

Career and Technical Education
Spring Webinar
March 11, 2009

AGENDA

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

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

Local Plan and Budget Elizabeth Russell

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

WELCOME

Welcome to our first Webinar – we have over 125 people on line with several groups meeting as regions or multiples. I'm glad that so many of you could join us this afternoon. I am also joined by most of our staff, including our "Active Military" representative, Glenn Davis.

Some good news to start with – most of you have already seen or heard but we have finally been able to advertise for our Trades and Industrial program area specialist position. Now, down to the work.....

Because this is our first time for a Web conference and we want to make sure that we cover everything, we are asking that you hold your questions until the end. If we run out of time today, just e-mail the questions to me and we will answer them next Wednesday. If we have time at the end of the presentation, we will answer some questions at that time. Just be sure to write your questions down as we go through the presentation. If the question has to do with the *Local Plan and Budget* application, please note the page it is about.

We will be posting not only what you see on the screen, but our talking points as well. We are also attempting to record this segment and if our technology does not fail us, we will also provide you with the appropriate link for the recording.

Just a quick reminder to everyone: Please, please remember to check your e-mails for the monthly newsletters, E-Alerts, and other information. This is very important as less and less can be printed and sent out because of budget concerns.

Now let's get started with some comments on activities that are going on.

For those of you who receive the *Richmond Times Dispatch*, I think we had a first this past Monday, March 6 – Career and Technical Education on the front page – right in the center of the front page and continued on to another page (A7) in the first section where they also spotlighted the Chesterfield CISCO Academy in a second article. There were some wonderful quotes from students, CTE administrators, and local business/industry representatives. Comments on the way CTE programs were offered and the type of programs offered were acknowledged for Henrico, Chesterfield, Hanover, City of Richmond, West Point, Charles City, King and Queen, King William, New Kent, Louisa,

Powhatan, Goochland, Prince George, Dinwiddie, and Sussex. The article highlighted regional technical centers (Rowanty), centers within school divisions (Chesterfield, Henrico and Hanover), centers within a division that also provided programs for other counties (Richmond Technical Center), programs at comprehensive high schools and apprenticeship programs. It was a great article but the opening sentence tells us that there is still more that needs to be shared with the public so that they truly understand Career and Technical Education. The article began with, "As the economy dives, high school students across Virginia are increasingly turning to career and technical education programs so they can go directly into the work force after graduation." Later in the article, it was acknowledged that CTE not only prepares students for work directly from high school but provides students with skills that lead to postsecondary education and skills to help pay for that education.

Now just so you will have an idea on what you normally hear at the Spring Update Meetings and how you will receive that same information, we have included a table showing these items.

INFORMATION MATRIX

SPRING REGIONAL MEETING	WEBINAR
Director's Comments	Same
Industry Certification Update	On Webinar and identified 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

At the February 20, 2009, Virginia Board of Education meeting, the Board passed regulations addressing three major areas. They will:

- Incorporate the graduation and completion rate for schools into Virginia's accountability system,
- **Prescribe the requirements for the Standard Technical Diploma and the Advanced Technical Diploma, and**
- **Require all students, beginning in middle school, to have an Academic and Career Plan.**

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.

The components of the Academic and Career Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.

Work will start immediately on a Guidance Document and template for the Plans. Those resources will be available in the future at the VDOE website. The template for the Academic and Career Plan will be similar to the CTE Plan of Study template currently available.

Training for school counselors and additional personnel will be announced. Training will involve utilizing career clusters, career pathways, career and college planning systems, and other resources to

ensure best practice in Virginia for the implementation of the Academic and Career Plan.

A meeting was held on March 5 with:

- Dr. Wallinger, Assistant Superintendent of Instruction
- Felicia Dyke, Director, Office of Middle and High School
- Anne Rowe, Cluster Coordinator
- Joe Wharff, Career Connections/School Counselor Specialist
- Liz Russell, Director, Office of Career and Technical Education

to discuss the development of the timeline and the Plan of Action for training of local division personnel.

The Office of Career and Technical Education will continue to add sample plan of study templates on our Web site to assist school divisions who want to continuing using those templates or who want to pull information from those sample plans of study to complete the academic and career plan template when it is available.

“CanDo” PILOT PROGRAM

In November, 2009, via Superintendent’s Memo, the Virginia Department of Education (VDOE), Office of Career and Technical Education Services invited school divisions to apply to participate in the CanDo Pilot Project. CanDo is a Web-based data system that was developed by Arlington County Schools to track student performance on CTE competencies.

PILOT SITES:

- ◆ The state is working with Arlington to provide the electronic competency-tracking feature for school divisions who wish to use this system. In order to test the functionality and capabilities of the CanDo student competency recordkeeping system, the pilot project will operate for the second semester of the 2008-2009 school year.
- ◆ 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

TRAINING:

- ◆ The VDOE and CTE Resource Center hosted training for these school divisions February 12 and 13, 2009.
- ◆ Dr. Jerry Caputo and David Welsh of the Arlington Career Center, Arlington County Schools, conducted the training with assistance from the CTE Resource Center staff.
- ◆ The training provided an overall introduction to CanDo concepts and features; some practical training that will allow logon and use of the CanDo system; and information on where to go for help on problems, questions, technical support, etc.

The participating pilot site teachers are now using CanDo to track competency performance for all of their students for the second semester of this school year. They must participate in all feedback activities, including surveys, evaluations, and any meetings, calls, and conferences that are scheduled by the VDOE and the CTE Resource Center. The CTE Resource Center is providing day-to-day technical assistance to the pilot sites, supported by the Arlington experts.

The results of the pilot study will predict statewide use of the system in the future.

WORKPLACE READINESS SKILLS

- ◆ The current Workplace Readiness Skills are being updated.
- ◆ 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.
- ◆ The preliminary list will be prepared for circulation by late April 2009 with revision essentially finished by February 2010.
- ◆ This effort is being led by Meredith Gunter at the Weldon Cooper Center in cooperation with VTECS and the Curriculum Resource Center.

NEW ADMINISTRATORS CONFERENCE

- ◆ New Format with three meetings throughout the year.
- ◆ Combined effort between Office of Career and Technical Education and VACTEA.
- ◆ Linda Dorr, Henry County and Sarah Martin, Virginia Beach will assist.
- ◆ 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 will be posted this Friday, March 13 to announce the Summer Institute.
- ◆ Registration and information will be accessed for all program areas at one Web portal, and the universal resource locator (URL) will be in the Superintendent's memorandum.
- ◆ The Virginia professional development activities should be given priority over national conferences when using Perkins dollars.
- ◆ Send teams of core and elective teachers, school counselors, school and central office administrators, and advisory council members.
- ◆ Special guest speakers include Governor Kaine (invited) and former Congressman John Peterson (Perkins advocate).
- ◆ There will be a leadership training session for career and technical education student organization state officers.
- ◆ There will be a teacher and student showcase of Best Practices.
- ◆ 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.
- ◆ Negotiation for new performance levels will begin with the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) sometime in mid-March.
- ◆ The negotiated performance levels were low for this year because of new data collection methods, new performance standards, and new requirements from Perkins IV.
 - New performance levels may increase dramatically for 2009-2010.
- ◆ 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.
- ◆ This was a trade-off – one less report to submit.
- ◆ 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'Reiley 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

On page 27 of the CTERS Manual there is a section listed as **CTE Special Populations Code**. Please put a large "X" through this and use ONLY the **CTE Special Populations Code** in the Appendix **PLEASE NOTE THIS CORRECTION FROM Webinar information: use the CTE Special Populations Code located in the Student Records Collection manual which can be located at http://www.doe.virginia.gov/VDOE/Publications/student-coll/CTE_spec_pop_codes.doc and will have the following table listed.**

CTE Special Populations Code

Code	Description
4	Non-traditional Career Preparation
5	Single Parent
6	Displaced Homemaker
45	Non-Traditional and Single Parent
46	Non-Traditional and Displaced Homemaker
56	Single Parent and Displaced Homemaker
456	Non-Traditional, Single Parent and Displaced Homemaker

- ◆ All references to Career Families has been changed to "Career Clusters."

FINANCIAL UPDATE

- ◆ Financial Information is provided in the monthly e-newsletters.
- ◆ As you do Industry Credentialing tests, please submit for reimbursement in groups. DO NOT wait until you have completed all testing for reimbursement. You do not have to wait for test results to submit for reimbursement.
- ◆ Carry-Over Funds: Though the ICES information has changed status of some divisions (urban to rural OR rural to urban OR urban to town), we have been directed by the U.S. Department of Education, OVAE to utilize the Perkins guidelines to distribute under the rural definition and 2005 census.
 - We are considering next year that these funds will go out under an RFP (Request for Funding Proposal).
- ◆ Perkins Funds: You should be submitting (at a minimum) MONTHLY reimbursements.
 - U. S. Department of Education is monitoring the state "draw down" accounts and we have been warned that consistent late draw downs can impact future funding.

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

In order to meet the substantial goals of this project and to develop a sound and long-range plan for CTE in Virginia, a series of research activities will be undertaken during the early months of 2009. All of these activities will give Virginians the chance to provide input on what best defines the role of CTE in Virginia's schools and communities:

- Interviews will be conducted with key state staff and leaders in order to obtain their feedback on the strengths and future direction of CTE programs.
- Eight days of focus group meeting will be held, one in each of the eight educational regions, in order to include the input of key constituents throughout the state,
- An online survey of education stakeholders (school staff, school administrators, business leaders, postsecondary partners, students and parents) across the state will be

conducted as another means by which to obtain extensive feedback on CTE programs and policies.

- The project team will conduct a thorough analysis, which will include on-site visits, of cross-state programs in order to identify promising practices that prove relevant for Virginia as it moves forward in meeting its long-term goals and vision.

HIGH SCHOOLS THAT WORK

Proposed Memorandum of Understanding

Enhanced Support for Virginia

High Schools That Work /Making Middle Grades Work Schools

June 2009 – June 2012

The Virginia Department of Education will partner with the Southern Regional Education Board (SREB) to provide enhanced support to a group of schools implementing the *High Schools That Work (HSTW)/Making Middle Grades Work (MMGW)* framework. The project will include six high schools and three middle schools: Cumberland High and Middle Schools, Dan River High and Middle Schools, Frank W. Cox High School, Gretna High and Middle Schools, King's Fork High School, and Liberty High School. The aim of the support is to facilitate change in the behavior of adults in the schools. As adult behavior changes, student academic performance will improve.

Priority Interventions

- ◆ Assign SREB school improvement coaches to work with the schools in partnership with the Virginia Department of Education and a coach designated by the district for participating schools.
- ◆ Provide leadership training aimed at building a cadre of teacher leaders in the school who can work with the school administration to implement the identified interventions successfully.
- ◆ Create a school literacy plan that embeds reading and writing strategies in all courses.
- ◆ Align teacher assignments and classroom assessment to grade-level and college- and career-readiness standards. Develop assignments that stress depth of understanding versus coverage of material and help students perceive school work as real work.
- ◆ Have core academic and CTE teachers work together to embed rigorous academic content in career technical projects. Use project-based learning to engage students in completing rigorous work in all content areas.
- ◆ Create scheduling and guidance structures that allow students to choose a plan of study that increases both the rigor and relevance of high school curriculum.

- ◆ Redesign the ninth and twelfth grades to get more students to grade level and college- and career-readiness standards and to improve the transitions.
- ◆ Connect each student in middle grades and high school to an adult mentor/adviser.
- ◆ Hold schools accountable for making annual progress in implementing the major interventions the school has agreed to implement.

VIRGINIA WIZARD

- ◆ KUDER will end June 30, 2009 and we are meeting with KUDER representatives later this month 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 that will include many features. As this effort moves forward, we will keep you posted as to what is happening and what has been added.
- ◆ Currently the site is specifically community college and can be located at: <https://www.vawizard.org/vccs/Main.action>
- ◆ 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.

PART I: LOCAL PLAN AND BUDGET

The page numbers used in our comments are from the original plan on the CTE Web site.

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

- Page iii – May 15, 2009 is the new submission date and you can get extensions beyond this by simply sending an e-mail to me with a requested submission date.
- Page v – Again the change on submission date to May 15, 2009.
- Page vii - TECHNICAL SKILLS ASSESSMENT CERTIFICATION. This document was not in the Local Plan last year, it was separate but we have now included within the plan.

PERFORMANCE ASSESSMENT

Page 5: 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. Also in the footnote on page 5 you will see the change that shows the addition of .50.

Page 6: Under the "Status of Local Performance Standards for standards that have not been met for the first time, this could be all of your performance standards or none. For those performance standards that have not been met for two consecutive years – you would not include 1S1 and 1S2 because these were new under Perkins and counted this way for the first time for 2007-2008. This applies also to performance standards that have not been met for three consecutive years.

Page 7: Because this is the first full year that we have reported under Perkins IV, we have reviewed your assessments and will be sending a letter out the end of March. Unless there are extreme circumstances, we will not be making any on-site visits in 2009-2010.

SCHEDULE 1: Continuation of Prior Year Plan Activities 2009-2010

Page 8: Delete the entire second sentence and refer to the directions under the shaded block as to which schedules are required and which schedules are submitted only if changed. Only submit schedules in #1 and any change schedules in #2.

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

Page 9: On this page you are checking off the "types" of involvement the stakeholders have in developing your 2009-2010 Plan.

Page 10: On this page, you are describing the specific activities/methods in which the stakeholders were involved this past year and how they were actually implemented.

SCHEDULE 1B: There were no changes.

Now I am turning the Plan over to Anne Rowe who will begin with Schedule 1C. Anne.....

PART II OF WEBINAR TO INTRODUCE LOCAL PLAN FOR 2009-2010

Introduction

Good afternoon. I will continue the review of the 2009-2010 local plan, beginning with Schedule 1C and continuing through Schedule M. Because of the complexity of Schedules 1C and 1C-1, most of my

comments will be directed toward those two submissions. There are relatively few directions needed for Schedules 1D through 1M.

Schedule 1C—Application for New Career and Technical Education Program or Course

This form is to be completed when you add a new course or program to your local course offerings. If you are not submitting a new course or program for 2009-2010, do not submit this schedule.

NOTE:

- This schedule was due March 2. We will continue to accept those if you did not meet the deadline. Please do not wait to submit these with your local plans, however. These need to be routed through the appropriate state program specialist(s) and coordinators before the approval is returned to you. You need to know the status of these before the end of the school year. If you wait to submit these with the plan, we may not realize they are there until late May or even in June.
- If a course that was once approved goes dormant—is not offered for a few years—you do not have to go through the 1C approval process if the course becomes active again.
- Double check the Administrative Planning Guide (<http://www.doe.virginia.gov/VDOE/Instruction/CTE/apg/>) available on the CTE Web site (<http://www.doe.virginia.gov/VDOE/Instruction/CTE/>) if you need to verify the program area for a course. This year and next year you may see some changes for courses listed under Career Connections—in particular, Virginia Teachers for Tomorrow, Leadership, Military Science, and Entrepreneurship. Even though those courses are across-the-board courses with broad endorsements, they will be under more appropriate direct supervision beginning with the 2009-2010 school year.
- When listing the program and/or course title and codes, you must use the official state identification located in the Administrative Planning Guide or the CTERS USERS' MANUAL (<http://www.doe.virginia.gov/VDOE/Instruction/CTE/cters/>).
- When listing length of course, use the course lengths as shown in the Administrative Planning Guide, don't list blocked times.

- Item II, C. references the Career and Technical Education Instructional Planning Guide—that is the Administrative Planning Guide.
- Item II, D.—state course competencies may be found in VERSO (<http://www.cteresource.org/verso2/search>) from the CTE Resource Center link and from the program area Web sites on the VDOE Web site.
- Item II, E.—It is preferred that student interest be reported in a survey format.
- Item II, F.—Teacher endorsements. Teachers must be either fully or provisionally endorsed to teach appropriate career and technical education courses.
- Item II, G.—program sequences may be found in the program area sections of the Administrative Planning Guide.
- Item II, H.—Web links have been provided in the 2009-2010 local plan template to take you to data sources for the labor market information required.
- The division’s superintendent signature is required for the form.

Schedule 1C-1—Application for Local Career Clusters

The cluster information for 2009-2010 is no longer being requested early. This may be submitted with the local plan in May.

A link to the Web information (<http://www.doe.virginia.gov/VDOE/Instruction/CTE/careerclusters/>), including sample plans of study, has been added to the top of the 1C-1 application form to assist you in developing local plans of study. If you need more information, on careers, for example, than our Virginia samples provide, you may click on the States Career Clusters icon (<http://www.careerclusters.org/>) at the bottom of that Web page, and it will take you to the national sample for plans of study.

As we develop new samples this year, we will post them on the Web site for you to use in developing samples for your local plans. Please remember that the samples are merely what one student might identify. There are infinite samples that will actually be developed because they will be individualized locally.

As Mrs. Russell mentioned earlier, once a state template for the recently approved academic and career plan has been developed and

disseminated for local use, the Office of Career and Technical Education will adopt that template. The new templates do not go into implementation until 2011-2012 after development in 2010-2011. Even though the state will provide a sample template for school divisions to use, localities that have identified templates as of June 30, 2009, may continue to use those templates or switch to the new template.

The samples we are developing now may be used to obtain information needed for those new academic and career plan templates. Until there is more direction for the academic and career plan, we encourage you to follow the sample templates we've provided because they contain all the elements that are currently required for your local plan. Some of you have locally-developed plans. As long as they have the current elements required, that is fine. The elements required are listed at the bottom of page 15 and continue on page 16 of the local plan. The problem with many locally-developed plans is that not all the required elements are identified, and must be returned for revision.

One more note in completing the sample plans of study is to use official state course titles. Please do not list a local title or a community college course title. If you are offering a course for dual enrollment, it applies to both a secondary and a post secondary course. Use the secondary course title in the secondary course section, and then indicate courses that are offered for college credit with a DE for dual enrollment or a VC for validated credit. That note is on our sample plan template.

Now, let's go through the entire 1C-1 document for current requirements:

- By 2012-2013, Virginia requires that one career pathway plan of study template be submitted annually until all program areas in a school division are accommodated. Once the minimum has been achieved, school divisions should identify additional cluster and pathway templates until all instructional possibilities in the school division are met. The sample plans must be attached to this Schedule 1C-1.
- The first chart on page 15 is requesting a list of all previously submitted and approved plans of study from your school division.
- Beginning with Section I., please check the cluster area(s) for the plans you are submitting with this 2009-2010 local plan.
- The chart in Section II requests the cluster title, pathway title, and an indication of your use of either a state or local template.

- Both charts require cluster and pathway official titles. Do not use course titles on this Schedule 1C-1 form. Those are only indicated on the sample plans of study that are attached.
- As mentioned previously, you may use locally-developed plan of study templates if they contain the elements identified on page 16.
- Note: Some school divisions like to use sample plans of study that were posted for community college consortia a couple of years ago. You may start with those templates, if desired, but the elements we've identified must be added. Because the samples we now provide on the CTE Web Page under the title "Career Clusters in Virginia," are developed in collaboration with VDOE state program area specialists, CTE Resource Center writer-editors, and Virginia Community College staff, it is preferred that you use those templates.
- The last page of Schedule 1C-1 requires signatures:
 - The signature of the person at the secondary level who will administer the career cluster programs, and
 - The signature of the person at the post-secondary level who will administer the career cluster programs. Some school divisions have called to say they don't know who that person is. That is why we have the signature. The plans are to be jointly prepared among secondary and post-secondary institutions which may include not only community colleges but also four-year colleges or universities. In most instances, it will be the person who works with you on tech prep activities.

And finally regarding Schedule 1C-1, don't forget to attach the sample plan(s) of study.

Schedule 1D – submitted annually

Schedule 1D-A is the Special Populations Report for your school division. Report the number of students, by category in the chart provided, eligible for services offered in your school division.

Schedule 1D-B is a narrative description on how you will annually review career and technical education programs to identify and adopt strategies to overcome barriers that lower access or success in programs for special populations.

Schedule 1D-C is a narrative description on how you will annually provide programs designed to help members of special populations to meet the state adjusted levels of performance.

Schedule 1D-D is a narrative description on how members of special populations will not be discriminated against on the basis of their special population status.

Schedule 1D-E is a check-off chart to identify activities and services that are offered in your school division to prepare special populations for high skill, high wage, or and/or high demand occupations that will lead to self-sufficiency. Check all that apply, and on the last line, indicate if non-federal funds are used in whole or in part to support the services you've indicated.

General comment regarding Schedules 1E through 1H and 1J and 1M:

These schedules all contain a checklist of activities/services supported by your Perkins allocation for each of the program areas you offer in your school division. On the checklist, mark the activities/services provided only for the school year being submitted (of course many of the activities will continue from year to year). Then, on the second part of these schedules, provide a narrative that describes specific details on the activities you've indicated on the chart. The plan you submitted for 2008 -2013 asked for this information for all five years, but beginning with this plan for 2009-2010, you are providing the information annually.

Other specific changes in the 2009-2010 local plan by schedule for 1E through 1M:

Special note: Beginning with the 2009-2010 local plan, Schedules 1E, 1F, 1G, and 1I do not need to be submitted unless changes have occurred from the five-year plan submitted for 2008-2013. On Schedule 1I, submit only if there is a change in the personnel signing section (verifying signatures). Refer to Schedule 1, page 8 of the local plan, for a complete list of forms required annually and those needed only if there are changes.

- **Schedule 1E.** Item “e” on the checklist on page 21 indicates that you will be providing dual credit options. You do not have to provide details on these on the narrative on page 22 because this description is requested on Schedule 1M. If there are no changes from the 2008-2013 Plan, you do not need to submit.
- **Schedules 1F and 1G.** No changes other than the general comment made previously. If there are no changes from the 2008-2013 Plan, you do not need to submit.
- **Schedule 1H**—The chart on page 30 now requests the PROJECTED number of teachers in the program areas you offer who will be served by the professional development activity listed. Please note that if you solely depend on state professional associations to meet the professional development requirement on the budget Schedule 2B, the majority of your teachers should attend those meetings.
- **Schedule 1I**—only to be submitted if there is a change in personnel.
- **Schedule 1J**—Item “f” now provides an example of who might be surveyed, such as your local boards and community groups.
- **Schedule 1K**—no changes. This form requests a description of the process used in your school division that will be the basis of evaluating improvement of performance in career and technical education using data provided for your school division on the State System of Performance Standards and Measures.
- **Schedule 1L**—you will note on Schedule 1, page 8 that the check off charts on pages 35 and 36 are required, but the narrative on page 37 is not required for 2009-2010 unless the local process has changed. The reason is that the Performance Assessment section of the local plan, pages 5 and 6, requires this same information in detail.

- **Schedule 1M—**

- The first block is asking for an indication that career pathway plans of study are being implemented in your school division to facilitate linkage and transition from secondary to postsecondary programs. Because the titles are provided in Schedule 1C-1, we no longer require that you list those titles again here in Schedule 1M.
- The second block is requesting that you identify the type of career assessment program that is used in your school division. Because Kuder is currently provided at no cost, most school divisions have listed that in the past. Next school year you may be using Virginia Wizard that will be available at no charge or another option that is funded locally. We want the name of whatever program you use.
- The next three boxes require a check if they are being used to facilitate linkage and transition from secondary to post-secondary education.
- On page 39 of Schedule 1M, specific information is required if you check the box as an option in your school division.
- Finally, on page 40, specific details that support each of the activities indicated on the previous pages of Schedule 1M must be provided.

As directed earlier in this Webinar, please make note of any questions you have for these schedules. Please submit the questions as soon as possible following this Webinar (preferred) or call in with your question(s) during the Webinar on March 18. We will have prepared responses to the questions that are submitted prior to the Webinar.

George Willcox will now complete the review of the 2009-2010 local plan beginning with Schedule 1N.

PART III OF WEBINAR TO INTRODUCE LOCAL PLAN FOR 2009-2010

Introduction

Hello. I am George Willcox. The next part of the Webinar will focus on Schedule 1N through the end of the local plan application.

Schedule 1N (This schedule has 2 parts) page 41 & 42

Equity Provisions of General Education Provision Act: This schedule requires that a brief plan be written that states the 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 (This schedule has 2 parts) page 43 & 44

Placement Services and Job-Seeking Skills. This schedule requires documentation that describes the type of placement services provided for all students exiting school (examples: career counseling, career-related speakers, resume writing and interview preparation); and, how job-seeking skills are provided to all secondary students including those identified as disabled.

Schedule 1P page 45

Review of Labor Market Needs. This schedule requires documentation that describes how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your local school division. (Examples: CTE advisory committee and other program specific advisory groups might analyze data from Occupational Outlook Handbook, VEC, Virginia View, Weldon Cooper Center, etc.)

The *Trailblazer* Web site (Weldon Cooper Center) is located at: http://www.ctetrailblazers.org/live_data/live_site_page.php?page_id=2&short_title=Administrators&title=Virginia%20CTE%20Administrators.

6. CTEMS SCHEDULE 2A–B

Schedule 2A (State and Local Funds) page 46 (During the Webinar, George referenced the CTE Supts Memo and it should have been the Basic Aid Supts Memo for state funding information for Schedule 2A. If you go to http://www.doe.virginia.gov/info_centers/superintendents_memos/2008/05_may/inf130.html and then click on Attachment B. This will give State Entitlement information that should be utilized within this schedule if it was used for any of these line items. Only each division will know specifically how they utilized their own money.)

Administration

This schedule requires:

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 CTE Financial and Statistical Data (Only to be completed by school divisions participating in Regional Center Programs). page 47

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. **[(Column B/Column A=Column C Percentage) x (state allocation) = Sum for Column D. State allocation comes from the May 9, 2008 Supts. Memo #114. (This Supts Memo does apply here.) Regional Centers DO NOT fill this out, only the participating divisions complete this form.**

7. **Schedule 2B (Federal Funds) - Section 135 Activities** page 48

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. Note: a minimum of 60% of Perkins funds must be expended in required areas.

- (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 career 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.

Use of Perkins Funds, page 51

Required Use of Funds (Minimum 60%)

Indicate the number of required items on page 54 (Appropriate Use of Federal Funds) that are being addressed in the local plan that utilize Perkins, state or local dollars.

Permissive Use of Funds (Maximum 40%)

Indicate the number of permissive items on page 54 that are being addressed in the local plan that utilize Perkins, state or local dollars.

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_____

Schedule 2B (Federal Administration of Funds) (Note: Administrative and Administrative Equipment not to exceed 5% of the total federal grant), page 52

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, page 52

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 should coordinate with your finance and/or budget office for the correct placement of budget items into the expenditure categories.

7. **APPENDIX-Certification Forms**

Each of the certification forms must be signed by your division superintendent or a school division designee that has been approved by the division superintendent with such approval on file with the Virginia Department of Education. Supts Memo April 20, 2007, Administrative #015: ***Authorization of Signatures in Absence of Division Superintendent***

<http://www.doe.virginia.gov/VDOE/suptsmemos/2007/adm015.html>

- ◆ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion- Lower Tier Covered Transactions
- ◆ Disclosure of Lobbying Activities
- ◆ Assurances – Non-Construction Programs

Thank you for participating in this part of the Webinar!

Ms. Russell will now provide closing comments and provide an overview of the March 18 Webinar.

CLOSING

One follow-up to Schedule 2B – As most of you know, the Office of Vocational and Adult Education review in December, 2007, indicated that the percentage of Perkins local funds being spent on equipment was too large (74% state-wide), and it should be reduced. We have been monitoring and will continue to monitor this year's expenditures for equipment from Perkins. If we do not see this percentage reduced, then we may have to consider setting percentages to be used on equipment.

We would like to see divisions place more emphasis on professional development activities. Priority should be given to in-state versus out-of-state professional development. The CTE professional association annual conferences in Virginia are some of the best opportunities for the dollars spent. Given the economic situation, priority should be given in the following order for out-of-state professional development: Career Clusters, High Schools That Work, Project Lead the Way (if you are implementing), and other teaching methodology-related training. For other out-of-state professional development, please check with Anne Rowe, George Willcox, or me.

Now some good news, we are scheduled to begin the meetings to move this process to on-line. With any luck, this will be web-based next year and streamlined.

I want to thank everyone for participating in the CTE's first Webinar and we hope that it has been beneficial to you. Next week's Webinar will be on March 18 at the same time. We ask that all of you take the time to formulate any questions you have from today's topics and send them to Elizabeth.Russell@doe.virginia.gov prior to next week's session. We will post all questions and answers on next week's session. Again, thank you for joining us today.