

WELCOME

VIRGINIA DEPARTMENT OF EDUCATION

**CAREER AND TECHNICAL EDUCATION
SPRING WEBINAR**

**THE SEQUEL
MARCH 18, 2009**

***QUESTIONS AND ANSWERS REGARDING THE
MARCH 11, 2009, WEBINAR***



**VIRGINIA DEPARTMENT OF
EDUCATION**

Professional Development:

- 1. Can Perkins be used to pay for professional development for core teachers as well as CTE teachers?** Perkins could only be used for core teachers if they were attending something like our "across-the-board" activity on August 4, High Schools That Work professional development, or if the DOE sponsors other joint activities for CTE/core teams.

- 2. What are the possibilities, other than summer conference, for professional development within Virginia?** Over the past couple of years, there have also been conferences sponsored by the VDOE, School Improvement Unit that address dropout prevention and improving graduation -- this would be a possibility. Another possibility is the Transition Forum that is held every spring and works with special needs. As we get closer to the implementation/training for the Academic and Career Plan, there will probably be other opportunities. We have also seen some of our school divisions (in the past) go together and offer special three day to week-long summer training on selected topics -- this would need to be approved by DOE. Our last suggestion would be that if you see something you think might be helpful, give us a call and we will give you a "yes or no" response.

We would also recommend that you consider a series of in-service days to bring teachers together for curriculum planning and development; aligning your curriculum and offerings from middle school to high school; bringing teachers and counselors together for academic and career planning – remember we have the new Academic and Career Plan coming soon and you can get started now explaining Career Clusters and career pathways to counselors.

Use of Perkins Funds:

3. Can Perkins funds be used for teacher salaries?

- If a division chooses to utilize a percentage of their Perkins for teacher salaries then you will also have to use part or all of your remaining funds to address the two Virginia/Perkins required areas of professional development and activities for special populations **OR** utilize local funds to meet those two requirements. There are two possible categories that you can use under Perkins.
 1. The first is required use #8 – provide services and activities that are of sufficient size, scope, and quality to be effective; and
 2. Permissive use #20 – to support other career and technical education activities that are consistent with the purpose of the Act. If you use permissive #20 then you can use no more than 40 percent of your total funds.
- Whether you use R8 or P20, we remind you that you are still required to complete the two required items: professional development and activities/projects for special populations. If you utilize all of your Perkins funds for this, then you must fund those two with local/state funds.
- Virginia also has a US DOE approved state plan that requires local divisions who are not meeting their Perkins Performance Standards to support initiatives/activities that will improve those standards. While that will not impact your division this year (the 2006 Perkins Act has not been in place long enough), it could within the next two years.
- The division should also keep in mind that at this point, our office has not received word from the U.S. Department of Education that local divisions may supplant local funds with their Perkins funds. Their interpretation would be that prior to the economic crisis, these teachers were paid for with local/state funds and that to now change to Perkins would be supplanting. Please do not take

this the wrong way, we may very well receive directions from the US DOE, OVAE that this is permissible in these economic times, but at this point we have not.

- We have been notified that US DOE officials have warned of using American Recovery and Reinvestment Act funds on staff positions that could not be supported with other funds in two years (after the American Recovery and Reinvestment [AARA] funds expire).
- I would also suggest that you track the Superintendent's Memos as they are updated on funding for the 2008-2010 Biennial Budget. The latest to this is Superintendent's Memo #052-09 issued on March 5, 2009 (http://www.doe.virginia.gov/info_centers/administrators/superintendents_memos/2009/052-09.shtml) which has the breakout by division and by categories for each division on the projected state funding that they will receive.
- Also keep in touch with what the "stimulus package" funding can be used for. I know that this is still being formulated at the state level, but it is important that CTE administrators stay informed about both this and the Superintendent's Memos on the 2008-2010 Biennial Budget.

4. If it becomes mandatory to spend only 74 percent of Perkins funds on equipment, can we be informed well ahead of a mandate? Keep in mind that some divisions purchase computers through their technology funds, others must use CTE Perkins funds for business labs, etc. To begin with, we did not mention that 74 percent would be the mandated amount for Perkins funds. Our comment was that 74 percent **was the state average determined by the U.S. Department of Education/OVAE review team after looking at past years reimbursement requests from LEAs. They indicated it should be much less than this but did not give us a specific percentage. We do understand that different LEAs fund the computers, and**

many other types of equipment, in different ways. Divisions that utilize a combination of local, state, and federal funds have the best formula. They also rotate equipping their labs and do not update or purchase equipment for all program areas every year.

I feel safe in saying that prior to making any decision on the percentage of Perkins allowed for equipment, we will look at the voluntary reduction by divisions and/or the budget crisis. Because many school divisions are working on next year's budget by September or October, we would need to notify you if there is a percentage assigned via Superintendent's Memo.

- 5. Teachers attending state and national conferences – why was ACTE excluded from the national list?** We did not exclude ACTE; it was just not listed as an example. We only listed examples on the national list that coincided with Virginia initiatives. We also pointed out that any teaching-methodology related training could be utilized, and you could ask us for any others you might be interested in. ACTE should certainly meet the teaching-methodology related training for teachers. However, I would still be careful in these economic times on sending anyone to a national conference without first requiring them to attend state conferences (whether they are sponsored by VDOE or professional organizations).

Local Plan - Specific:

- 6. Why can't we resubmit the five year plan with updates instead of using the new form?** "Section 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS. (a) Local Plan Required. – Any eligible recipient desiring financial assistance under this part shall, ...Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122." Whenever Virginia decides on changes to the State Plan, we are not allowed to simply send in the original five-year plan with updates. We have a

very specific format that includes new forms for any changes that are made. This includes every year submitting a new set of forms with renegotiated performance standards. If we can get this Web-based, we hope that it will be much easier. Also, we are not asking that you submit ALL of the schedules. If you go to Schedule 1 you will see the list of required and optional (to be submitted only if a change occurs).

7. Federal Lobbying Forms – This adds six more pages to the CTEMS plan. Why can't it be eliminated with a single copy on file at the DOE?

We believe that you are actually referring to the "Certification Forms" which includes the following: *Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions; Disclosure of Lobbying Activities; and Non-Construction Programs*. Because these require a signature of either the superintendent or their designee and a date, we must have the original sent to us. If we can change this when we go Web-based, we will definitely allow the change. We have sent an e-mail to the U. S. Department of Education, Office of Vocational and Technical Education asking if we can do this.

8. Standards – 1S1: We know to add .5 to this year's numbers. If our standard drops, do we readjust the .5? Excellent question! We would do the same with the LEAs that the U.S. DOE does with us during negotiations. The first question would be what caused the drop? If we can provide justification as to why the drop happened, then they will take the prior three years report percentages and get an average. Then, depending on whether this average was less than, equal to, or greater than the required performance standard they negotiate with us. Let's see if I can give you an example by looking at Technical Skills Attainment.

AVERAGE IS EQUAL TO OR GREATER THAN STATE STANDARD:

SCHOOL DIVISION: CARL D. PERKINS COUNTY				
STANDARD	2006-2007	2007-2008	2008-2009	2009-2010
Technical Skills Attainment – State Rate is 75%	93.00%	98.16%	82.00%	New Standard would be 91.05%

Because we are adding the Industry Credential as part of this percentage, there is a chance that some divisions will drop. The Carl D. Perkins County would indicate this as the reason for their drop and then we would begin negotiations. The average for the three years would be 91.05% (93.00% plus 98.16% plus 82.00% = 273.16% divided by 3 years = 91.05%). As you will notice, this average is still far above the state required average so we would probably allow “Carl D. Perkins County” to use the average as their standard to achieve.

AVERAGE IS BELOW STATE STANDARD:

SCHOOL DIVISION: CARL D. PERKINS COUNTY				
STANDARD	2006-2007	2007-2008	2008-2009	2009-2010
Technical Skills Attainment – State Rate is 75%	71.00	74.50%	68.00%	New Standard would be 71.66%

If you go through the same formula as above, the average for the three years would be 71.16% (71.00% plus 74.50% plus 68.00% = 213.50% divided by 3 = 71.16%). As you now notice, this is still below the state standard, and we would ask that you add .50 to the 71.16 average which would now make your new standard 71.66 percent. This is still below but would show improvement from 2008-2009.

9. Graduation Rate – 4S1. Is this for CTE completers or the division as a whole? This is for CTE completers only. It is specifically looking at how many of the CTE completers received either a Standard or Advanced Studies diploma. Total diploma (for all students – CTE and everyone else) for 2007-08 was 82,202 with the total advanced studies received being 42,378 and standard diplomas received being 35,317. The CTE breakdown came to 44.98% of our 34,513 completers had Advanced Studies Diplomas.

Assorted Questions

10. State Conferences – Many school divisions in southwest Virginia report back to schools during the first week of August. It is difficult for them to prepare for the upcoming school year while attending a conference. Can the conference dates be adjusted in the future? To be honest, this has been traditionally the time these conferences have been offered, and we will certainly look at a different time for the future “across-the-board” conferences. However, on the years in between “across-the-board institutes,” the conferences are sponsored by the professional organizations; and they make the decisions on dates. We will certainly pass this request on to the professional organizations, but some have already booked hotels for several years into the future. One of the main comments that I have heard (both as a state employee and a local employee) was that teachers did not want the conferences in June because they wanted a break from the school year, and they didn’t want it in July because families are taking their vacations. We also have to take into account that many of the student organization national conferences are held in June and July. The New Teachers Institute and the Cooperative Education Workshop for New Coordinators are both also held in July. Perhaps each CTE director could

survey their teachers as to suggested dates to hold these conferences.

- 11. Can teachers who are not on an extended contract be paid a stipend to attend?** Many of the teachers are earning recertification points by attending or presenting or through college credit courses that are offered at these conferences. In some divisions, they do not allow both a stipend and recertification points. This would have to be done on a division-by-division basis. If your division is interested in utilizing their Perkins funds to do this, you need to first check local requirements and then make a decision. Of course, the more you utilize Perkins funds for stipends, the less you will have for registration, hotel, and other expenses related to conferences along with less for equipment, special population activities, etc.
- 12. The special populations' code on page 27 of the CTE Administrative manual – can you send to us?** This was disseminated on Tuesday in an e-mail and also in the posting to our Web site. The codes were actually in the Student Record Collection manual, and I apologize for the error of referring you to the CTE Appendix.
- 13. The Virginia Wizard leans strongly toward attending community college. Shouldn't the options for our students be broader?** I know there were times when static interrupted what you could hear, so I will repeat information that will help you understand the Virginia Wizard. The Virginia Wizard that has been debuted was specifically designed for the community colleges. This was being developed at the same time the VDOE/SHEV/VCCS/Virginia 529 (college savings plans) and ECMC (handles federal student loans – private vendor) started to develop a Web portal that would have included many of the same topics. VCCS

is currently negotiating an MOU between VCCS/VDOE/SCHEV/Virginia 529 and ECMC that would expand the information to include four year college information, additional financial aid information, the academic and career plan and many other topics that are appropriate from K through 16. Currently, students go to a multitude of different Web sites to secure this information, and we are trying to get it all in one place. Just remember that it takes time to develop something of this magnitude.

- 14. Testing completers – Administrators need notification of percentage goals prior to the beginning of the school year. Setting up testing centers often takes several months. Those on block scheduling have lost their students by the time teachers and schools have registered with various testing organizations. Also, seniors have often completed a CTE sequence. Shouldn't testing percentage goals begin with 9th grade students as do most state initiatives?** Please remember that this testing initiative did not just begin this year. We began offering teacher industry credentialing as far back as January 2004 and started counting student industry credentials on the School Report Card in 2005-2006. For the thirty divisions who have chosen to do no testing or the additional ten divisions who have done limited testing, we know you will be playing catch up. Everyone has to make a decision where their priorities will be, and we understand that. We all have limited personnel resources and have to make choices.

You indicate that administrators need notification of percentage goals prior to the beginning of the year. If you will go to the following web site: <http://www.doe.virginia.gov/VDOE/Instruction/CTE/archives/SpringMeeting08/> and click on Part II – George Willcox you will see that the percentage of 33% of CTE completers passing at a 50% pass rate

for the 2008-2009 year was given to all administrators last spring. Originally we had said that this would increase by 33% of the completers each year with the last year being the final 34%. However, we have decided to expand the time frame for increasing this percentage over the period that reaches through 2013 and will work with divisions to obtain testing of 100 percent of the CTE completers by that year.

The testing actually begins whenever a student completes a course where they have an industry credential identified, and once they have passed the test and it is reported, it sits in "the VDOE industry credentialing database" until that student is also identified as a CTE completer. This database will begin with this year's entry of students who have achieved both an industry credential and have graduated as a CTE completer. We realize that some of the state licensure exams and some industry credentials are only offered once a year when a division can conveniently get to the testing site. There are multiple testing sites throughout the state but they are not always convenient to all of our schools.

The SOL testing that we currently have did not happen overnight and additional testing to accommodate students (such as the verified credits that can be earned by industry credentialing and completion of a CTE program) were added as the SOL testing program was refined. I would hope that you would expect the same thing to happen with Industry Credentialing.

15. **We were told in October that the DOE and DOLI were going to have a meeting regarding Power Tool Use by students, and that a Superintendent's memo would follow giving us direction. When can we expect to hear from you about this?** We received "draft language" that the DOLI is recommending be utilized in the 30 hour OSHA training, but we still have not received anything beyond this. The **DRAFT** language is as follows: **JURISDICTION ISSUES IN VIRGINIA**

The Virginia Department of Labor and Industry's (DOLI) Virginia Occupational Safety and Health (VOSH) Program enforces OSHA regulations in Virginia. While VOSH does not have direct jurisdiction over students in an instructional setting, it does have jurisdiction over the teachers and other school employees. Many times, if the students are exposed to safety or health hazards in an instructional setting, the teachers will be exposed as well.

In addition, DOLI's Labor and Employment Law Division, which enforces Child Labor Laws in Virginia, has enforcement jurisdiction over hazardous occupations under Va. Code §40.1-100; and over any hazard (whether work or non-work related) that endangers the life or health of any child. Teachers are generally considered to be in a "custodial relationship" with students and could possibly be charged criminally if they are found to have endangered the life or health of a child in an instructional setting under Va. Code §40.1-103.

Once we obtain approval from DOLI to send the above comments out in a Superintendents Memo, we will do that; but as you can see from comparing these comments to the previously issued Superintendents Memo #185 (September 9, 2005) and Supts Memo #10 (March 17, 2006), it does not provide any clearer detail.

16. Would you go into more detail on the revisions of the workplace readiness skills – specifically the 6 major elements, timeline, implications, funding and regional input?

Revising/Updating the skills: The list will be essentially completed by February, 2010.

Preliminary circulation is expected by late April, 2009.

Preparation of curriculum materials to support the list: CTERC will begin looking for appropriate curriculum materials for the preliminary skills list once it is approved in April, 2009. Some new curriculum materials will be developed, and some may be revised based on employer comments. All curriculum materials will be developed by March, 2010 and distributed to teachers by August, 2010.

Revising assessment strategies and instruments:

The new skills list will be examined for the need for new assessment items with the goal of establishing a **single assessment** instrument to be approved by the State Board of Education for verified credit.

Board approval will be sought in January, 2011.

Prior to the request, the new instrument will be pilot tested. With board approval, we will make the new instrument available system-wide in spring 2011.

Broadening Awareness of CTE's Attention to

Workplace Readiness Skills: Opportunities are being developed by the Weldon Cooper Center for promotion to the public, employers, teachers, guidance counselors, parents, students, and community leaders to enhance awareness and support for workplace readiness efforts in the schools. They are also working in conjunction with other state and regional initiatives.

Enhance Communication and Partnerships with Employers: Once the draft list is prepared, UVa

will coordinate the effort to solicit employer comment. Employers who have hired CTE graduates in the past will also receive communications about the workplace readiness update initiative. Additional follow-up with employers hiring CTE graduates will be done after testing begins.

Professional Development Opportunities: CTE teachers, administrators, and guidance counselors, as well as school principals and superintendents, will need to receive information about the skills update project and associated material. This will begin with an update for teachers in August at the 2009 Summer Institute and a systematic effort will be undertaken with other stakeholders from that point.

- 17. Why are we listing the state and local funding on the Perkins Schedule 2B? It is obvious that matching local dollars were used to purchase the items before they were reimbursed by Perkins.** Currently we only collect prior year data on local equipment funds spent, and once you have expended your state equipment funds we allow you to spend Perkins funds. We do not collect any matching local dollars for equipment/items. The original reason for the "S" or "L" was two-fold.
- o The first was to allow local divisions to utilize local or state funds on the two required uses for Professional Development or Special Populations Activities.
 - o The second reason was to provide information on a state-wide level of the amount of state and local funds spent on CTE in order for us to respond to questions from legislators and federal inquiries, without sending out an e-mail when we receive such a request and hoping we receive responses from everyone.

It was suggested in a phone call with a local administrator that this information be documented on a separate page which is not a part of the Plan and Budget. You may do this OR if you choose to include it in the Local Plan, you may do so. The choice is yours.