

MINUTES
Virginia Board of Education
School and Division Accountability Committee
July 24, 2007

James Monroe Building
Jefferson Meeting Room, 22nd Floor
Richmond, Virginia
3-4:30 p.m.

The following Board of Education members were present: Dr. Emblidge, Mrs. Castro, Mrs. Saslaw, Dr. Brewster, and Mr. Moore. Dr. Billy K. Cannaday, Jr., superintendent of public instruction, was also present to assist the committee in its work. Dr. Ward and Mr. Rotherham were absent from the meeting.

Welcome and Opening Comments

- Mr. David L. Johnson, Chairman of the committee welcomed presenters and speakers to the meeting. The meeting was called to order at 3 p.m.

Presentation by Representatives of Buchanan County Public Schools

- Introductory Comments by Ms. Kathleen Smith, Director, School Improvement
- Mr. Tommy Justis, Division Superintendent
- Ms. Patricia Fletcher, Director of Instruction
- Ms. Sherry Fletcher, Director of Title I Programs
- Mr. Mike Hill, School Improvement Consultant

Mr. Tommy Justis, superintendent, Michael Hill, PASS coach, Sherry Fletcher, elementary supervisor, and Pat Fletcher, director of instruction, discussed the implementation of shared governance at Twin Valley Elementary School. The Twin Valley Action committee was implemented in January, 2007 and the work of this committee in the area of mathematics has resulted in increased student achievement for this year. This committee has been very effective in supporting instructional efforts and teachers. Six outside administrators lead this team along with two teachers and parents. The team met monthly and focused on data related to mathematics achievement.

Presentation by Representatives of Petersburg City Public Schools

- Introductory Comments by Ms. Smith
- Dr. James Victory, Division Superintendent
- Mr. Fred Wilson, Former President of the School Board
- Dr. Alvera Parrish, Assistant Superintendent for Curriculum and Instruction
- Mrs. Gwendolyn Price, Director of Assessment

Officials of the Petersburg Public Schools presented their quarterly report on their progress toward meeting the objectives of the Memorandum of Understanding (MOU) with the Board of Education. They highlighted the following areas for discussion and review: Reorganization and Leadership Transition, Student Achievement Results, Status of [the state] Efficiency Review,

and Next Steps-Transitioning to the New Era. They reported that in addition to the election of a new chairman and vice chairman of the school board, numerous central office administrative changes have been implemented and new personnel hired for those positions. A number of new principals have hired and others currently in the system were reassigned. They are working diligently to fill teaching vacancies with highly qualified teachers by holding a teacher recruitment fair as well as advertising nationally.

Based on preliminary spring 2007 testing data, they expect that two elementary schools will be fully accredited and one will fully meet the expectations set forth in the MOU. They reported that the remaining schools appear to have met many of the expectations set out in the MOU but would not meet the requirements to be fully accredited. In spite of that, there have been pockets of improvement in all schools that appear not meeting those requirements.

Dr. James Victory, division superintendent, provided a detailed presentation on the implementation of recommendations from the efficiency review conducted by MGT of America for the Virginia Department of Planning and Budget as required by the MOU. The presentation included a 7-step implementation plan adopted earlier in the year. The presentation also cited which recommendations had been fully implemented, those which are in progress, and those that are to be done. A proposed timeline for completion was provided for each recommendation that was in progress or to be done. Finally, Dr. Victory outlined the next steps which included two short-term goals for improvement, each of which was accompanied by several strategies for meeting the goals. Also outlined were a number of long-term goals that the school board and administration are considering.

Standards of Accreditation Panel Discussion: Technical Diplomas

- Introductions by Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

The Board of Education's School and Division Accountability Committee approached several business and educational organizations and asked for their thoughts on what skills students would need to be prepared to enter the workforce and what the requirements for the new Technical and Advanced Technical Diplomas should be. Those who were invited were provided a list of questions for thought to help narrow the discussion. Based on the responses received, the committee convened two panels to discuss issues related to those topics.

All of the representatives voiced support for the development of the new diplomas and enumerated a number of skills that were important in preparation for the work force. While most of the panelists did not have recommendations for specific requirements for the diplomas, chief among comments was for schools to produce "trainable employees" with the ability to read, write, compute, and communicate. Some of the panel members expressed the desire to have students demonstrate competence through the Virginia's Career Readiness Certificate (CRC) program which is an assessment-based credential that gives employers and career seekers a uniform measure of key workplace skills. The Board of Education's acceptance of occupational competency examinations and industry certifications to satisfy some of the requirements for verified credit toward meeting the requirements for diplomas was also commended.

Written copies of the panelists' comments are included with these minutes and will be maintained and presented to all of the members of the Board at the end of the comment period.

Panel 1:

- Virginia Automobile Dealers Association: Mr. John Cates, General Manager
- Virginia Career Education Foundation: Dr. Emily Richardson, Executive Director
- Virginia Chamber of Commerce: Ms. Katie Hellebush, Governmental Affairs Assistant
- Advisory Board on Career and Technical Education: Dr. Daisy Stewart, Chair
- Virginia Association for Career and Technical Education: Mr. John Ledgerwood and Dr. Brenda Long

Panel 2:

- State Special Education Advisory Committee: Ms. Jackie Nelson, Member
- VASS/VSBA: Bill Pruitt, Superintendent of Franklin City Public Schools
- VEA: Mr. Jeff Cobb, VEA Vice-president
- VaPTA: Ms. Stella Edwards, Education Committee Chair

Discussion

- Mr. Johnson and all panel members did not have any further discussion after the panelists' presentations.

Adjournment-The meeting adjourned at 5:40 p.m.

Virginia Automobile Dealers Association
Mr. John Cates
General Manager

Bullets: Mr President; Mr. Chairman, distinguished board members and guests!

Thank you for allowing me to speak today on behalf of New Car & Truck Dealers of the Commonwealth.

Our Virginia Auto Industry has been very excited to be a part of the awakening and the success of Career & Technical Education in our great State.

We have had the privilege of partnering with the Career & Technical Education since 2000. Next year our partnership is on track to place our 1000th AYES interning student in our dealerships across Virginia!

The career paths that have been developed in VA for automotive & trade interested students, and the emphasis on work readiness skills, thru leadership clubs and internships, have lead Va C&T Education to a leadership position throughout the nation. Since 2000 our AYES partnership has provided over 4.5 million dollars worth of vehicles, journals, components and curriculum to students and schools. We have helped more than 800 students prepare themselves for rewarding careers. And our partnership has created jobs that will stay in Virginia; you can't outsource jobs that require tradeskills and physical service!

There is no doubt in my mind that if Virginia keeps leading in Career & Technical Education, (which now I not only can set a path to an associate degree, but also a four year college degree at some of our great institutions), more students pursuing their dreams as careers will make our future workforce not only attractive to industries looking to do business in Va, but will help us grow good VA citizens as well.

By ourselves, industry cannot train as well, or do it as efficiently, as it can by collaborating with the Virginia Education system!

A special thank you to Director Elizabeth Russell and her team, who work tirelessly to keep the flame of C&T education burning brightly.

Thank you!

Virginia Career Education Foundation
Dr. Emily Richardson
Executive Director

I represent the Board of Directors of the Virginia Career Education Foundation (VCEF), a 501 (c)3 non-profit organization, established by *former* Governor Mark Warner, that promotes career and technical education (CTE) and the many related career pathways. Prior to my work with VCEF, I was a local administrator of CTE for two school divisions for a total of 12 years following 25 years as a CTE instructor serving grades 7-12 and adult education.

That introduction is to assure you that I am passionately committed to advancing career and technical education in Virginia, and that I appreciate this opportunity to share comments with your committee regarding technical diplomas.

1. CTE **concentration** is defined as “a coherent sequence of courses completed by a student in a specific career area” as identified in *The CTE Administrative Planning Guide*. Another term to be considered in tandem with “concentration” is “completer.” A CTE **completer** is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program. While these terms seem straightforward, there may be merit in reviewing and redefining *sequence* in terms of credits earned or total hours of instruction rather than “courses” as we think about criteria for technical diplomas. The credits should be standard credits enhanced by industry certification or state licensure where applicable.

2. Interviews with over 500 employers in Virginia identified the skills they considered important for entry level workers and these were used as the basis for Virginia’s Workplace Readiness Skills (WRS). The 13 skills are reading, math, writing, speaking, computer, problem-solving skills; understanding the “big picture,” work ethic, a positive attitude, independence and initiative, self-presentation skills, attendance, and teamwork. *Job Outlook 2004* survey (National Association of Colleges and Employers) lists the 21 qualities or skills employers want. *Communication Skills* and *Honesty/Integrity* rated number one and two respectively; *GPA* ranked number 18. Passing the WRS curriculum and earning the accompanying National Occupational Competency Testing Institute (NOCTI) certification should be considered for inclusion in both technical diploma options.

3. Your current regulations require schools to offer: “Career and technical education choices that prepare the student as a career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs.”

Students who are pursuing the Standard Diploma or the new Modified Standard Diploma must complete two sequential electives. Two sequential electives comprise a concentration of courses from a variety of options, including Career and Technical Education. Completing any CTE concentration or specialization, including prerequisites, if applicable, will meet the requirement.

If a school division is offering courses to meet these two requirements, there should be few if any hardships in adding technical diploma options.

4. One of our goals at VCEF is promoting interest in CTE, and we do this through websites, a variety of print media and presentations. We find our greatest challenge is informing parents of the changes in CTE over the past few decades and the career opportunities available through a variety of pathways. It seems critical that parents be well informed about all the options so they can better guide their young people as they explore careers early on and narrow their choices.

5. Other recommendations.

- One way to maximize resources is to share across divisions and utilize virtual learning.
- Cooperation with institutions of higher learning in establishing dual credit courses should be encouraged, at no cost or low cost for the high school student.
- Partnerships with businesses and industry could help promote the technical diplomas. VCEF certainly endorses involvement of local business and industry representatives in telling their own career stories and encouraging younger students to pursue more rigor in their high school course selection. The Commonwealth Scholars (CS) program, a grant project managed by VCEF, is an example of this type of partnership. Local business representatives visit 8th grade classrooms to challenge them to take more rigorous courses in high school. The project will follow them through the next five years to see if they stay on target with incentives offered along the way and upon completion. The academic requirements are specified and fall between our standard diploma and advanced studies diploma. The CS academic core could be considered as one basis for the technical diploma, even if modifications are recommended for certain CTE programs. (A copy of the Commonwealth Scholars brochure is attached for additional information.)

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**Virginia Chamber of Commerce
Ms. Katie Hellebush
Governmental Affairs Assistant**

I am Katie Hellebush with the Virginia Chamber of Commerce. The Virginia Chamber supports the technical and advanced technical diplomas to enable a greater workforce, which will attract businesses and industry that will help the Commonwealth continue to prosper. Virginia's recent number one business friendly rankings by *Forbes.com* and *CNBC* show workforce is an essential element of recruiting new business and of maintaining a vibrant business climate.

Employers seek the following basic skills in a “trainable labor force”:

- The Virginia Chamber of Commerce has learned that the specific skills demanded by employers vary from industry to industry and from region to region across Virginia.
- Every business though expects the public school system to produce “a trainable labor force.”
- Businesses will provide additional job or industry specific training as required.
- “Trainable labor force” has two sets of skills:
 - Soft skills:
 - Communication
 - Intrapersonal Skills
 - Teamwork
 - Hard skills:
 - Basic literacy
 - Reading, Writing and Reasoning
 - Math skills through Algebra II
 - Computer Literacy- a basic comfort level and familiarity

Resources: Capitalize on current programs and work to increase funding and use thereof.

- Career Readiness Certificate (CRC)
 - Oversight: Office of the Governor for Workforce Development
 - Administration: Virginia Community College System
 - The Virginia Chamber full supports the CRC.

- ACT Workkeys
 - Applied mathematics
 - Basic calculations (arithmetic; fractions/percentages; conversions; negative numbers)
 - Problem solving and Logic
 - Reading for Information
 - Identify Main Idea
 - Identify process (steps within and principles behind)
 - Identify Instructions and “If, Then” statements (different scenarios)
 - Locating Information
 - Retrieval skill
 - Ability to read graphs, diagrams, flow charts, gauges, instruments
- Virginia Jobs Investment Program
 - Administered by the Virginia Department of Business Assistance (VDBA)
 - Companies who contract to relocate to Virginia are able to draw funds to reimburse the costs of training workers whether through a community college or on the job training
 - Customized job training, recruiting program
 - 41 year program
 - Funding is currently \$8 million; would like to increase that figure.

Recommendations:

- The Virginia Chamber of Commerce hopes the technical diploma will strengthen students’ and their parents’ confidence so that students are able to realize a successful, profitable career.
 - Make this path more attractive and publicize this option in high schools— not as less valuable or less respected than a four year degree but an equally attractive opportunity and career path.
 - Detail career opportunities to make tangible to students and their parents.

- Higher confidence and self esteem will strengthen the workforce, its employability and productivity.
- Virginia Manufacturers Association (VMA) is another good resource to detail specific necessary skills as well.

Thank you. Please do not hesitate to contact me for any further information.

Virginia Advisory Committee on Career and Technical Education
Daisy Stewart, Chair

Thank you for giving me the opportunity to participate in this Forum on Technical Diplomas to represent the Virginia Advisory Committee on Career and Technical Education. I am Daisy Stewart, chair the Advisory Committee, and I am a faculty member in Career and Technical Education and Associate Director of the School of Education at Virginia Tech. The vice-chair of our committee is Mike Mills, Corporate Distribution Manager of American Woodmark Corporation in Winchester. The principal purpose of the Advisory Committee is to provide information about the needs of career and technical education students and programs to the Board of Education and the Department of Education and to make recommendations regarding career and technical education. The membership is composed of thirteen persons knowledgeable about and concerned with career and technical education, and currently includes eight representatives from business and industry and five representatives from education.

The members of the Advisory Committee have had some opportunity to discuss the technical diploma and advanced technical diploma since the Virginia General Assembly adopted legislation establishing these designations earlier this year. We have not studied the issues related to these new diplomas fully, nor have we adopted a formal position on specific aspects related to the requirements for and implementation of the technical and advanced technical diplomas. We support the concept of recognizing students' technical achievements, and the annual report that I will be presenting to the Virginia Board of Education tomorrow includes the following commendation:

“The Advisory Committee commends the administration for its support of career and technical education through its guidance on requirements for the new Technical Diplomas.”

We think it is very important that the requirements for the technical diplomas clearly exceed those of the standard diploma. The requirements should provide rigor in the academic and technical courses included and also relevance in relating the course content to the future workforce roles for which the students are preparing.

The Advisory Committee supports the information and perspective being provided in this forum by the Virginia Association for Career and Technical Education (VACTE). The leaders of VACTE have conducted an informal survey of career and technical educators and administrators across the Commonwealth, and the responses from these individuals have informed the VACTE testimony and proposals for the technical diplomas.

In order for the technical and advanced technical diplomas to be successful, it will be very important for the Virginia Board of Education, Department of Education, and local school divisions to develop strategies for increasing the visibility of these options. Target audiences for these efforts will include students, parents, business and industry, and higher education.

Business and industry representatives play a critical role in our Advisory Committee. Because of this, we are especially supportive of the necessity of involving partnerships with businesses, workforce development agencies, community colleges, and higher education institutions in the implementation of the technical diplomas.

It is our perception that school divisions should be able to offer this diploma option to students with existing course offerings and resources. A broader range of career pathways may be made available to students through sharing resources across divisions. This could involve the use of technology such as online and videoconference instruction.

On behalf of the Virginia Advisory Committee for Career and Technical Education, I express our appreciation to the Board of Education for inviting us to share our perceptions on this important issue. We look forward to working with the Board and the other groups represented here today to develop realistic requirements for the technical and advanced technical diplomas and policies for implementing these new credentials for the youth of the Commonwealth.

**Virginia Association for Career and Technical Education
Mr. John Ledgerwood and Dr. Brenda Long**

Good afternoon, I am John Ledgerwood and my colleague Brenda Long, and I am CoVice Presidents for Legislation for the Virginia Association for Career and Technical Education (VACTE). We thank you for the opportunity to make comments on the Technical Diploma and Advanced Technical Diploma.

In efforts to better understand the requirements and needs of the Technical Diplomas, an informal survey of Career and Technical Education administrators, teachers, and interested persons was administered. The information gathered assisted in answering the questions for this forum.

Question I. Define “Concentration”. The recommendation is to use the current definition as listed in the Dept. of Education, Office of Career and Technical Education CTE Administrative Planning Guide. This document defines concentration and specialization sequences as “a coherent sequence of courses completed by a student in a specific career area”. This should be two or more courses as it relates to the student’s career pathway as approved by the Virginia Department of Education Five Year Career and Technical Education Plan in compliance with the federal act, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

1-B. Number of CTE credits and standard or verified. (Please see attachment)

There are two national high school reform initiatives that Virginia schools have or are currently participating in to increase student achievement and add academic rigor. A federal program referred to as State Scholars initiative and a SREB program entitled High Schools That Work. It is recommended that the Technical Diploma requirements mirror Commonwealth Scholars with flexibility reflecting the student career pathway as outlined in the HSTW initiative. (See Attachment)

It is recommended that 4-6 Career and Technical Education credits are included in the Technical Diploma. These credits would relate to the career pathway. The credits should be verified credits where applicable with industry certification exams and/or assessment. The Technical Diploma must demonstrate both rigor and relevance and exceed the Standard Diploma requirements.

Question 2. Skills required by employers.

Each Career and Technical Education course is required to teach Workplace Readiness Skills as minimum. These skills have been identified by employers as essential in the workplace. Additional topics within the same area are being considered such as entrepreneurship and creative skills.

2-B. Preparing students to learn these skills.

To address student preparation of these skills could include, but not limited to, performance based approach requiring both knowledge and demonstration. This could include a senior portfolio or senior project with a presentation.

2-C. State regulation.

The state regulations should reflect the new federal Carl D. Perkins Career and Technical Education Act 2007 (Perkins IV) regulations. The competencies will be part of the CTE courses in Virginia and thus, the program assessment requirements would be reflected of the federal requirements.

Question 3. Resources both funding and staffing.

According to the Department of Education 2005-2006 Term Graduate report, 35 percent of Advanced Studies Diploma students were also CTE Completers and 45 percent of Standard Diploma students were CTE Completers. A CTE Completer is defined as a student who has completed two or more sequential CTE courses and meets the requirements for graduation. These numbers demonstrate the number of students already taking CTE courses as electives and complete the second year of the course. This indicates that school divisions that offer the first year of the course are also offering the second year, thus have the staffing and equipment in place. Also, in order to receive federal CTE funds, school divisions must offer a minimum of 3 different CTE programs. The majority of school divisions exceed this number.

Question 4. Promote student interest in CTE and the Technical Diploma.

It is imperative to develop a marketing campaign involving parents, students, businesses, higher education, local education agencies, and Parent-Teacher Associations. The general public must realize the rigor attached to the Technical Diploma and that it exceeds the requirements for the Standard Diploma. Benchmarks should be developed using current data on types of diplomas using the school building report card. Business awareness partnerships could be established with public education, higher education, and the Virginia Department of Education to demonstrate the need for a well educated and skilled workforce.

Question 5. Recommendations for requirements.

The course requirements should require and correlate with a career pathway and explore the opportunities to develop relationships with corresponding business and industry. The core requirements should reflect academic rigor and knowledge and skill attainment.

Resources could be shared across divisions via virtual learning and on-line courses and partnerships should be cultivated with business and higher education institutions.

In summary, the Technical Diploma should exceed the requirements of the Standard Diploma, meet the requirements for a CTE Seal, CTE credits should be verified where applicable with industry certification exams, dual credit with higher education should be an option, and an

Academic Career Plan should be required beginning at the middle school level and modified as needed through the student's high school career.

If you have questions or require additional information, please contact:

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Attachment

Recommendations for **Technical Diploma** 23/24 Credits

English 4 credits

Math 3 credits
(Algebra 1, Geometry, Algebra II)

Science 3 credits
(Above Earth Science. Credits should reflect the student Career Pathway Such as Chemistry for Cosmetology; Principles of Technology/Physics, Project Lead the Way for Engineering and Technology or Trade and Industrial Education; Anatomy for Health and Medical Services; AP Chemistry, Oceanography, Geology as relates to career pathway)

History/Social Science 3 credits
(to include Financial Literacy)

Health/Physical Education 2 credits

Foreign Language 2 credits
(Conversational based for workforce readiness)

Technical Communication 1 credit
(Computer applications, technical proposals, report writing, project development)

Career and Technical Education 4-5 credits
(A concentration of two or more CTE courses)

Elective	1 credit
Total	23 credits

Additional Requirements:

- Course requirements must meet CTE Seal
- May meet the Advanced Math or Technology Seal
- Where applicable, CTE credits should be verified credits via Industry Assessment
- Dual credit with higher education where applicable
- Academic Career Plan that would utilize Career Pathways from middle school to high school to higher education. This could be modified throughout the high school career as needed.

Recommendation for **Advanced Technical Diploma**

English 4 credits

Math 3 credits
(Algebra I, Geometry, Algebra II)

Science 3 credits
(Above Earth Science. Credits should reflect the student Career Pathway Such as Chemistry for Cosmetology; Principles of Technology/Physics, Project Lead the Way for Engineering and Technology or Trade and Industrial Education; Anatomy for Health and Medical Services; ANY Chemistry, Oceanography, Geology as relates to career pathway)

***Math or Science** 1 credit
(Student choice as relates to Career Pathway)

History/Social Science 3 credits
(to include Financial Literacy)

Health/Physical Education 2 credits

Foreign Language 2 credits
(Conversational based for workforce readiness)

Technical Communication 1 credit
(Computer applications, technical proposals, report writing, project development)

Career and Technical Education 5-6 credits
(A concentration of two or more CTE courses)

Total 24 credits

Additional Requirements:

- Course requirements must meet CTE Seal
- Would meet the Advanced Math or Technology Seal
- Where applicable, CTE credits should be verified credits via Industry Assessment
- Dual credit with higher education where applicable
 - Academic Career Plan that would utilize Career Pathways from middle school' to high school to higher education. This could be modified throughout the high school career as needed.

State Special Education Advisory Committee
Ms. Jackie Nelson
Member

SSEAC Notes on Technical Diploma

Keep in mind how a Technical Diploma option would help students.

This diploma should be considered a “regular diploma” for NCLB & IDEA graduation.

CTE technical program (or concentration) should equate/substitute for SQL End-of- Course verified and standard credits, not added on to those courses/tests.

Program should encourage cooperative experiences and on-the-job training to count toward standard and verified credits

Program should use data from career and transition assessments (i.e., interest interviews/surveys, aptitude measures, etc.) to advise students

Program concentrations should include computer technology (including networking systems) as well as service profession (food service, health care, child care, landscaping, etc.) and work skills (work ethic, problem-solving, independence, teamwork, etc.). The work skills should be incorporated in the cooperative experiences and in course work.

Program should have an entrepreneur (business) component for students that might be starting their own business.

**VASS/VSBA
Bill Pruitt**

1. How would you define a “concentration’ in career and technical education? Please be as specific as possible. Please include the number of additional credits that you recommend in a career and technical education content area *for* these new diplomas, and whether these should be standard or verified credits.

A concentration in career and technical education (CTE) is completing a coherent sequence of courses in at least one CTE career area and earning at least 5 CTE credits. Two of the five credits should be a course that provides instruction in workplace readiness skills and a separate course that provides work-based learning experiences. After completing the program’s sequence, a student must take and pass the associated industry certification or state board licensure examination in order to be awarded 1 to 2 verified credits.

A student must earn 23 units of credit to receive a technical diploma. The 23 units should include Algebra II, Principle of Technology, at least 2 years of a foreign language, and public speaking.

2. What skills do you see are in greatest demand by employers? How would you recommend preparing students to learn those skills? How should the regulations address this issue? Again, please be as specific as possible.

Employers, who are members of the local CU Advisory Council, request that students be equipped with the soft skills needed for successful employment. They request that schools teach students the importance of being on time, working while on the job, getting along with coworkers, providing appropriate customer service, and knowing basic math and communication skills. Employers readily state that if schools teach these skills, they can provide training so the employee can learn the job.

The regulations should address this issue by mandating that 1 of the 5 credits be a course exclusively in workplace readiness skills. This course should be based on a State Board of Education approved curriculum framework document.

3. The availability of adequate resources, both in terms of funding and staffing, is always a consideration when developing new policies. What recommendations do you have to prevent these new diplomas from creating a financial hardship for local school divisions?

Financial hardships usually exist when adding new programs, especially for smaller school divisions. Technical diplomas will require additional staff and programs to ensure enough sequences for all students following the technical track. Schools with high composite indices receive low funding and schools with low composite indexes do not receive enough funding.

Current funding will not support adding new programs (equipment, industry examination fees) and/or new staff (salary and benefits).

Partnerships with local school divisions and community colleges may reduce the financial burden, but will not alleviate it. Local school divisions may need to develop a program to allow students to cross borders to enroll in CTE programs and/or offer more dual enrollment courses

through a local community college. The school division would be responsible for transportation, tuition, and any other fees.

4. What recommendations do you have to promote student interest in career and technical education and the technical diploma options? How should the regulations address this issue?

Students are interested in money to purchase their wants. CUE should be an avenue for them to earn money, obtain a viable skill while earning it, and value working for it. Each student earning a technical diploma shall be given a work-based learning opportunity such as an internship or cooperative education in his program sequence. The regulations should address this issue by requiring a unit of credit for work-based learning.

There should be a statewide campaign promoting the technical diplomas similar to the GED campaign several years ago. Billboards should be put up across the state and media spots should be on local TV and radio stations throughout the Commonwealth. This effort will inform parents, business and industry personnel, community leaders, as well as, all Virginia's students about the technical diploma options.

5. Do you have any other recommendations for the Board of Education as it establishes the requirements for the technical diplomas?

The Board of Education should consider allowing local school divisions to share resources such as in the field, on-site classroom opportunities across divisions. This will reduce some of the financial hardship on smaller school divisions.

VEA
Mr. Jeff Cobb
Vice-President

Good Afternoon, Dr. Emblidge, Members of the Board, Dr. Cannaday. Thank you for inviting the Virginia Education Association to be part of the process to develop the criteria for a technical diploma in Virginia. My name is Jeff Cobb; I am the Vice President of the VEA.

The VEA's mission is to ensure *great* public schools for every child, hence we share this board's commitment to close achievement gaps and advocate for effective programs that address the diverse learning needs of our students and prepare our young people for the world of work in the 21st Century.

In preparing to participate in today's forum, I found it difficult to address the questions posed with any degree of specificity. At this point, I will instead offer more of a framework for our involvement in the process of developing the best policy to achieve our mutual goals for the students of Virginia.

- The VEA supports efforts to elevate the quality, standing, and public perception of Career and Technical Education. Unfortunately, for some time now, the public and policy makers have seemed to believe that all students, in order to be successful, have to attend traditional four-year colleges and universities. The unintended consequence of the failure to give equal attention to preparation in skilled trades and to encourage children to pursue vocational/technical career options will have an increasingly significant impact on our nation's ability to compete in the global marketplace.
 - With no intended disrespect to the legislators who proposed the legislation that led to these deliberations or to others who proposed bills relating to career and technical education in the last and prior General Assembly sessions, we believe that we need to do more than “nibble around the edges” of a very serious problem.
 - Virginia's industrial employers cry out for more graduates of our schools who bring technical skills to the workforce. Indeed, on May 29th of this year, Governor Kaine wrote to the Virginia Manufacturers Association acknowledging that “manufacturing has the highest concentration of workers over 55 years old and we must we must prepare our future workforce to fill those valuable jobs.” Governor Kaine is joining with manufacturers and others to conduct a Virginia Skilled Trade Gap analysis project. VEA and others realize that the results of this analysis will be alarming.
 - We have an opportunity now to design a far more comprehensive, meaningful system of education and accountability by recognizing that 21st Century skills require a broad spectrum curriculum and authentic assessments to prepare our students for the workplace, a workplace that futurist Ed Barlow recently told all of us hasn't even been invented yet.
- We have an opportunity to create career and technical programs in our public schools that will prepare our students to enter the world of work with skills that will ensure a good quality of life for them and a quality workforce for our industries. Diploma requirements are but one piece of what needs to occur.
 - The VEA asks the Board of Education, the Department of Education, the General Assembly and the Governor to go beyond nibbling around the edges. The

Commonwealth must face the fact that we need to increase Virginia's investment in Career and Technical Education. Bold steps are needed to prepare the next generation for the world before them. We cannot simply alter diploma requirements, change the sequence of courses, and place the burden for enhanced vocational and technical offerings on Virginia's localities.

- We believe it is time to look beyond the task before us today. We all know that Career and Technical Education and Special Education are the most expensive programs to offer. It costs much more to provide the one-on-one training a future machinist needs than it does to teach twenty-five in a traditional classroom. Enhancing the quality of Career and Technical Education will require investment. The best way to begin enhancing the perception of Career and Technical Education is to enhance Career and Technical Education programs. Make Virginia's offerings second to none. It is time for Virginia to take that step.

We took forward to taking those steps with the Board and the other stakeholders in quality public schools for every child. Again, thank you for the opportunity to participate in this process.

Virginia PTA
Ms. Stella Edwards
Education Committee Chair

Virginia PTA appreciates the opportunity to offer its suggestions regarding technical diplomas, but asks you to please understand that our comments must be based on our current positions as determined by our grassroots process. Virginia PTA is concerned about the education of all children in our public schools, and our members are dedicated to improving the health, education and welfare of the children of Virginia. Our suggestions may not seem feasible or not appear realistic given the current constraints of Virginia's resources, but please know our focus is always on what is best for our children.

The Virginia PTA has long-standing positions on supporting access to career and technical training for all students and encouragement for every child to develop to his fullest potential. The Purpose of our association is "to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education."

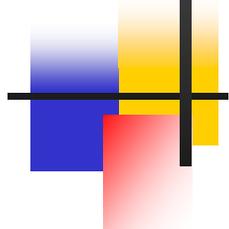
Given the constraints mentioned previously, we are unable to offer specific ideas for all of the areas requested, but can offer the following, using your numbering scheme:

#2 — We yield to the findings of the Department of Labor and their recently identified 10 high-growth industries and three emerging industries that will have significant growth in the coming years. These are advanced manufacturing, automotive, construction, energy, financial services, health care, hospitality, information technology, retail, transportation, and biotechnology, geospatial technology, and nanotechnology;

#3 - Recruiting specific industry experts to help identify and determine concentration of content would be a suggestion and come in alignment with our **5th** Purpose. These same experts may also be able to offer suggestions regarding staffing resources. Dual-enrollment with the community college system should also be a viable option;

#5 - Other recommendations would be to offer more flexibility in current regulations and require multiple criteria to determine pass/fail with these courses. We would request you explore additional alternative licensure for the CTE teachers. School divisions should be encouraged to share resources across divisions and we must utilize all available community resources- Parental involvement and communication on the availability of these courses to our parents and students should be promoted prior to our students entering high school. The Virginia PTA would be glad to work with the Department of Education in establishing a program to be presented at PTA meetings perhaps at the middle school level to tie in with career days as offered through our middle schools. Citing our 5th Purpose, the above certainly would be a recommendation of members of the Virginia PTA.

Stella Y. Edwards,
 Education Chairman
 (804) 530-1809

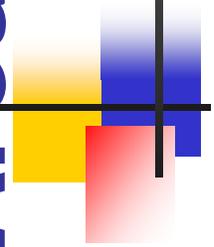


Petersburg City Public Schools

Quarterly Report to the Virginia
State Board of Education

July 24, 2007

Areas of Discussion and Review



- **Reorganization and Leadership Transition**
- **Student Achievement Results**
- **Status of Efficiency Review**
- **Next Steps – Transitioning to the New Era**

Reorganization and Leadership

Transition

- **School Board**
 - Election of New Chairman and Vice Chairman
 - Superintendent meets with individual School Board Members to discuss pertinent issues
 - Superintendent collaborates with School Board Members to develop agenda for school board meetings
- **Central Office Staff (positions filled)**
 - ☯ Superintendent
 - ☯ Assistant Superintendent for Instruction
 - ☯ Director of Elementary Education
 - ☯ Director of Secondary Education
 - ☯ Director of Special Education

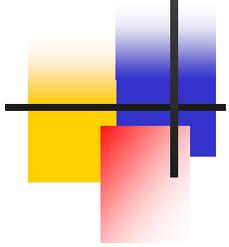
Reorganization and Leadership Transition (cont.)

■ Central Office Staff

- ☯ Coordinator of Staff Development
- ☯ Coordinator of Pupil Personnel
- ☯ Coordinator of Federal Programs (TBA)
- ☯ Grants Specialist (TBA)

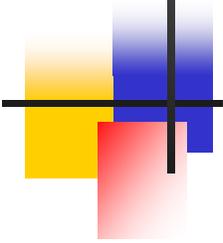
■ School Administration

- ☯ All schools have been assigned new principals, with the exception of two—recommendations will be presented to the School Board on Wednesday
- ☯ Secondary schools – recommendations will be presented to the School Board on Wednesday for new assistant principals

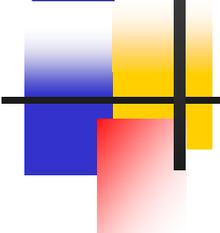


Instructional Staff

- **As of July 23 – 19 of the 60 Teacher vacancies have been filled**
- **Efforts to fill vacancies**
 - **Recruitment Fair on July 27th**
Personal Contacts with Schools of Education of colleges in Virginia and beyond:
 - Virginia Union University St. Paul's College
 - Norfolk State University James Madison University
 - Virginia State University Fayetteville State University
 - Longwood University North Carolina Central University
 - Hampton University West Virginia State University
 - Radford University



- VIF – Visiting International Faculty
- Advertisement
 - Richmond Times Dispatch
 - Virginia Pilot
 - Education Week
 - Teachers-Teachers. com
- Dialogue with other school districts
 - Human Resources Staff in Regions 1, 2, & 8



Petersburg Public Schools

Preliminary Spring 2007 Data
(Excludes: VAAP & VGLA)

Walnut Hill Elementary School

Anticipate Full Accreditation

	% Passing	SOA Benchmark	Met SOA Req.	Req. for MOU	Met MOU Req.
3 & 5	72.24%	75%	NO	79.30%	NO
4th	87.10%	75%	YES	83.80%	YES
3,4,&5	75.77%	75%	YES		
3,4, & 5	76.33%	70%	YES	81.10%	NO
3rd	82.00%	50%	YES	80.00%	YES
3rd	72.45%	50%	YES	85.00%	NO
5th	72.92%	70%	YES	74.00%	NO
5th	72.16%	70%	YES	72.00%	NO
Comparison Data					
				Preliminary	
	%Passing	%Passing	%Passing	%Passing	
	2004	2005	2006	2007	
3rd & 5th	70%	73%	77%	72%	
4th			82%	87%	
3,4, & 5	67%	74%	79%	76%	
3rd	89%	87%	80%	82%	
3rd	87%	79%	85%	72%	
5th	54%	77%	74%	73%	
5th	48%	48%	72%	72%	

R.E. Lee Elementary School

Anticipate Full Accreditation

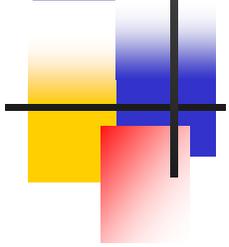
	% Passing	SOA Benchmark	Met SOA Req.	Req. for MOU	Met MOU Req.
3 & 5	72.97%	75%	NO	77.50%	NO
4th	78.79%	75%	YES	76.60%	YES
3,4, & 5	76.00%	75%	YES		
3,4, & 5	85.00%	70%	YES	72.10%	YES
3rd	82.00%	50%	YES	72.00%	YES
3rd	67.00%	50%	YES	82.00%	NO
5th	83.00%	70%	YES	79.00%	YES
5th	86.00%	70%	YES	73.00%	YES
Comparison Data					
				Preliminary	
	%Passing	%Passing	%Passing	%Passing	
	2004	2005	2006	2007	
3rd & 5th	53%	71%	75%	73%	
4th			74%	79%	
3,4, & 5	55%	69%	69%	85%	
3rd	59%	32%	72%	82%	
3rd	44%	45%	82%	67%	
5th	81%	95%	79%	83%	
5th	43%	65%	73%	86%	

Blandford Elementary School

		% Passing	SOA Benchmark	Met SOA Req.	Req. for MOU	Met MOU Req.
3rd & 5th	Reading	64.52%	75%	NO	71.20%	NO
4th	Reading	87.80%	75%	YES	79.30%	YES
3,4,&5	Reading	69.39%	75%	NO		
3,4, & 5	Math	69.50%	70%	YES	76.60%	NO
3rd	His/SS	77.08%	50%	YES	68.00%	YES
3rd	Science	75.00%	50%	YES	50.00%	YES
5th	His/SS	70.59%	70%	YES	76.00%	NO
5th	Science	68.63%	70%	NO	65.00%	YES
Comparison Data						
		%Passing	%Passing	%Passing	Preliminay %Passing	
		2004	2005	2006	2007	
3rd & 5th	Reading	74%	74%	68%	65%	
4th	Reading			77%	88%	
3,4, & 5	Math	85%	85%	74%	70%	
3rd	His/SS	70%	86%	68%	77%	
3rd	Science	91%	86%	50%	75%	
5th	His/SS	95%	67%	76%	71%	
5th	Science	85%	49%	65%	69%	

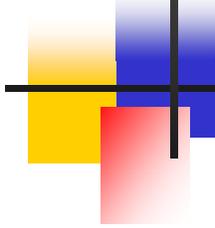
A.P. Hill Elementary School

		% Passing	SOA		Met SOA		Req. for		Met MOU
			Benchmark	Req.	Req.	MOU	Req.		
3rd & 5th	Reading	55.37%	75%	NO	NO	56.80%	NO	NO	
4th	Reading	68.83%	75%	NO	NO	69.40%	NO	NO	
3,4,&5	Reading	57.14%	75%	NO	NO				
3,4, & 5	Math	58.93%	70%	NO	NO	55.00%	YES	YES	
3rd	His/SS	72.00%	50%	YES	YES	60.00%	YES	YES	
3rd	Science	58.00%	50%	YES	YES	60.00%	YES	YES	
5th	His/SS	62.00%	70%	NO	NO	42.00%	YES	YES	
5th	Science	49.00%	70%	NO	NO	38.00%	YES	YES	
Comparison Data									
		%Passing	%Passing	%Passing	%Passing	Preliminary			
		2004	2005	2006	2007				
3rd & 5th	Reading	53%	71%	52%	55%				
4th	Reading			66%	69%				
3,4, & 5	Math	53%	85%	50%	59%				
3rd	His/SS	50%	84%	60%	72%				
3rd	Science	35%	85%	60%	58%				
5th	His/SS	42%	73%	42%	62%				
5th	Science	42%	47%	38%	49%				



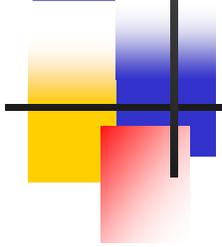
DATA Summary

- Anticipate Full Accreditation
 - Robert E. Lee Elementary School
 - Walnut Hill Elementary School
- Met MOU Academic Requirements
 - Westview Elementary School



Efficiency Review

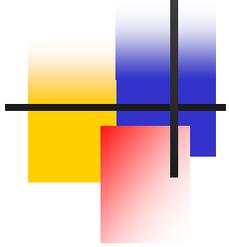
- **Updated timeline developed and progress reflected in the handout provided**
- **Continuing to work on completion of each task, by department :**
 - ❖ District Organization
 - ❖ Financial Management
 - ❖ Human Resources
 - ❖ Education Services
 - ❖ Technology
 - ❖ Facilities
 - ❖ Food Service



Next Steps

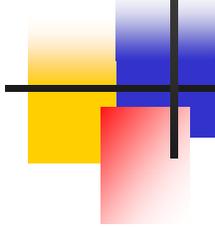
Short Term Goals for Improvement

1. **Implementation of a comprehensive process for Division-wide effective communication has been activated.**
This will ensure continuous improvement in meeting the requirements of the MOU and The Efficiency Report
 - Superintendent's weekly staff meetings with all central office level Directors & Supervisors (Superintendent's Cabinet Meetings)
 - Monthly staff meetings with all Principals and Central Office Directors and Supervisors



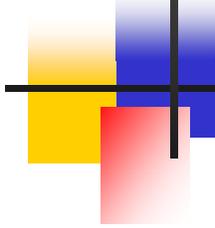
Short Term Goals for Improvement (cont.)

- Bi-monthly grade level meetings with teachers across the division to promote consistency
- Scheduled mandatory monthly report to Superintendent by Central Office Directors & Supervisors for updates & data review
- Organize the Superintendent's Communication Committee (consists of representatives from each school, and departments throughout the school division)
- Develop Superintendent's Parent Advisory Committee with city-wide representation and participation
- Develop Partnerships with various stakeholders



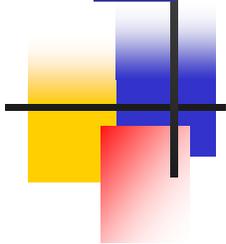
Short Term Goals (cont.)

2. **Develop and effectively implement a system for monitoring the consistency in implementation of the instructional and school improvement plan for success.**
 - Organize building-level Leadership Teams, consisting of teachers working with the principal on developing the school improvement plan for 2007-08, to build capacity.
 - Develop a system for monitoring the the delivery of instruction , as aligned with the Pacing guides, curriculum framework, and the SOL blueprint.
 - Develop a system, with leadership from the Assistant Supt. For Instruction, Director of Testing, Directors of Elementary Education and Secondary Education, to review student performance data every 4 ½ weeks, to enable teachers in making informed instructional decisions.



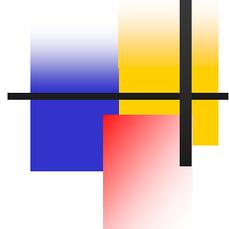
Long Term Goals

- School Board Vision and Mission Development
- Early Childhood Education
- Freshman and Sixth Grade Success Programs
- Middle & High School Reform
- Middle College Program
- Greater Community Partnerships
- Second Semester High School Credit Recovery Program
- Algebra I
- Middle & High School Specialty Programs
- Superintendent's Advisory Council
- Vocational/Career & Technical Education
- Gifted Education



Petersburg Public Schools will be a “World Class” school division!





**Petersburg City Public
Schools**

**FY07 Efficiency Review
Superintendent's
Implementation Plan**

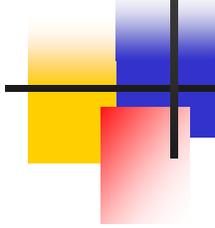
Recommended by:

Dr. James Victory

Superintendent

July 24, 2007

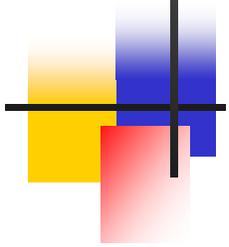
UPDATED – July 23, 2007



Introduction

The School Board requested an efficiency review for support services. The Virginia Department of Planning & Budget (DPB) contracted with MGT of America from Jacksonville, FL who conducted the review in October of 2006 and presented the final report to the Board on 1/10/2007. The School Board also, entered into a Memorandum of Understanding (MOU) in November of 2006 with the VA Department of Education (VDOE) wherein all schools will become fully accredited within 3 years. The MOU incorporated the efficiency review as a component of the agreement whereby 40% of the recommendations would be implemented within 12 months and 50% within 24 months.

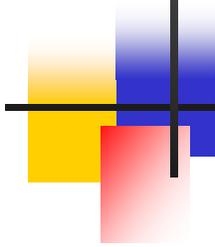
The Board then directed the Acting Superintendent to prepare an implementation plan that would comply with the requirements of the MOU.



IMPLEMENTATION PLAN

1 of 2

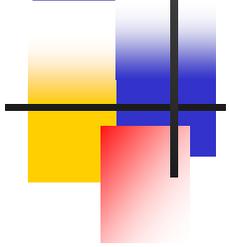
- **1** – Engage attorney on 1/12/07 to review recommendations and personnel policies
- **2** – Issue Declaration of Intent Forms to staff for FY08 for return by 1/31/07
- **3** – Request school board to endorse accelerated consolidation plan on 2/7/07 per recommendation 8-1.
- **4** – Analyze secondary staffing using enrollment, programming, & modification of block schedule for report by 2/14/07 work session



IMPLEMENTATION PLAN

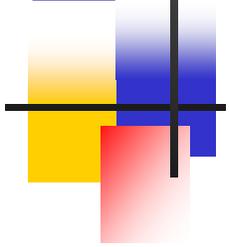
2 of 2

- **5** – Recommend reorganization of central office with implementation of shared decision making & communication protocol at 2/7/07 meeting.
- **6** – Update VASS Salary Study for recommendations in FY08 budget process by 3/1/07
- **7** – Present Superintendent’s assessment of all recommendations with status and timeline at 1/17/07 work session



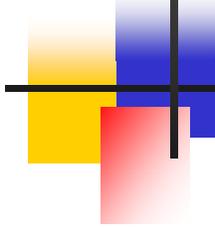
Overview of Recommendations

- 90 efficiency recommendations
 - 60 suggest no dollar impact
- \$19M potential savings **IF** 100% are implemented
- Must implement:
 - 40% by Jan, 2008
 - 50% by Jan, 2009



Overview of Recommendations

- Superintendent & Executive Team
classified recommendations into 4
status groups:
 - **C** = Completed
 - **P** = In Progress
 - **T** = To Be Done
 - **X** = Not Recommended



SUPERINTENDENT'S ASSESSMENT by Chapter

- Chapter 2 - **District Organization**
- Chapter 3 – **Financial Management**
- Chapter 4 – **Human Resources**
- Chapter 5 – **Educational Services**
- Chapter 6 – **Transportation**
- Chapter 7 – **Technology**
- Chapter 8 – **Facilities**
- Chapter 9 – **Food Service**

DISTRICT ORGANIZATION

Item	Description	Target	Status
2-1	Formalize school board development	04/2007	P/T – 8/07
2-2	Reorganize committees	04/2007	P/T – 8/07
2-3	Update all school board policies	12/2007	T - 12/07
2-4	Competitively bid legal services	07/2007	T- 9/07
2-5	Reorganize central admin office staff	08/2007	C
2-6	Reduce admin & clerical in all schools	08/2007	C
2-7	Develop shared decision making	07/2008	P – 9/07
2-8	Review and Revise strategic plan	07/2008	P – 9/07
2-9	Review crisis mgt plan (from 6-5)	08/2007	P – 9/07

FINANCIAL MGT

1 of 2

Item	Description	Target	Status
3-1	Financial procedures manual	08/2007	P
3-2	Summary financial reports	01/2007	C
3-3	Fire-rated cabinets for financial records	05/2007	P – 8/07
3-4	Implement monthly payroll		X
3-5	Make direct deposit mandatory	08/2007	C
3-6	Budget development focus	06/2007	P – 9/07
3-7	Expand budget development calendar	01/2007	P – 9/07

P = In Progress C = Completed T = To Be Done X = Not Recommended

FINANCIAL MGT

2 of 2

Item	Description	Target	Status
3-8	Issue purchasing procedure manual	08/2007	C
3-9	Online purchasing & purchasing cards	06/2008	P
3-10	Utilize cooperative agreements	08/2007	P
3-11	Close current warehouse facility	08/2007	C
3-12	Activity fund procedure manual	05/2007	C
3-13	Implement fixed asset tracking	06/2008	T

P = In Progress C = Completed T = To Be Done X = Not Recommended

HUMAN RESOURCES

1 of 2

Item	Description	Target	Status
4-1	Create HR web page on PPS website	07/2007	P - 8/07
4-2	Establish office schedule for efficiency	05/2007	P - 8/07
4-3	Automate routine HR operations	04/2007	T - 12/07
4-4	Store HR records in fire-rated cabinets	08/2007	P - 8/07
4-5	Procedure to promptly file HR records	02/2007	C
4-6	Update HR policies	12/2007	P
4-7	Comprehensive HR handbook	06/2008	C
4-8	Comprehensive recruitment plan	07/2007	P - 8/07

P = In Progress C = Completed T = To Be Done X = Not Recommended

HUMAN RESOURCES

2 of 2

Item	Description	Target	Status
			7/24/07
4-9	Tracking system for recruiting events	07/2007	P – 8/07
4-10	Enhance current mentoring program	08/2007	P – 8/07
4-11	Implement VASS salary study	07/2007	P
4-12	Implement alternate route to licensure	11/2007	T – 11/07
4-13	Develop classified evaluation procedure	06/2007	P – 8/07
4-14	Create written division professional development plan	12/2007	P – 12/07

P = In Progress C = Completed T = To Be Done X = Not Recommended

EDUCATION SERVICES

Item	Description	Target	Status
5-1	Reorganize department of instruction	08/2007	C
5-2	Strengthen differentiated instruction	10/2007	P – 10/07
5-3	Policy for continuous improvement	06/2008	T – 6/08
5-4	Purchase SOL Tracker software		X
5-5	Follow consistent SIP process	11/2007	C
5-6	Disseminate effective practices	01/2007	C
5-7	Ensure SIP monitoring is aligned	06/2007	C
5-8	Consolidated application for NCLB	05/2007	C

TRANSPORTATION

1 of 2

Item	Description	Target	Status
6-1	Hire part-time sub bus driver	08/2007	X
6-2	Train backup to Edulog system	05/2007	P – 8/07
6-3	Require annual performance evaluation	08/2007	C
6-4	Improve Starbase & Edulog interface	08/2007	C
6-5	Develop Crisis Management Plan for transportation employees.	08/2007	T – 9/07
6-6	Maintain mechanic to bus ratio	06/2007	C
6-7	Encourage ASE mechanic certification	06/2007	P – 8/07

P = In Progress C = Completed T = To Be Done X = Not Recommended

TRANSPORTATION

2 of 2

Item	Description	Target	Status
6-8	12 year bus replacement policy	06/2007	P -10/07
6-9	Sell excess buses from inventory	04/2007	C
6-10	Implement Fleet mgt software (Maintenance of buses)	08/2007	T - 8/07
6-11	Hire parts & maintenance clerk		X
6-12	Hire full-time routing specialist		X
6-13	Counsel supervisory staff on safety	02/2007	P- 8/07

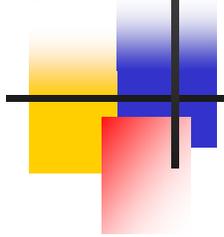
P = In Progress C = Completed T = To Be Done X = Not Recommended

TECHNOLOGY

1 of 2

Item	Description	Target	Status
7-1	Update long range technology plan	10/2007	P – 10/07
7-2	Develop board technology policies	08/2007	T – 10/07
7-3	Written procedures for all functions	07/2008	T – 7/08
7-4	Implement formal tech user agreement	02/2007	C
7-5	Use technology in daily communications	06/2008	T – 6/08
7-6	Written disaster recovery plan	07/2007	T – 12/07
7-7	Install student computers for 5:1 ratio	08/2007	P – 12/07

P = In Progress C = Completed T = To Be Done X = Not Recommended



TECHNOLOGY

2 of 2

Item	Description	Target	Status
7-8	Require Tech Dept approval of all technology purchase requests	01/2007	C
7-9	Update & enhance PPS website	10/2007	T – 10/07
7-10	Maintain clutter free server room	09/2007	T – 9/07
7-11	Track technology staff development	12/2008	T – 12/08
7-12	Establish policy for cell phone deploy	08/2007	T – 8/07

P = In Progress C = Completed T = To Be Done X = Not Recommended

FACILITIES

Item	Description	Target	7/24/07 Status
8-1	Accelerate school consolidation plan	08/2007	C
8-2	Conduct physical assessment of plant	09/2007	T – 9/07
8-3	Conduct educ suitability of all buildings	09/2007	T – 9/07
8-4	Close current warehouse facility	08/2007	T – 12/07
8-5	Implement work order & preventive maintenance system	06/2007	T – 9/07
8-6	Reduce custodial staffing per 8-1	08/2007	P – 8/07
8-7	Develop APPA custodial standards	08/2007	T – 8/07
8-8	Implement on-going custodial staff dev	12/2007	T – 12/07
8-9	Adopt facility rental board policy	08/2007	C

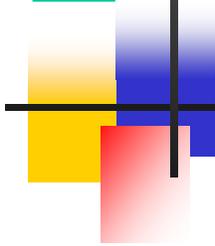
P = In Progress C = Completed T = To Be Done X = Not Recommended

FOOD SERVICE

1 of 2

Item	Description	Target	Status
9-1	Reduce administrative staff	08/2007	C
9-2	Comprehensive policy for operations	12/2007	T – 12/07
9-3	Develop strategic plan	12/2007	T – 12/07
9-4	Comprehensive procedures manual	08/2007	T – 8/07
9-5	Develop mission statement & goals	06/2007	P – 6/07
9-6	Reduce labor to 40% of revenue	06/2008	T – 8/07
9-7	Discontinue warehousing food	08/2007	T – 8/07
9-8	Maximize use of USDA foods	08/2007	T

P = In Progress C = Completed T = To Be Done X = Not Recommended



FOOD SERVICE

2 of 2

Item	Description	Target	Status
9-9	Schedule buses to support breakfast	08/2007	C
9-10	Improve student participation rates	12/2007	T – 9/07
9-11	Evaluate purchase of Point of Service (POS) system	12/2007	T – 12/07

P = In Progress C = Completed T = To Be Done X = Not Recommended