <p align="center">CAREER AND TECHNICAL ACTIVITIES FUNDED</p> <p align="center">(Please indicate Required or Permissive)</p>	<p align="center">2</p> <p align="center">CAREER AND TECHNICAL PROGRAMS FUNDED</p>	<p align="center">3</p> <p align="center">NARRATIVE DESCRIPTION</p> <p align="center"><i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act.)</i></p>	<p align="center">4</p> <p align="center">FUNDING REQUIREMENTS</p> <p align="center">(Required or Permissive)</p> <p align="center"><i>One number per narrative description</i></p>	<p align="center">5</p> <p align="center">BUDGETED FEDERAL FUNDS</p> <p align="center"><i>(If not using federal Perkins funds, indicate if using state or local by showing amount with "S" or "L" by the amount.)</i></p>
Career and Technical Education Programs or Activities Funded			SUBTOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B (Continued)
2009-2010 BUDGET OF PERKINS FUNDS**

<p align="center">1</p> <p align="center">CAREER AND TECHNICAL ACTIVITIES FUNDED</p> <p align="center">(Please indicate Required or Permissive) Section 135(a-b)</p>	<p align="center">2</p> <p align="center">CAREER AND TECHNICAL PROGRAMS FUNDED</p>	<p align="center">3</p> <p align="center">NARRATIVE DESCRIPTION</p> <p align="center"><i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act.)</i></p>	<p align="center">4</p> <p align="center">FUNDING REQUIREMENTS (Required or Permissive)</p> <p align="center"><i>One number per narrative description</i></p>	<p align="center">5</p> <p align="center">BUDGETED FEDERAL FUNDS</p> <p align="center"><i>(If not using federal Perkins funds, indicate if using state or local by showing amount with "S" or "L" by the amount.)</i></p>
Career and Technical Education Programs or Activities Funded			SUBTOTAL (Do not include state or local amounts.)	
Administrative/Administrative Equipment Total from CTEMS Schedule 2B Administration, page 50			SUBTOTAL (Do not include state or local amounts.)	
			GRAND TOTAL (Do not include state or local amounts.)	

SCHOOL DIVISION	
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Use of Perkins Funds

Required Use of Funds from Schedule 2B:

- How many of the **Required Items** listed on page 54 are being addressed in your plan utilizing Perkins, state, or local dollars? :_____

Permissive Use of Funds:

- Number of permissive items identified:_____

Utilization of Grants (For example: HSTW or PLTW.)

- Has the school division applied for one or more grants in prior years?
Yes_____ No_____
- If yes, has the school division used at least 95 percent of the funds awarded for the project? Yes_____ No_____
- If yes, are the activities being funded approved activities consistent with the intent of the grant? Yes_____ No_____

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B
Federal Administration of Funds
2009-2010 Budget of Perkins Funds**

(Administrative/Administrative Equipment not to exceed 5% of the total federal grant)

Administrative - Description	Amount
Line 1 Administrative SUBTOTAL	
Administrative Equipment - Description	Amount
Line 2 Administrative Equipment SUBTOTAL	
Administrative/ Administrative Equipment	Amount
Line 3 Administrative/Administrative Equipment TOTAL (transfer to 2B, page 48)	

SUMMARY BUDGET WORKSHEET	
(Develop a summary budget worksheet relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories (See descriptions on page 53)	Amount
1000 - Personal Services	
2000 - Employee Benefits	
3000 - Purchased Services	
4000 - Internal Services	
5000 - Other Charges	
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	
TOTAL¹	

¹Expenditure Category Budget must match total budget identified on your CTEMS Schedule 2B Budget forms.

Expenditure Accounts Descriptions

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your grant specialist, Terry Dougherty at Terry.Dougherty@doe.virginia.gov or 804-225-3349 in the Virginia Department of Education or refer to the appropriate federal act.

OBJECT DEFINITIONS:

- 1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees is part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance, (life, health, disability income, etc.) and employee allowances.
- 3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services. Internal Services are defined as data processing, automotive/motor pool, central purchasing/central store, print shop, and risk management.
- 5000 OTHER CHARGES** – Include expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other.
- Note: Indirect cost cannot be claimed against capital outlay and equipment.*
- 6000 MATERIALS AND SUPPLIES – Not allowable under Perkins funding.**
- 7000 PAYMENT TO JOINT OPERATIONS** – For Annual School Reporting purposes only. (Not used in application budgets or request for reimbursements)
- 8000 CAPITAL OUTLAY/EQUIPMENT** -. Outlays that result in the acquisition of or addition to capitalized assets. Based on state Career and Technical Education regulations, all equipment purchased must fall under this object code definition.
- 9000 OTHER USES OF FUNDS** - Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (a) **General Authority.** Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.
- (b) **Requirements for Uses of Funds.** (Virginia requires that localities fund professional development, activities for special populations, and one other required use before using funds for permissive uses.) Funds made available to eligible recipients under this part of the Perkins Act shall be used to support career and technical education programs that:
1. 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 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, such as career and technical programs of study described in the section 122(c)(1)(A), to ensure learning in:
 - A. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), and
 - B. career and technical education subjects;
 2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study;
 3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 4. develop, improve, or expand the use of technology in career and technical education, which may include:
 - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
 5. provide professional development programs that are consistent the section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
 - A. in-service and preservice training on
 - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii. effective teaching skills based on research that includes promising practices;
 - iii. effective practices to improve parental and community involvement; and
 - iv. effective use of scientifically based research and data to improve instruction;
 - B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide relevant business experience; and
 - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
 6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
 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 will lead to self-sufficiency.
- (c) **Permissive.** Funds made available to an eligible recipient under this title may be used for the following:
1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 2. to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that –
 - A. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - B. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 3. for local education and business (including small business) partnerships, including for –
 - A. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

- B. adjunct faculty arrangements for qualified industry professionals; and
 - C. industry experience for teachers and faculty;
4. to provide programs for special populations;
 5. to assist career and technical student organizations;
 6. for mentoring and support services;
 7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 8. for teacher preparation programs that address the integration of academic and career and technical education and to assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
 9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
 10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including –
 - A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - B. postsecondary dual and concurrent enrollment programs;
 - C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - D. other initiatives –
 - i. to encourage the pursuit of a baccalaureate degree; and
 - ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
 11. to provide activities to support entrepreneurship education and training;
 12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
 13. to develop and support small, personalized career-themed learning communities’
 14. to provide support for family and consumer sciences programs;
 15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
 16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
 17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
 18. to provide support for training programs in automotive technologies;
 19. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include –
 - A. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - B. establishing, enhancing, or supporting systems for –
 - i. accountability data collection under this Act; or
 - ii. reporting data under this Act;
 - C. implementing career and technical programs of study described in section 122(c)(1)(A); or
 - D. implementing technical assessments; and
 20. to support other career and technical education activities that are consistent with the purpose of this Act.
- (d) **Administrative Costs.** Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

LOCAL DIVISION ASSIGNMENTS

CONTACT INFORMATION: Anne Rowe, Cluster Coordinator Anne.Rowe@doe.virginia.gov 804-225-2838		CONTACT INFORMATION: George Willcox, Cluster Coordinator George.Willcox@doe.virginia.gov 804-225-2839	
Division Number	Division Name	Division Number	Division Name
001	Accomack County	002	Albemarle County
003	Alleghany County	004	Amelia County
005	Amherst County	007	Arlington County
006	Appomattox County	008	Augusta County
009	Bath County	013	Brunswick County
010	Bedford County	015	Buckingham County
011	Bland County	019	Charles City County
012	Botetourt County	020	Charlotte County
014	Buchanan County	022	Clarke County
016	Campbell County	025	Cumberland County
017	Caroline County	027	Dinwiddie County
018	Carroll County	029	Fairfax County
021	Chesterfield County	030	Fauquier County
023	Craig County	032	Fluvanna County
024	Culpeper County	033	Franklin County
026	Dickenson County	034	Frederick County
028	Essex County	039	Greene County
031	Floyd County	040	Greensville County
035	Giles County	041	Halifax County
036	Gloucester County	052	Lee County
037	Goochland County	053	Loudoun County
038	Grayson County	055	Lunenburg County
042	Hanover County	058	Mecklenburg County
043	Henrico County	060	Montgomery County
044	Henry County	062	Nelson County
045	Highland County	067	Nottoway County
046	Isle of Wight County	069	Page County
048	King George County	070	Patrick County
049	King & Queen County	071	Pittsylvania County
050	King William County	073	Prince Edward County
051	Lancaster County	074	Prince George County
054	Louisa County	077	Pulaski County
056	Madison County	078	Rappahannock County
057	Mathews County	080	Roanoke County
059	Middlesex County	081	Rockbridge County
063	New Kent County	082	Rockingham County
065	Northampton County	083	Russell County
066	Northumberland County	084	Scott County
068	Orange County	085	Shenandoah County
072	Powhatan County	086	Smyth County
075	Prince William County	090	Surry County
079	Richmond County	091	Sussex County
087	Southampton County	092	Tazewell County
088	Spotsylvania County	093	Warren County
089	Stafford County	094	Washington County

CONTACT INFORMATION: Anne Rowe, Cluster Coordinator Anne.Rowe@doe.virginia.gov 804-225-2838		CONTACT INFORMATION: George Willcox, Cluster Coordinator George.Willcox@doe.virginia.gov 804-225-2839	
Division Number	Division Name	Division Number	Division Name
095	Westmoreland County	096	Wise County
098	York County	097	Wythe County
102	Bristol City	101	Alexandria City
103	Buena Vista City	104	Charlottesville City
107	Covington city	106	Colonial Heights City
110	Fredericksburg City	108	Danville City
111	Galax City	109	Falls Church City
112	Hampton City	114	Hopewell City
113	Harrisonburg City	115	Lynchburg City
117	Newport News City	116	Martinsville City
118	Norfolk City	119	Norton City
121	Portsmouth City	120	Petersburg City
123	Richmond City	122	Radford City
127	Suffolk City	124	Roanoke City
128	Virginia Beach City	126	Staunton City
131	Williamsburg-James City County	130	Waynesboro City
136	Chesapeake City	132	Winchester City
142	Poquoson City	135	Franklin City
202	Colonial Beach	139	Salem City
207	West Point	143	Manassas City
302	Jackson River Technical Center	144	Manassas Park City
307	New Horizons Technical Center	301	Charlottesville-Albemarle Technical Ctr.
308	Pruden Center	304	Massanutten Technical Center
310	Northern Neck Technical Center	306	Valley Vocational Technical Center
900	Department of Correctional Education	309	Rowanty Technical Center
913	Virginia Community College System	311	Amelia-Nottoway Technical Center

ATTACHMENTS

CERTIFICATION FORMS

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

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

ASSURANCES – NON-CONSTRUCTION PROGRAMS

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

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

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

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

ASSURANCES – NON-CONSTRUCTION PROGRAMS

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

ASSURANCES – NON-CONSTRUCTION PROGRAMS

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

ASSURANCES – NON-CONSTRUCTION PROGRAMS

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED