COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: March 19, 2008 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES `

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the February 21, 2008, Meeting of the Board

Public Comment

Action/Discussion Items

A. First Review of Recommended Cut Scores for the Revised *Grade 8 Standards of Learning Science Test*

B. First Review of Timeline for the Review and Approval of Revised *Mathematics Standards of Learning*

C. Final Review of the Proposed Standards for the Governor's Career and Technical Education Exemplary Standards Awards Program

D. Final Review of Rescinding Current *English Language Proficiency (ELP) Standards of Learning* and Approval of World-Class Instructional Design and Assessment (WIDA) ELP Standards

E. Final Review of Virginia's Five-Year State Plan for Fiscal Years 2008-2013 for the Carl D. Perkins Career and Technical Education Act of 2006

Reports

F. Report on the Status of 2008 General Assembly Actions

G. Report on a Grant Awarded for the Development of New Alternate Assessments for Students with Disabilities Pursuing Modified Achievement Standards

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, March 18, 2008. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.

2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.

3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.

4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A. **Date:** 3/19/2008

Topic: First Review of Recommended Cut Scores for the Revised Grade 8 Standards of Learning Science Test

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement

Telephone Number: (804) 225-2102 **E-Mail Address:** Shelley.Loving-Ryder@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X____ Board review required by
_____ State or federal law or regulation
X____ Board of Education regulation
_____ Other: _____

X____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X____ No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:
Revised Standards of Learning (SOL) for science were adopted by the Board of Education (BOE) in January 2003. The revised curriculum framework for science was adopted by the BOE in May 2003. Because of significant revisions to the SOL for grade 6, a new test blueprint for the cumulative grade 8 science test covering content from grades 6, 7, and 8 was developed. Grade 8 science tests developed using the new blueprint will be administered for the first time in spring 2008. Consistent with the process used to set cut scores on the other SOL tests, a committee of educators was convened to recommend to the BOE minimum cut scores on the grade 8 science test that represent the achievement levels of pass/proficient and pass/advanced. The SOL revisions in science in grades K through 5 and in earth science, biology, and chemistry did not necessitate changes in the grade 3, grade 5, and the end-of-course SOL science test blueprints.

Summary of Major Elements:
Information about the range of cut scores recommended by the committee for the grade 8 science SOL test for the achievement levels of pass/proficient and pass/advanced will be presented to the BOE. The BOE is asked to review this information and to adopt "cut" scores for the grade 8 science test at grade 8 that represent the achievement levels of pass/proficient and pass/advanced.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the BOE waive first review and adopt cut scores for the grade 8 SOL science test that represent the achievement levels of pass/proficient and pass/advanced.

Impact on Resources:
N/A

Timetable for Further Review/Action:
N/A

Standard Setting
Modified-Angoff Procedure

Standard setting is a systematic way of making a professional judgment on the number of questions on a test that must be answered correctly to signify that a student's achievement is at the *proficient* or *advanced* achievement level. The number of questions that a student must answer correctly to be classified as proficient or advanced is called a "cut score." In the case of the grade 8 science *Standards of Learning (SOL) Assessments*, three performance level categories have been established:

Advanced Attainment of the Standards (Pass)
Proficient in the Standards (Pass)
Below Proficient Attainment of the Standards (Fail)

One cut score will be established to distinguish *Proficient in the Standards* (Pass) from *Below Proficient Attainment of the Standards* (Fail). A second cut score will distinguish *Advanced Attainment of the Standards* (Pass) from *Proficient in the Standards* (Pass).
The procedure selected for use on the multiple-choice SOL tests is known as the modified-Angoff procedure. This procedure has been widely used on multiple-choice tests for over 35 years and was used in Virginia in standard setting for both the *Minimum Competency Tests* and *Literacy Passport Tests*. Listed below are the steps followed in the application of the modified-Angoff procedure.

1. Judges receive training in the standard-setting process and complete a simulation activity.

2. Judges take the test on which cut scores are to be set to simulate the experience of the students who have taken the test.

3. Judges discuss the performance level descriptor for each achievement level (i.e., Below Proficient, Proficient, and Advanced). Judges discuss definitions of "barely proficient" and "barely advanced" to further define the particular knowledge and skills that separate those students in one achievement level from those in the others.

4. ***Round 1 Ratings***:
   Judges independently examine each question on the test, think of 100 *barely proficient* students, and estimate the proportion (percent) of *barely proficient* students who should answer the questions correctly. (Note: Judges are instructed to determine what students *should* do, rather than what they *can* now do.) Judges use the same procedure for the *advanced* category. When Round 1 is completed, each judge has recorded an estimated percent for each question on the test.

5. Each judge's ratings on the questions are averaged and converted to a cut score. As shown in the example on the next page, each judge's ratings across the 10 test questions are averaged (i.e., summed and divided by the number of questions on the test). In the case of the example shown below, the ratings for Judge 1 are summed (.60 + .65 + .65 + .65 + .60 + .55 + .55 + .60 + .55 + .60 = 6.00) and divided by the number of questions on the test (6.00 ÷ 10 = .60). Thus, Judge 1 has estimated that a student would need to answer 60 percent or six (6) questions correctly to demonstrate proficiency on this ten-question test.

Example
Four Judges Ratings on a Ten-Question Test

Question	Judge 1	Judge 2	Judge 3	Judge 4
1	.60	.75	.70	.55
2	.65	.60	.60	.55
3	.65	.65	.60	.50
4	.65	.80	.65	.60
5	.60	.75	.65	.45
6	.55	.80	.60	.45
7	.55	.90	.70	.40
8	.60	.55	.45	.40
9	.55	.65	.50	.55
10	.60	.55	.55	.55
Total	6.0	7.0	6.0	5.0
Average	.60	.70	.60	.50
Cut Score	6	7	6	5

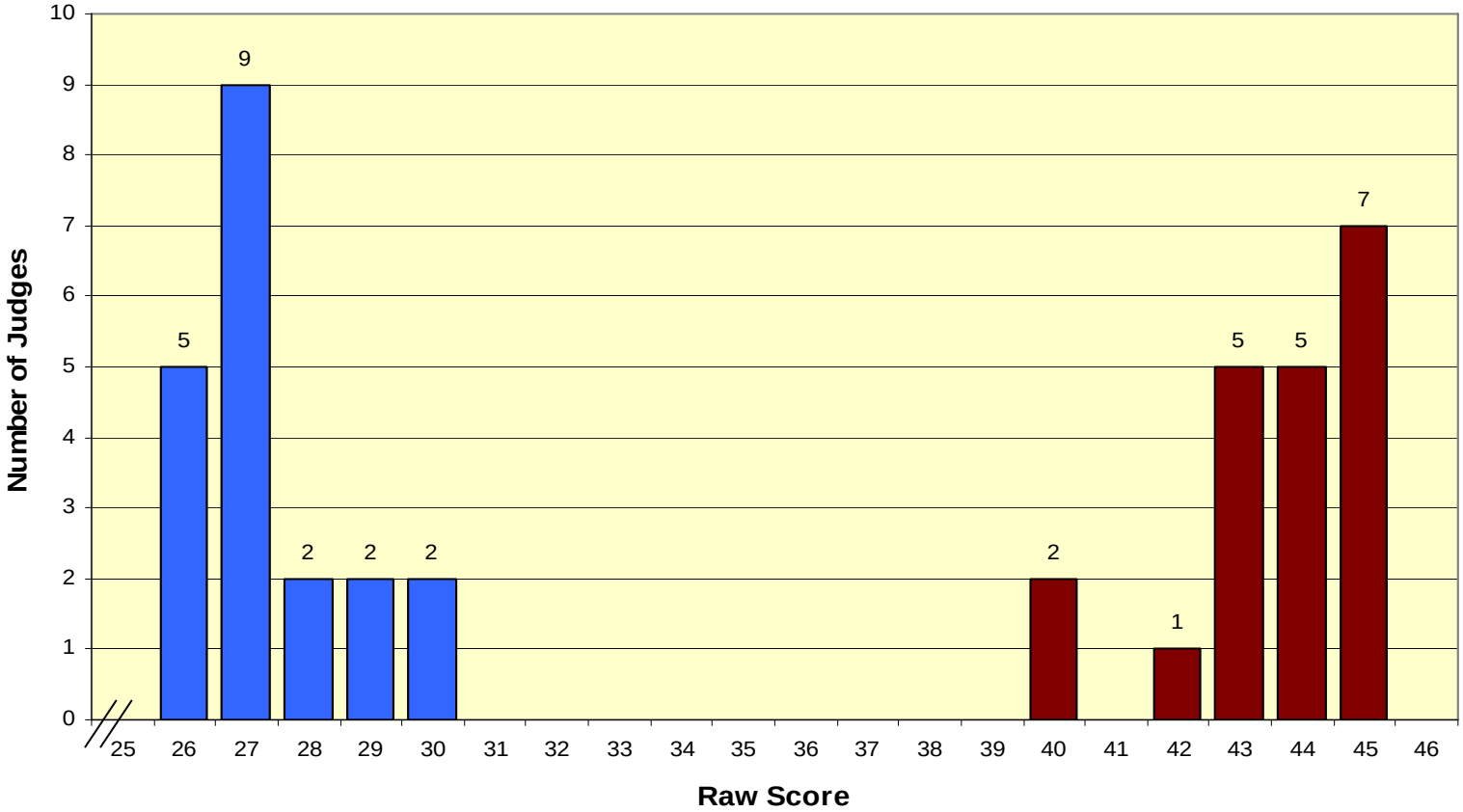
6. The range of cut scores is presented to the judges. In the example, one judge placed the cut at 5, two at 6, and one at 7. Judges discuss their ratings and refine the definitions and descriptors of *barely proficient* and *barely advanced*.

7. ***Round 2 Ratings***:
Judges are provided with a table of each judge's ratings from Round 1, refine the definitions and descriptors, and repeat the process used in Round 1.

8. ***Round 3 Ratings***:
Optional.

9. Report of results presented as a recommendation to the Board of Education. The Board will be presented with the range of judges' scores at each of the three cuts.

SOL Standard Setting 2008
Grade 8 Science
Round 3 Results



Proficient

Mean: 27.4

Median: 27.0

Advanced

Mean: 43.6

Median: 44.0

Summary of Results for Grade 8 Science Standard Setting
March 11-12, 2008

	Proficiency Level					
	Proficient			Advanced		
	Round			Round		
	1	2	3	1	2	3
Cut Score						
10	1					
18	1					
19	1	1				
20		1				
23	1					
24	1					
25	1	2				
26	1		5			
27	2	2	9			
28	1	2	2			
29	2	2	2			
30		3	2			
31	3	3				
32	2	2				
33	3	1				
36				2	1	
37		1				
38				2		
39					1	
40				1	1	2
41				2	2	
42				3	1	1
43				5	8	5
44				3	2	5
45				1	3	7
46				1	1	
N	20	20	20	20	20	20
Average	27.1	28.7	27.4	41.7	42.6	43.6
Median	28.5	29.5	27	42.5	43	44

Board of Education Agenda Item

Item: B. **Date:** March 19, 2008

Topic: First Review of Timeline for the Review and Approval of Revised *Mathematics Standards of Learning*

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034 **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

__X__ Board review required by
- __X__ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

__X__ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

__X__ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:
The Board of Education adopted a schedule for review of the *Standards of Learning* at its September 28, 2000, meeting. Accordingly, the *Mathematics Standards of Learning* are scheduled for review in 2008 – 2009.

Code of Virginia § 22.1-253.13:1-2 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the board from conducting such review and revision on a more frequent basis.

Summary of Major Elements:
Using an established review process and criteria, the Department of Education plans a review of the current *Mathematics Standards of Learning*. The College Board and ACT reports that analyze the *Mathematics Standards of Learning* with their respective postsecondary readiness standards as well as American Diploma Project (ADP) alignment study documents will be provided to the review committees for consideration. The College Board and ACT analyses were presented to the Board at its September 2007 meeting. The review

committees also will consider relevant national and international reports and documents. A proposed process with a timeline is attached.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant approval for the Department of Education to proceed with the review process for the *Mathematics Standards of Learning*.

Impact on Resources:
The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:
Upon approval, the Department of Education will provide information to all interested parties according to the timeline described in Attachment A.

Attachment A

PROPOSED SCHEDULE FOR THE REVIEW OF THE MATHEMATICS STANDARDS OF LEARNING

March 2008	A Superintendent's Memorandum is distributed that: announces the schedule of the review process; announces the availability of a *Mathematics Standards of Learning* review/comment page on the Department of Education Web site; requests that division superintendents share information about the Web site with instructional staff; and requests that division superintendents submit nominations for review team members. The Department of Education posts on its Web site a review/comment page for the 2001 *Mathematics Standards of Learning*. The page will be active for 30 days.
April-May 2008	The Department of Education seeks additional stakeholders and identifies members of the review team.
May 2008	The Department of Education aggregates and conducts a preliminary analysis of the comments received during the public comment period.
June - July 2008	The *Standards of Learning* review team meets for three days to: • analyze statewide input; • review national and international documents and reports as necessary; • review postsecondary alignment study results prepared on Virginia's *Mathematics Standards of Learning* by the College Board, ACT, and Achieve; and • make recommendations for potential revisions.
August – September 2008	The Department of Education prepares a draft of proposed *Standards of Learning* that reflects the review team's comments. The draft of the proposed *Standards of Learning* is sent to mathematicians and mathematics educators in institutions of higher education across Virginia and professional organizations that focus on mathematics education for review and comment. A group of representatives from the business community is convened to review and comment on the proposed draft of the *Standards of Learning*.
September 2008	The Department of Education mathematics staff and a subgroup of the review team meet, if necessary, to discuss and review the comments made by higher education staff and business community representatives and prepare the draft *Mathematics Standards of Learning* for first review by the Board of Education.
January 2009	The Department of Education presents the proposed revised *Mathematics Standards of Learning* to the Board of Education for first review.

	A Superintendent's Memorandum is posted that announces the schedule for public hearings and a public comment mailbox for the proposed revised *Mathematics Standards of Learning.*
February 2009	Public hearings are held as prescribed by the Board of Education.
May 2009	The Superintendent of Public Instruction presents the proposed revised *Mathematics Standards of Learning* to the Board of Education for final review and adoption. The final document is posted on the Department of Education Web site within three weeks of adoption.
June 2009	Copies of the approved *Mathematics Standards of Learning* are distributed to K-12 schools and local school division central offices.

PROPOSED SCHEDULE FOR THE REVIEW OF THE MATHEMATICS CURRICULUM FRAMEWORK

June 2009	The Department of Education identifies a review team to assist with the review of the *Mathematics Standards of Learning Curriculum Framework*. The framework defines the content knowledge, skills, and understandings that are measured by the *Mathematics Standards of Learning* assessments.
July - August 2009	The Department and review team members meet to review the framework and make any revisions required for re-alignment with the revised *Mathematics Standards of Learning*.
October 2009	The Department of Education presents the proposed revised *Mathematics Standards of Learning Curriculum Framework* to the Board for first review.
November - December 2009	Public hearings on the proposed revised *Mathematics Standards of Learning Curriculum Framework* are held as prescribed by the *Code of Virginia*.
February 2010	The Superintendent of Public Instruction presents the proposed revised *Mathematics Standards of Learning Curriculum Framework* to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site.

Board of Education Agenda Item

Item: C. **Date:** March 19, 2008

Topic: Final Review of the Proposed Standards for the Governor's Career and Technical Education Exemplary Standards Awards Program

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction
Dr. Emily Richardson, President, Virginia Career Education Foundation

Telephone Number: (804) 225-2034 **E-Mail Address:** Linda.Wallinger@doe.virginia.gov
(804) 615-1505 vcef@cox.net

Origin:

____ Topic presented for information only (no board action required)

____ Board review required by
____ State or federal law or regulation
____ Board of Education regulation
_X_ Other: Requirement of Virginia's Proposal to the National Governors Association Center for Best Practices Science, Technology, Engineering, and Mathematics Center Grant Program

_X_ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date February 21, 2008
action First review

Background Information:
Virginia has received a $500,000 grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. There are two major activities to be accomplished under the terms of the grant: 1) the development of Governor's Career and Technical Academies and 2) the creation of the Governor's Career and Technical Education Exemplary Standards Awards Program.

The Board of Education approved the criteria to establish a Governor's Career and Technical Academy at its meeting on November 29, 2007. The first Academies are expected to submit their proposals for approval during the spring of 2008.

The Virginia Career Education Foundation (VCEF), a public-private partnership in the Commonwealth, has been charged with the development of exemplary standards to be used in the administration of the Governor's Career and Technical Education Exemplary Standards Awards Program. As outlined in Virginia's proposal to the NGA, this program is a "criterion-referenced process that involves the faculty of higher education and business partners in examining the curriculum and outcomes to ensure continuous improvement of the quality of individual career and technical education programs. Programs will assemble evidence to demonstrate program quality, significance, and effectiveness, to be validated by external partners from industry and postsecondary education." The grant proposal also requires the Board of Education, which is also Virginia's Board of Career and Technical Education, to approve the standards on which the awards program will be based.

As a recognized leader in promoting career and technical education in Virginia, the VCEF works with multiple stakeholders to provide strong networks among educators and business leaders. The organization drew on its connections across the Commonwealth to establish a working group of knowledgeable professionals from K-12 education, higher education, and business and industry to develop the attached proposed standards and indicators for the Governor's Career and Technical Education Exemplary Standards Awards Program.

Summary of Major Elements

The Governor's Career and Technical Education Exemplary Standards Awards Program is based on twelve standards, each with accompanying indicators or benchmarks. The standards are grouped into three areas: Program Excellence, Educational Significance, and Evidence of Effectiveness and Success.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed standards for the Governor's Career and Technical Education Exemplary Standards Awards Program.

Impact on Resources:

The Virginia Career Education Foundation has received funding from Virginia's NGA STEM grant to support the creation of the Governor's Career and Technical Education Exemplary Standards Awards Program.

Timetable for Further Review/Action:

The standards will be made available on the VCEF Web site for career and technical education (CTE) programs that wish to be considered for an award.

Attachment A

Virginia Governor's Career & Technical Education Exemplary Standards Awards Program

Criteria for Identifying Exemplary Programs

In determining an exemplary program, the evaluation criteria will include program excellence, educational significance, evidence of effectiveness and success, and replicability/usefulness to others.

A. Program Excellence

Standard 1: Learning goals and objectives are clear, challenging, and measurable.

Indicator 1a. Goals and objectives are clearly stated, realistic, and measurable.

Indicator 1b. Goals and objectives are based on current research and successful practice.

Indicator 1c. Goals and objectives reflect high expectations for learner achievement.

Indicator 1d. Goals and objectives are aligned with the mission and vision of the institution.

Indicator 1e. Goals and objectives emphasize higher-order thinking skills and problem solving.

Standard 2: The program content aligns with learning goals and is accurate, current, and relevant.

Indicator 2a. The program is technologically current; provides opportunities for learners to use state-of-the-art technology within their industry area; and reflects the impact of technological advances within each chosen field.

Indicator 2b. The learning environment reflects a positive climate.

Indicator 2c. Curriculum and instruction are culturally and ethnically sensitive, free of bias, and reflect diverse learner interests and participation.

Indicator 2d. The content and instruction emphasize development and understanding of all aspects of industry and the world of work, and include work-based learning experiences.

Standard 3: The program is aligned with academic standards.

Indicator 3a. The program goals, content, and assessments are aligned and integrated with appropriate local, state, and national academic standards.

Indicator 3b. The program ensures that students are prepared with academic knowledge and
technical skills and are ready to transition into further education and/or the workplace.

Standard 4: The program is aligned with industry standards and validated by Virginia business/industry representatives.

Indicator 4a. The program goals, content, and assessments are aligned and integrated with appropriate state or national occupational or industry skill standards.

Indicator 4b. The program is validated by Virginia business/industry representatives.

Indicator 4c. The program goals, content, and assessments include Virginia's Workplace Readiness Skills and other appropriate employability skills and competencies.

Indicator 4d. The program is certified or recognized by industry, professional, and/or trade associations or state licensing agencies and can lead to postsecondary degrees, industry certifications, licensure, and other recognized credentials.

Standard 5: Collaborations maintained with internal and external organizations as well as stakeholders who serve to strengthen the quality and effectiveness of the program.

Indicator 5a. Strong, visible partnerships with measurable results are established and maintained with business, industry, and community collaborators. Various groups may become involved with the general program and curriculum planning, workplace learning experience development, and program improvement strategies.

Indicator 5b. Partnership agreements designed to address or meet various program goals have been developed and are being implemented effectively.

Indicator 5c. There is evidence of support from leaders from within and outside the organization.

Indicator 5d. Collaboration results in articulated and well-developed career pathways at the secondary and postsecondary levels.

B. Educational Significance

Standard 6: The program addresses important individual, societal, and business/industry needs.

Indicator 6a. The program prepares learners to become productive citizens, leaders, and lifelong learners.

Indicator 6b. The program contributes to local and regional workforce development and to the community's economic growth and development.

Indicator 6c. The program promotes equity and equal access for all learners, including members of special populations and students preparing for non-traditional careers.

Standard 7: The program contributes to educational excellence for all learners and leads to other positive results or outcomes.

Indicator 7a. The program contributes to whole school or systemic reform.

Indicator 7b. The program maintains an atmosphere of mutual respect and high expectations
for all learners.

Indicator 7c. The program contributes to increases in teacher/faculty knowledge of effective teaching and learning theory and practice.

Standard 8: The program design is innovative, dynamic, and reflective of current research.

Indicator 8a. The program design includes flexible delivery, career clusters and pathways, academic and technical integration, learner credentialing based on competency attainment vs. seat time, customization to meet individual student and/or employer needs.

Indicator 8b. The instructional methods include authentic instruction and assessment, problem- and project-based learning, mentoring, and other practices that develop students' critical thinking skills.

Indicator 8c. Professional development for the faculty and staff addresses identified needs for program improvement.

C. Evidence of Effectiveness and Success

Standard 9: The program makes a measurable difference in learning for all program participants.

Indicator 9a. Learners demonstrate competency attainment in required academic, technical, and employability skills (Virginia's Workplace Readiness Skills), as evidenced by recognized standards-based assessments.

Indicator 9b. Learners are able to perform acquired skills as evidenced by licensure, certification, credentialing, proficiency tests, and/or other recognized assessments.

Indicator 9c. Students successfully transition into further education or training, the workforce, or military service.

Indicator 9d. The gap in achievement among groups of students is narrowed.

Standard 10: The program exceeds identified performance goals.

Indicator 10a. Program data show that it exceeds local, state, and federal identified performance measures.

Standard 11: A systematic evaluation process ensures the program's continuous improvement.

Indicator 11a. The program evaluates learner and program performance using valid outcome measures.

Indicator 11b. The program solicits external stakeholders' feedback for program improvement.

Indicator 11c. The program solicits learner feedback to improve the program.

Indicator 11d. The program solicits staff feedback in identifying needs and assessing continuous improvement strategies.

Indicator 11e. Formative and summative information is collected and used to improve programs.

Standard 12: The whole program, the process, or significant elements of the program can be successfully implemented, adopted, or adapted in other educational settings.

Indicator 12a. The program has clear instructions and sufficient resources to ensure it can be replicated.

Indicator 12b. The program has sufficient documentation and specifies the conditions and resources needed for implementation.

Indicator 12c. The program's best practices are shared proactively and made available for duplication and adaptation in other settings.

Board of Education Agenda Item

Item: D. **Date:** March 19, 2008

Topic: Final Review of Rescinding Current English Language Proficiency (ELP) Standards of Learning and Approval of World-Class Instructional Design and Assessment (WIDA) ELP Standards

Presenter: Ms. Roberta Schlicher, Director, Program Administration and Accountability

Telephone Number: (804) 225-2870 **E-Mail Address:** Roberta Schlicher@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date November 20, 2002
action Final Review of ELP Standards

date September 26, 2007
action First and Final Review of Adoption of ELP Assessment for 2008-2009

date February 21, 2008
action First Review of Rescinding Current ELP Standards and Approval of WIDA ELP Standards

Background Information:

On November 20, 2002, the Board adopted English Language Proficiency (ELP) Standards of Learning for English Language Learners (ELLs) as required by the *No Child Left Behind Act of 2001*. Subsequently, these standards were revised and presented for first review on September 27, 2006, and second review on July 25, 2007. No final action was taken by the Board on the revised ELP Standards of Learning. Consequently, the 2002 ELP Standards of Learning remain as the current Board-approved standards.

Additionally, on September 26, 2007, the Board adopted the ACCESS for ELLs® as the statewide English Language Proficiency assessment for 2008-2009. The ACCESS for ELLs® was developed by the World-Class Instructional Design Assessment (WIDA) consortium through a United States Department of Education (USED) Enhanced Assessment grant. Two requirements exist for states to implement the ACCESS for ELLs®. The requirements are: 1) joining the WIDA consortium; and 2) adopting the WIDA ELP standards.

Board action is required to rescind the 2002 ELP Standards of Learning and adopt the WIDA ELP standards in order for the state to meet the requirements for implementation of the ACCESS for ELLs®.

Summary of Major Elements
The WIDA ELP standards support the English language development of English Language Learners (ELLs). The goal of the standards is to provide the foundation to enable ELLs to achieve academically in all content areas.

There are five WIDA ELP standards that are represented in the following grade clusters: Pre-K-K; 1-2; 3-5; 6-8; and 9-12. Additionally, each standard encompasses six levels of English language proficiency as well as four language domains. The levels of English language proficiency are: entering, beginning, developing, expanding, bridging, and reaching. The four language domains are: listening, speaking, reading, and writing. Finally, the standards contain both formative and summative model performance indicators.

Attachment A contains an overview of the WIDA ELP Standards.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the rescission of the current English Language Proficiency (ELP) Standards of Learning and the adoption of the WIDA ELP standards.

Impact on Resources:
This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other services may be impacted.

Timetable for Further Review/Action:
Following final review and approval, a link to the WIDA ELP Standards will be posted to the Department's Web site and the WIDA consortium will provide training to school divisions on implementation of the standards.

Attachment A

Overview of World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards March 19, 2008

The WIDA ELP standards support the English language development of English Language Learners (ELLs). The goal of the standards is to provide the foundation to enable ELLs to achieve academically in all content areas.

The organization of the WIDA ELP standards includes:

- Five English language proficiency standards that emphasize development of the language of social and instructional interactions, language arts, mathematics, science, and social studies
- Five grade level clusters – Pre-K-K, 1-2, 3-5, 6-8, and 9-12
- Six levels of language proficiency – Level 1, entering; Level 2, beginning; Level 3, developing; Level 4, expanding; Level 5, bridging; and Level 6, reaching
- Four language domains – listening, speaking, reading, and writing
- Formative and Summative Model Performance Indicators
- Example topics for each standard, grade cluster, and language domain

The five WIDA ELP standards are as follows:

Standard 1: English language learners communicate in English for **Social and Instructional** purposes within the school setting.
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Each standard is organized according to the following format by grade clusters:

Grade clusters: Pre-K-K, 1-2, 3-5, 6-8, and 9-12

	Example Topics (ET)*	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	(ET)*	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**
Speaking	(ET)*	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**
Reading	(ET)*	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**
Writing	(ET)*	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**	Formative and Summative MPI**

* Example topics are representative of state academic content standards and student standards of national organizations, including the Teachers of English to Speakers of Other Languages, the National Council of Teachers of English, the International Reading Association, the National Council of Teachers of Mathematics, the National Research Council, and the National Council for Social Studies.

** Model Performance Indicators (MPI) include three elements: language function, example topic (content-related), and support (sensory, graphic, and interactive).

Correlation of WIDA Standards to ACCESS for ELLs (ELP assessment): Approximately one-third of the test items for the ACCESS for ELLs are replenished each year. The test developers use the formative and summative frameworks as a foundation for developing the test items.

Board of Education Agenda Item

Item: E. **Date:** March 19, 2008

Topic: Final Review of Virginia's Five Year State Plan for Fiscal Years 2008-2013 for the Carl D. Perkins Career and Technical Education Act of 2006

Presenter: Elizabeth M. Russell, Director, Office of Career and Technical Education

Telephone Number: 225-2847 **E-Mail Address:** **Elizabeth.Russell@doe.virginia.com**

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

____ Action requested at this meeting _X_ Action requested at future meeting: March 2008

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information: The *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) provided states with the opportunity to submit either a six-year plan for the new law or to submit a one-year transitional plan, followed by a five-year plan. Virginia chose to submit a transitional plan, followed by a five-year plan to be submitted in April 2008.

The *Carl D. Perkins Career and Technical Education Act of 2006* requires the Virginia State Board of Education, acting as the State Board of Career and Technical Education, to approve the state plan. The state plan will be in effect from July 1, 2008, through June 30, 2013. The state plan includes legislative requirements, identified needs of secondary and postsecondary career and technical education, allocation of funds, and appropriate appendices. The time for negotiation of state performance standards will begin May 1, 2008. The state plan must be submitted to the USED by April 1, 2008.

Summary of Major Elements: For 2008-2013 all components of the secondary portion of the plan have been completed with the exception of one performance standard (2S1) which the USED is still discussing. The Virginia Community College System is utilizing USED technical assistance for their performance standards and will complete those based on recommendations from the technical assistance.

For the first time, Perkins IV requires sanctions for not meeting performance standards at both the state and

local level. Negotiations for the level of performance between the state and OVAE will continue to be negotiated under this law. However, Perkins IV has added a negotiation process for performance standard levels between the state and each local division served. These negotiations must ensure that the state levels required by OVAE are met. The earliest sanctions at the state level would be during the 2008-2009 year although this is still being discussed. Sanctions at the state level can include reduction of state administration funds. Historically, Virginia has met 100 percent of its performance standards. At this point, the sanctions for local divisions do not take effect until 2009-2010. Sanctions at the local level have not been determined, but templates and procedures for Local Improvement Plans are in place from Perkins III and may be continued under Perkins IV.

On January 10, 2008, the Virginia Board of Education accepted the proposed state plan for first review. The Board held four public hearings on January 29, February 5, February 12, and February 21, 2008. The public hearings were held at Joliff Middle School, Chesapeake; Falls Church High School, Fairfax County; Smyth Career and Technical Center, Smyth County; and James Monroe Building, Richmond. There were a total of 47 speakers. In addition to comments received at the public hearing, 21 letters and faxes, 1 letter representing 12 advisory committee members, 1 letter/online comment, and 13 online comments were received by the Department.

The majority of the public comments related to the changing of the current basic grant split for local school divisions and community colleges. The Virginia Community College had requested that the current 85 percent secondary/15 percent postsecondary be changed to 60 percent secondary/40 percent postsecondary over a five year period. Of the 91 comments on the funding split, 88 were in favor of keeping the 85/15 split and three were in favor of the change. Additional areas of comment included:

- Concern over moving career and technical education from high schools to community colleges;
- Concern over the oversight of career coaches being moved to the secondary schools;
- Concern over specific activities with individual budget allotments not being listed;
- Request for an additional performance measure to benchmark all students graduating with a Virginia Workplace Readiness Skills credential;
- Concern over the Performance Assessment being included in the Local Plan and Budget Application and replacing the current Local Improvement Plan;
- Concern over the community college collecting social security numbers from secondary students;
- Questioned the need for additional career coaches when the Standards of Quality address the issue of career guidance provided to secondary students through the Standards of Accreditation;
- Inconsistency of number of career coaches reported within the plan;
- Use of adult enrollment in the funding formula;
- Competitive versus formula basis for community college Tech Prep funding;
- Use of Perkins funds to fund postsecondary student credential testing; and
- Continued support of the career and technical student organization activities.

Transcripts from the public hearings, letters, faxes, and online comments and the responses to the written communications are included in Appendix F and G. If applicable, needed changes were made and are reflected in the summary of the proposed plan below.

Appendices A, B, C, D, E, F and G will be added prior to submission to USED.

Summary of Major Elements:
The attached draft of the proposed *Carl D. Perkins Career and Technical Education State Plan* consists of the following elements:

State Plan Narrative
The state plan narrative details the planning, coordination, and collaboration of the state plan prior to submission to the Board and the USED. It addresses the establishment of a statewide system of career pathways that brings together secondary, postsecondary, workforce boards, and business/industry. These partnerships will connect education, workforce development and economic development. The plan also addresses initiatives and activities that are designed to enhance student achievement in academics and career and technical education and to serve special populations.

- **Accountability and Evaluation**
  The *Carl D. Perkins Career and Technical Education Act of 2006* requires that secondary programs meet performance indicators that address: academic achievement in reading/language arts and mathematics; technical skill attainment; secondary school completion; student graduation rates; secondary placement; nontraditional participation; and nontraditional completion. Performance standards at the postsecondary level address: technical skill attainment; credential, certificate, or degree; student retention and transfer; student placement; nontraditional enrollment; and nontraditional completion.
- **Tech Prep**
  This section is submitted by the Virginia Community College System and includes the following: funding methods; administration of the program under an articulation agreement between the participants in a consortium as defined by Perkins; Tech Prep programs, program of study, professional development for teachers, faculty, counselors, and administrators; equal access to special populations; coordination of activities under Title I of the Perkins Grant; local application forms; and how performance standards will be met.
- **Financial Requirements**
  This section addresses all statutory requirements and allocation of dollars.
- **EDGAR Certifications and Other Assurances**
  Included as provided by the USED.

Budget Forms
This section provides the overall allocation of Perkins funds for Title I, Basic Grant and Title II, Tech Prep. These figures are based on the estimated FY08 funds provided by the USED.

Accountability Forms
This section provides the required performance standards, definitions that apply to these standards, and proposed levels of attainment.

Summary of the Proposed *Carl D. Perkins Career and Technical Education Act of 2006 State Plan*
The major elements of the attached plan include:

- Edits to enhance clarity, specificity, elimination of adult enrollment in the funding formula for Perkins, Title I;
- alignment with additional information provided by the USED to include the Performance Assessment within the Local Plan and Budget applications instead of as a separate Local Improvement Plan; and

- Addition under Tech Prep Programs, page 61, response to question 2; and
- Update of budget forms based on communication from the USED.
- Maintain the current apportionment of Perkins funds at 85% for local school divisions and 15% for community colleges.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve Virginia's proposed state plan for the *Carl D. Perkins Career and Technical Education Act of 2006.*

Impact on Resources: Impact on resources will be determined by requirements of the Perkins IV law.

Timetable for Further Review/Action: After public hearings the plan, with any changes, will be resubmitted for final approval at the March 2008 Board meeting.

U. S. Department of Education
Office of Vocational and Adult Education

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

STATE PLAN COVER PAGE

State Name: Virginia

Eligible Agency Submitting Plan on Behalf of State:
Virginia Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Elizabeth M. Russell

Position: State Director, Career and Technical Education, Virginia Department of Education

Telephone: (804) 225-2847

Email: Elizabeth.Russell@doe.virginia.gov

Type of State Plan Submission (check *all* that apply):

_X_ 6-Year

___ 1-Year Transition

_X_ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

___ Title I only (*All Title II funds have been consolidated under Title I*)

_X_ Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan
PART A: STATE PLAN NARRATIVE	
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required
Program Administration	All items required
Provision of Services for Special Populations	All items required
Accountability and Evaluation	All items required
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs
Financial Requirements	All items required
EDGAR Certifications	All items required
Other Assurances	All items required
PART B: BUDGET FORMS	
Title I – Basic Grant	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs
PART C: ACCOUNTABILITY FORMS	
Definitions	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. **You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

   Public Hearings were held on January 29, February 5, February 12, and February 21, 2008.

   See Appendix A for complete listings.

2. **You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**

   The summary of the public hearings cited in (A)(1) and written comments received are attached in Appendix G.

3. **You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

   The Virginia State Plan was developed in consultation with all stakeholders. In addition to the required stakeholders, Assistant Secretary of Education Judith Heiman was in attendance at the planning meetings. Attachments to the plan (Appendix D) will provide the state planning committee, agendas for all meetings, and the minutes from those meetings. The committee consisted of two college/university representatives; three community college representatives, including the Director for Postsecondary Perkins-Tech Prep; two special populations representatives, including one from the Department of Corrections; three career and technical education administrators; four career and technical education secondary classroom teacher representatives; four core academic classroom teachers representatives; one charter school representative; one parent; one student representing the Virginia State Board of Education Student Advisory Council; two

guidance and academic counselors, including one serving as a career coach and one representing the Virginia School Counselors Association; three representatives from small business/industry, large business/industry and labor, and a representative from the State Workforce Investment Board.

All committee representatives were nominated or recommended from their professional associations or required representative organizations.

The proposed state plan has been submitted to the Virginia Secretary of Education's office to be shared with Governor for review prior to submission to the United States Department of Education.

4. **You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

As noted above, all state plan committee members were nominated or appointed from their respective organizations to serve. Those members received a notebook prior to the first meeting that contained information on career and technical education organization, services, programs, and major initiatives; career and technical education student organizations; state and federal budgets; state advisory council members; the Virginia Career Education Foundation; career clusters/pathways; industry certification and credentialing; special projects; major resource guides, data collection; Department of Corrections; Virginia Community College System; 2007-2008 Transitional Plan; 2007 Virginia legislation; and professional association information. Committee members were also provided with the *Perkins Act of 2006: the Official Guide*, published by the Association for Career and Technical Association. Committee members were asked to become familiar with the contents of the notebook prior to the first meeting in June, 2007. The agendas and minutes will show that committee members were given an overview of notebook documents and an overview of career and technical education in Virginia prior to dividing into sub-groups for assessment, clusters/career pathways/programs of study, collaboration, and special projects. The groups were facilitated by CTE Resource Center writer-editors. Comments were encouraged from committee members when minutes were disseminated. As a result of the Virginia PTA education committee member serving on the state plan committee, the Virginia PTA passed a resolution in support of career and technical education at their state conference in October, 2007; had Virginia Department of Education staff present at the PTA state conference; included information on career clusters and career pathways in all conference participants' packets; and asked the VDOE to provide a display on career and technical education at the state conference.

Virginia Department of Education (VDOE) staff, including the CTE administrator, program specialists, the data specialist, and the grants manager, as well as the Assistant Superintendents for Instruction and for Technology and Career Education, served as ad hoc resource persons.

The proposed Virginia state plan has been submitted to the State Council of Higher Education for Virginia, the Virginia Community College System, and the Secretary of Education's office prior to the final review by the Virginia State Board of Education. The proposed Virginia state plan was placed on the Career and Technical Education Web site for public viewing and comment.

5. **You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]**

   Objections and responses to those objections are included as part of the Appendices F and G. Amounts designated for each entity will be shown in the budget and activities will be explained in the state plan narratives.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. **You must prepare and submit to the Secretary a State plan for a 6-year period; or**

   You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

   Transitional Plan was submitted for 2007 – 2008.

2. **You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**

   INTRODUCTION

   The Perkins IV legislation addresses the establishment of a statewide system of career pathways that brings together secondary, postsecondary, workforce boards and business/industry. These partnerships will connect education, workforce development and economic development. By connecting to the economy, programs will focus on high-skill, high-wage, and high-demand occupations and relate to the economy. Utilizing this system will allow Virginia to ensure modern, durable and rigorous programs, have continued program improvement, and be globally competitive.

Perkins IV minimizes the focus on sub-baccalaureate careers and emphasizes preparation for postsecondary education and employment. This can be done by aligning rigorous academic content standards and student achievement standards (NCLB).

Programs of study for career pathways should have a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study should enhance secondary and postsecondary collaboration and link (or lead to) articulation agreements. Strategies that reinforce the Perkins' Programs of Study and technical assessment are in Virginia's Economic Development Strategic Plan that calls for collaborative efforts to ensure that Virginia is producing results and value in the workforce system that meets business needs and is also responsive to long-range talent and skills forecasts as well as emerging needs.

An initial "Train-the-Trainers" activity was conducted on December 18, 2007 for Virginia Department of Education staff, designated Virginia Community College System staff, and the Virginia Career and Technical Education Curriculum Resource Center Staff for development and implementation of the Career Pathways: Program of Study statewide initiative. This activity will be conducted by consultants provided through the *States' Career Clusters Initiative.* This initiative was established under the National Career Technical Education Foundation (NCTEF). After this activity, the VDOE and VCCS will work collaboratively to develop a statewide career pathways plan and a common definition for career pathways for all state and local partnering agencies.

Additional training will be held at both the secondary and postsecondary levels.

SECONDARY

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding. In addition, other initiatives that improve the academic and career and technical education components through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) and CTE subjects will be implemented and evaluated.

Activities designed to meet or exceed state-adjusted levels of performance that include the programs to be carried out, the criteria that will be used to approve local applications, how students will be prepared for postsecondary opportunities and careers, and how funds will be used for development of new courses/programs are described in this section.

VDOE positions supervising the eight career and technical program areas, two cluster coordinators, and director of the Office of Career and Technical Education Services (OCTES) will work together with the Virginia Community College System (VCCS) to develop and implement the Perkins required programs of study. The Perkins requirements for programs of study include the following:

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

These programs of study will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and encourage students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through program initiatives such as High Schools That Work, State Scholars Initiative (Commonwealth Scholars Initiative), Tech Prep, dual enrollment courses, and validated course credits through which high school students may earn college credits in escrow through satisfactory performance on a certification or licensure examination or end of program or course assessment commonly administered at both secondary and postsecondary levels.

The requirements for Virginia's Standard and Advanced Studies Diplomas require rigorous content for graduation. In addition to the regular standard credits, students must also earn a minimum of six verified credits by passing end-of-course tests or other assessments approved by the Board of Education. The information for both the Standard and Advanced Studies Diplomas are detailed on pages 9 through 11.

Standard Diploma Requirements. To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. The table below displays the minimum course and credit requirements for a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)			
Discipline Area	**Standard Credits** Effective with ninth graders in 1998-99	**Verified Credits - Effective for Ninth Graders in . . .**	
		2000-01 through 2002-03	2003-04 and beyond
English	4	2	2
Mathematics [Note 1]	3		1
Laboratory Science [Notes 2 & 6]	3		1
History and Social Sciences [Notes 3 & 6]	3		1
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives [Note 4]	6		
Student Selected Test [Note 5]		4	1
Total	22	6	6

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.

NOTE 3: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

NOTE 4: Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

NOTE 6: Students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Advanced Studies Diploma. To earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)		
Discipline Area	**Standard Credits** Effective with ninth graders in 1998-99 and later	**Verified Credits** Effective with ninth graders in 2000-01 and later
English	4	2
Mathematics [Note 1]	4	2
Laboratory Science [Note 2]	4	2
History and Social Sciences [Note 3]	4	2
Foreign Languages [Note 4]	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Electives	2	
Student Selected Test [Note 5]		1
Total	24	9

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.

NOTE 3: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

NOTE 4: Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

Fine Arts or Career and Technical Education - The Advanced Studies Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the requirement of a unit of credit in fine arts or career and technical education for the Advanced Studies Diploma.

Foreign Language - The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. See Superintendent's Memorandum, Interpretive, No. 1, June 12, 1998.

POSTSECONDARY

The Virginia Community College System (VCCS) vision of Perkins IV for a program of study is a statewide system of career pathway development that brings together not only state and local leaders in Perkins and Tech Prep, but also Apprenticeship programs, Adult Education and high school dropout recovery programs, Department of Labor and National Science Foundation grant projects, and state funded initiatives such as the Virginia

Community Colleges Institutes of Excellence that are targeted to the development and dissemination of new programs in emerging technologies.

In order to build a career pathways system that brings together a variety of workforce targeted programs, VCCS personnel now dedicated to individual programs related to career pathways – such as Perkins/Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College, Career Readiness Certificate, and Institute of Excellence credit and non-credit workforce programs will come together in a new VCCS cross-functional team. This team will report to the Vice Chancellor of Workforce Development, VCCS, and will collaboratively lead and manage VCCS career pathway initiatives.

As noted in the Introduction, one of the deliverables for the statewide career pathways plan is to establish a common definition for career pathways for all state and local partnering agencies. Within the VCCS, a transitional definition of career pathways will be used until state agencies officially approve a final statewide version.

One of the most enduring innovations under Perkins III that VCCS postsecondary Perkins and Tech Prep funding helped to disseminate was development of a model for career coaching and partial support for 93 career coaches, community college employees, who are currently based in than 137 high schools throughout the Commonwealth. The more than 19% statewide increase in enrollment in postsecondary Tech Prep programs of study by high school graduates from high schools with a career coach as compared to graduates from high schools without a career coach suggests the direct relevance of career coaches to attainment by the state of new Perkins and Tech Prep performance measures. The VCCS thus plans to work with VDOE to identify additional funding sources to support new career coach positions as well as to continue fiscal support of those career coach positions currently funded through Postsecondary Perkins and Tech Prep.

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

i. Incorporate secondary education and postsecondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Secondary career and technical education in Virginia has eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.

During the 2007–2008 transition year of the *Carl D. Perkins Career and Technical Education Act of 2006*, Virginia provided state-approved sample programs of study in Information Technology and Manufacturing for possible adoption by local educational agencies and postsecondary institutions as an option to students when planning for and completing future coursework. These programs of study incorporate both the secondary and postsecondary elements of a program of study as required by Perkins and are built on written program articulation agreements that provide a consistent procedure whereby high school graduates of public schools in the Commonwealth of Virginia who are enrolled in these programs may transition into an appropriate community college associate of applied science or associate of science degree program in Information Technology or Manufacturing without duplication of instruction. Identification and development of additional sample programs of study will be an ongoing activity.

Appropriate academic and career and technical courses are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These required SOL and essential competencies align with the required preparation for postsecondary education, as determined by participating postsecondary faculty/reviewers, and help to prepare students for both postsecondary education and the workplace. Future curriculum revisions will seek additional input from postsecondary faculty.

Secondary students may also earn Virginia Community College System college credits through dual enrollment. To increase portability of college credits earned through early college programs to all 23 community colleges, beginning in 2007-2008, dual-enrollment will become the primary vehicle in Virginia of awarding early college credits in career and technical education program areas. Articulated/validated credits will also be utilized.

Sample programs of study lead to industry certifications at the secondary level such as the Internet Computing and Core Certification (IC^3) that is contained within the sample program of study in Information Technology. The three levels of testing for this certification are: Computing Fundamentals, Key Applications, and Living Online (IC^3) that prepare the student for further industry certification and an associate degree at the postsecondary level.

Local educational agencies may also develop local agreements and programs of study with community or four-year colleges that include the required components as set forth in the *Carl D. Perkins Career and Technical Education Act of 2006* and that have been

approved by the Virginia Department of Education, Office of Career and Technical Education Services, and the Virginia Community College System.

In 2007–2008, the VCCS will begin work with the VDOE, colleges, universities, and school divisions to identify career and technical education program areas that are appropriate to the development of statewide programs of study and articulation agreements. These programs of study will include: alignment of curriculum, non-duplicative course sequences from high school through community college and, as appropriate, alignment with university level programs. These programs of study will reference local opportunities for students to participate in dual-enrollment courses to gain college credits for coursework completed during students' high school studies.

To achieve the goal of developing statewide career pathways, the VDOE and VCCS will work with state-level stakeholders in education and economic and workforce development to identify and prioritize from the list of United States Education Department (USED) career clusters and pathways, those pathways that are most critical to Virginia's economic future. In the context of development of the statewide career pathways plan, VDOE and VCCS will work with the stakeholders to address those prioritized pathways which might be strengthened in terms of outcomes through adoption of a uniform curriculum throughout the state at the appropriate secondary and postsecondary levels. From the list of prioritized pathways, the VCCS will work with colleges to develop a common postsecondary curriculum and with VDOE to conduct an alignment analysis of secondary and postsecondary curriculum.

More commonly, community college or school division partners may identify a need for a common set of foundation courses that could simultaneously serve as 11th and 12th grade high school career and technical education courses and also as dual enrollment courses, courses for apprenticeship-related instruction, and more. In these cases and through collaborative efforts and funding, VCCS and VDOE will work with school divisions and colleges to align curricula and establish skills standards-based foundation courses.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.

The sample of a statewide program of study has been developed through collaborative efforts between the Virginia Department of Education and the Virginia Community College System and disseminated to local educational agencies and postsecondary institutions.

Secondary and postsecondary faculty and business and industry representatives were utilized to develop the program of study with the required components. Based on utilization of these templates in the 2007-2008 school year and review by the VDOE and VCCS leadership, a final version of the statewide template for programs of study will be available in 2008–2009.

The Department of Education will also approve locally developed programs of study for local education agencies that: 1) are submitted through the required Local Plan and Budget process; 2) have been approved through the appropriate postsecondary institution that the program of study is articulated with; and 3) meet the required components of the Perkins law. The VCCS will continue to approve postsecondary programs and Tech Prep programs of study.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Virginia has a history of successful implementation of articulation projects, beginning in the late 1970s. *Articulation* is defined as a process of instructional coordination by which students can proceed from one program level to the next in an orderly manner. Its purpose is to assure that students receive all necessary instruction without duplicating what they have already learned. The focus of articulation is on agreements established between secondary and postsecondary schools, and that include active business and industry involvement.

The 2004 Virginia General Assembly directed the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE).

A task force of staff members and stakeholders from the Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) and the State Committee on Transfer, comprised of representatives of VDOE, VCCS, and four-year institutions, are developing statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels and different locales.

Work teams identified both components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program areas. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Maintenance of the Agreement
- Specific Conditions
- Assessment and Data Collection
- Implementation.

The Virginia Community College System presented on behalf of the three agencies (VDOE, VCCS, and SCHEV) to the Advisory Council on Career and Technical Education and the report was approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly to the 2005 Regular Session of the General Assembly. (House Document No. 33, Publication Year 2005, "Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education", State Council of Higher Education for Virginia, Board of Education, and State Board for Community Colleges, Enabling Authority HJR 125 [2004])

VCCS and VDOE will move towards development and implementation of statewide career pathways or articulated programs of study that genuinely align with not only community college but university entry level requirements and curriculum. For programs of study that can and should be extended through a baccalaureate degree, universities will be engaged in development of state level career pathways. One statewide articulation agreement between the VDOE and VCCS has been developed and at the time of development, the VCCS and SCHEV had also agreed on identified articulated courses. This process will continue to allow teams of VDOE, VCCS, and SCHEV representatives to develop and implement additional agreements between secondary and postsecondary education institutions. The identified components of the statewide articulation agreement template also apply to the development of articulation agreements at the local level. These may be approved at the state level by the Virginia Department of Education and the Virginia Community College System.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

As programs of study are developed through this process and approved by the Virginia Department of Education and Virginia Community College System, they will be disseminated electronically and through professional development activities for career and technical administrators, deans, provosts, Tech Prep directors, supervisors, guidance counselors, and career coaches.

Specifically, the information for Career and Technical Education Programs of Study will be disseminated through the following methods as they are developed and approved at the state level:

- Career and technical education administrative meetings at both the secondary and postsecondary levels;
- The Virginia Department of Education, Office of Career and Technical Education Web site in the *Administrative Planning Guide;*
- Virginia Community College Web sites; and
- Virginia Career and Technical Education Career Resource Center Web site in the VERSO approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Career coaches are based in 137 of the 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS and VDOE continue to develop and expand the Career Coaches initiative statewide.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Virginia's General Assembly continues to increase the amount of state funding for career and technical education equipment for school divisions. The increased funding allows local school divisions to update current CTE programs and to implement new programs that are responsive to the needs of business and industry. These programs address the requirements of new and emerging technologies. The new technology also allows students to have improved preparation for industry certification testing.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state-of-the-art technology (e.g., virtual learning); software and operation of equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students; introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE will continue to support the Geospatial Instructional Application Initiative begun in 2006 that provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human-made world, from local to global, with their students.

Statewide technology training for academic and career and technical education faculty is provided on an annual basis through the VCCS New Horizons Conference which is

partially supported by Perkins funds. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E-learning and communication. Current or planned VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using podcasts, vodcasts, video, and computer gaming software to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and National Science Foundation (NSF) initiatives, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum. In conjunction with this goal, state and regional faculty/teacher training in GIS/GPS technologies will be offered.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current or emerging occupational opportunities.

SECONDARY

Local Application

Each eligible recipient must submit a local application for approval to the VDOE before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*. See Appendix C.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007–2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

Local Application Approval

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

- Promotes continuous improvement in academic achievement;
- Promotes continuous improvement of technical skill attainment;
- Identifies and addresses current or emerging occupation opportunities;

- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134(b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

POSTSECONDARY

Local Application

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*. See Appendix C.

Local Application Content

Any recipient of funds under this state plan must submit, in collaboration with other career pathway programs under the leadership of community colleges, a plan for development and improvement of career pathways. Additionally Perkins and Tech Prep grantees must complete and have approved by VCCS an annual application for funds that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

- Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;
- Identifies and addresses high-skilled, high-wage, high-demand occupations;
- Shows evidence of continuous program assessment and improvement;
- Is based on appropriate use of anticipated funds;
- Shows evidence of involvement of the college-led, college service region Career Pathways Leadership Team; and
- Addresses at least 12 specific requirements identified in Section 134 (b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Director of Perkins/Tech Prep, VCCS.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

SECONDARY

Higher student achievement is the goal of the Virginia Board of Education's efforts to improve public education. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131)* places emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's Standards of Learning, and establishing a school report card for parents and the school community. Schools in Virginia earn accreditation based on student achievement. The Virginia Board of Education has begun an extensive discussion to explore the role that graduation should play in determining the accreditation status of Virginia's high schools.

Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Of the 22 units of standard credit (see definition below) required for a Standard Diploma in Virginia, 6 of these credits are required to be verified credits (see definition below). The Advanced Studies Diploma requires 9 of the 14 credits to be verified.

For Standard Diplomas, students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit (see definition below) and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement. For the Advanced Studies Diploma, a student may utilize additional tests for earning one verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

- **Standard credit** is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.
- **Verified credit** is based on a standard credit plus a passing score on the end-of-course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20-131-110). A standard credit may not be verified more than once.

- **Student-selected Verified Credit** is a credit for a course that includes a test (other than SOL) approved by the Virginia Board of Education.

The instructional program in a Virginia middle school must provide a minimum of one course in career and technical exploration. Secondary schools must provide career and technical education choices that prepare the student as a career and technical education completer in one of three or more occupational areas and that prepare the student for postsecondary programs. Definitions for CTE completer, concentration, and specialization are listed below.

- **Career and Technical Education Completer** is a student who has met the requirements for a career and technical education concentration or a career and technical education specialization (see definitions below) and all requirements for high school graduation or an approved alternative education program.
- **Career and Technical Concentration** is a coherent sequence of courses completed by a student in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.
- **Career and Technical Specialization** is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The need for strong academic competencies in high-skills jobs, as well as in postsecondary education, is addressed in appropriate academic and career and technical courses that provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These SOL and essential competencies help prepare students for both postsecondary education and the workplace.

Student preparation and awareness of opportunities in postsecondary career and technical education and student preparation for postsecondary education will be supported through training of high school guidance counselors and the VCCS Career Coaches initiative as guidance counselors and career coaches provide services such as early college placement testing and related advising, dual-enrollment intake, assistance in obtaining college financial aid and scholarships, and assistance in gaining college admissions along with the career planning and career pathways advising for which the program is best known.

(i) How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

ii. At the postsecondary level that are relevant and challenging; and

iii. That lead to employment in high-skill, high-wage, or high-demand occupations.

SECONDARY

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic Standards of Learning (SOL) and through performance-based competencies in career and technical education. These SOL are academic, jargon-free, rigorous, and measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to http://www.doe.virginia.gov/VDOE/Instruction/sol.html.

Competency-based education (CBE) has been an active force in Virginia's career and technical education program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with career and technical education program area specialists at the Department of Education (DOE), reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

- formation of a state technical committee for every new or updated curriculum project;
- application of the modified Develop A Curriculum (DACUM) occupational analysis;
- validation of technical competencies by the state technical committees and by business/industry advisory groups; and
- correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high-skills, high-demand, high-wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community, the local program/course approval is based on labor market data secured from such resources as Career Connect at http://www.careerconnect.state.va.us/, Career Prospects at http://www3.ccps.virginia.edu/career_prospects/Statistics/Statistics.html, and the Virginia Employment Commission at http://www.vec.virginia.gov/vecportal/. The local school divisions are required to submit data on labor market and/or employment needs and student interest. Career and technical education program integrations of curriculum offerings are also encouraged when competencies for high-skills require skill development from two or more concentrations (e.g., advanced electronics and entrepreneurship).

Legislation passed during the 1997-1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online *Career Planning Guide* at http://www.cteresource.org/cpg and through the *r u Ready* magazine provided to 11th graders and the *r u Ready* parent brochures distributed to 8th graders' parents and also online at http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html.

POSTSECONDARY

The VCCS and local colleges encourage curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, Develop a Curriculum (DACUM) processes, and national skill standards. Increasingly, through Department of Labor, National Science Foundation and other grant projects, colleges are collaborating in the development of curriculum in specialized technology areas or adopting and adapting national college curriculum developed through National Science Foundation centers and projects. The VCCS will encourage this development through administrative and fiscal support of communities of practice targeted to development, demonstration, and assessment of specific curricular programs and curricula.

The rigor of the curriculum is also assessed through the ever increasing number of community college CTE programs that articulate with corresponding university programs. Finally, an increasing number of community college courses are aligned with national certifications and licensures, with Perkins funds used to procure certification-based curriculum of faculty certification and testing. To further encourage the alignment of community college curriculum to high demand certifications and licensures, as well as to ensure a method for collecting data on the new Perkins Technical Skills Attainment student performance measure, VDOE and VCCS will allow colleges to use Perkins funds to support faculty and student certification preparation and assessment beginning in 2008 – 2009.

All new career and technical education programs at the postsecondary level must demonstrate relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high-demand, high-growth occupational sectors.

(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

SECONDARY

Many of the secondary schools participate in Tech Prep programs that are funded under the Perkins, Title II Tech Prep grants administered by the community colleges. These secondary schools also participate in the High Schools That Work (HSTW) initiative and the *Creating Excellence Awards* program.

Through the HSTW, academic and career and technical teachers have developed collaborative lesson plans. Schools are requested annually to submit exemplary plans that support HSTW key practices and reinforce the Virginia SOL. The lesson plans undergo a review process and are disseminated statewide via the Virginia Career and Technical Education Resource Center (VCTERC) Web site to assist teachers with implementing innovative, rigorous collaborative lessons.

The Virginia *Creating Excellence Awards* program recognizes individual educators, programs, advisory councils, and business/industry partners for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

Exemplary instructional projects, methods, stories of outstanding student success and other activities are provided to school divisions through the CareerProspects.org Web site the *R U Ready* Web site and magazine, the Office of Career and Technical Education Web site and the KnowHowVirginia.org Web site. Best practices which have been developed are also shared with local administrators and teachers through regular professional conferences and institutes. The Office of Career and Technical Education also provides a monthly newsletter to local school divisions and

communicates outstanding activities through e-mail distribution lists to administrators and teachers.

Additionally, Virginia is utilizing a National Governors Association Science, Technology, Engineering, and Mathematics (STEM) grant to develop up to six Governor's Career and Technical Academies that will address at least one career pathway in the STEM area and at least one career pathway that meets regional economic/workforce development needs.

POSTSECONDARY

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; an annual Tech Prep performance report that is provided to state government officials, college presidents, and local Tech Prep and Perkins administrators; semiannual administrative meetings of all local Tech Prep and Career Pathway directors based at colleges; and through an annual VCCS Career Pathway Academy that will present national and state research and best practices. Communication between Tech Prep consortia is supported by VCCS online communities and e-mail distribution lists as well as through regularly scheduled administrative meetings of Tech Prep practitioners, annual Career Pathways Conference and other VCCS professional development events such as the New Horizons Conference. Additionally, the VCCS is currently developing exemplary program standards for Tech Prep and postsecondary Perkins programs that will allow for objective and quantifiable assessment of what might constitute a "best practice" for career pathways.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

SECONDARY

Spring CTE Administrators' Updates will continue the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Programs of Study. LEAs are required to document plans that run from middle school through postsecondary. These must be signed by the participating agencies.

Funds will also be used for collaborative academic and career and technical institutes and professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high-skill, high-demand, and high-wage jobs in Virginia.

VDOE is also developing in collaboration with stakeholders at both the secondary and postsecondary level, a professional development institute that will bring teams representing middle school, high school, business and industry, postsecondary, and workforce development together. The faculty on these teams will be required to be composed of academic, career and technical, and special education teachers/instructors. A professional development team composed of state staff and other stakeholders is currently reviewing such activities as undergraduate/graduate credits for secondary instructors; leadership training; industry certification academies for faculty; integrated academic/CTE instructional activities; recognition of "best practices" and "programs of excellence"; student showcases; joint student leadership training for officers; transitional programs for special populations and instructional strategies for special populations; focus groups that will work with stakeholders such as parents, guidance counselors, career coaches, business/industry.

POSTSECONDARY

Primary statewide initiatives that connect high schools and community colleges include dual-enrollment, Tech Prep, and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education.

New initiatives under Perkins IV that are intended to better connect secondary and postsecondary CTE programs that will be expanded will include partnering with universities and community colleges to establish professional development to increase the number and percentage of secondary teachers credentialed to teach dual-enrollment and increasing the number and percentage of VDOE or VCCS professional development opportunities that bring together, for the purpose of professional development, high school and community college faculty.

The VCCS launched collaborative professional development in 2005 – 2006 when college and high school faculty were brought together in teams to collaboratively develop project-based learning curriculum. In one community college service region, mathematics faculty from the community college and area high schools regularly meet to address the high rate of college developmental courses taken by recent high school graduates in the local area and develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher-faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

SECONDARY and POSTSECONDARY

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow-up, employer follow-up, the VCCS student information system, statewide Virginia Education Commission employment records, national databases on college enrollment, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through our Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

3. **You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

SECONDARY

The Virginia Department of Education (VDOE) will monitor and evaluate the usage of Perkins and state funds for comprehensive professional development that addresses items listed in 3(a-f) listed above. Comprehensive professional development will be developed for career and technical faculties, administrators, and counselors.

State plan activities for items 3(a-e) presented by all agencies and organizations within the plan to develop a more effective way of offering similar projects and to eliminate duplication of effort. The VDOE will develop a matrix listing activities and strategies that are similar and that address both secondary and postsecondary to develop joint training that will allow for regional activities jointly sponsored by VDOE, VCCS, and (when appropriate) the four-year universities/colleges. Use of regional training, WebEx, and voice-over PowerPoint presentations displayed on the state Career and Technical Education Web site will reduce time needed out of the classroom and more efficiently utilize funds. Perkins funds will be utilized to leverage other funding sources to maximize the impact on services provided for local recipients.

VDOE will work with the VCCS and the State Council of Higher Education for Virginia (SCHEV) representatives for Title II of the Higher Education Act of 1965, as amended, and with the VDOE Office of Middle and High School representative for Title II of the Elementary and Secondary Education Act of 1965, as amended to integrate and develop, if necessary, professional development activities that team academic and career and technical education teachers.

Activities that promote the integration of coherent and rigorous academic content standards and career and technical education (CTE) curricula will be included in the following professional development activities:

- Continued use of "Scenarios" that are project-based with focus questions that allow students to address real world business/industry problems. These scenarios are developed in conjunction with curriculum development teams that have both secondary and postsecondary faculty and are validated by business/industry.
- Continued use of "Interdisciplinary Design Briefs" that provide a theme and context that address academic and career and technical skills;
- Continued use of process/skills questions that utilize both academic and career and technical skills to meet real world business/industry problems;
- Continued correlation of the Virginia Standards of Learning for academic courses with the CTE course skill competencies;
- Implementation of institutes that promote integrated academic and career and technical education activities;
- Professional institutes sponsored by CTE professional organizations and/or the Virginia Department of Education that will include activities to reinforce integration of coherent and rigorous academic content standards, use of technology and CTE curricula;
- Institutes offered by such entities as High Schools That Work/SREB and Model Schools that address relevance and rigor (among other key practices); and

- Virginia Department of Education, Office of CTE Services sponsored workshops for academic and CTE teachers to develop integrated lesson plans based on state-mandated Standards of Learning (SOL) that are correlated to the CTE competencies. These lesson plans will be developed through the Virginia CTE Curriculum Resource Center for distribution.

The Virginia Department of Education will:

- Continue to utilize the Teacher Licensure and Certification office to work with local education agencies (LEAs) and postsecondary education institutions to increase the percentage of teachers that meet teacher certification or licensing requirements;
- Continue to provide Industry Certification Academies and online academies to CTE secondary faculties of local school divisions and the Department of Corrections to increase the percentage of industry-certified faculty in programs where it is applicable and provide access to these academies for postsecondary faculties when space is available;
- Provide training for secondary faculty for the Virginia's Teachers for Tomorrow program;
- Work with Virginia's Career Switcher Alternative Route to Teacher Licensure Program; and
- Work collaboratively with the two- and four-year colleges and universities to provide undergraduate and graduate level courses to secondary faculties that will enable them to become credentialed to teach dual-enrollment courses and to promote attainment by current professional technical certificate holders to achieve associate/bachelor's degrees.

The Office of Career and Technical Education (CTE) is working in conjunction with the Office of Middle School and High School to provide staff development, such as STEM-related activities and other high school reform/improvement activities (in conjunction with ESEA Act requirements).

The Office of CTE also offers opportunities to participate in national standards initiatives, and pilot programs to develop business and industry partnerships such as the Project Lead the Way/Northrop Grumman mentorship project.

POSTSECONDARY

Initiated through a VCCS National Science Foundation grant, Authentic Learning is an instructional model that the VCCS developed to provide college and high school faculty with professional development in integration of academic, technical, and workforce readiness skills development in high school and college classrooms through team-based, business-based, project-based learning. To date, more than twenty teams of faculty, trained together, have piloted Authentic Learning projects in their classrooms. Authentic Learning projects bring real world business problems and employers to class with students working as teams to research the presented business problem, problem solve solutions, and present proposed solutions to business and industry partners for their

assessment. Under Perkins IV, the VCCS plans to continue and expand statewide professional development for faculty in Authentic Learning and to dramatically expand the practice of "real world" project-based learning in secondary and postsecondary CTE classrooms.

Many of the Authentic Learning projects piloted have utilized faculty from diverse disciplines and additional demonstrations of multi-disciplinary learning will be encouraged by the VCCS through mini-grants and other incentives.

Through the Department of Education's Career Switcher initiative, the VCCS provides a fast track for individuals with targeted business and industry experience to meet teacher certification and licensure requirements in the disciplines of science, mathematics, English (including ESL), and foreign language. During the period of Perkins IV, the VCCS will explore expansion of the Career Switcher initiative to credential teachers in targeted high-skills, high-demand career clusters and will work with VDOE to determine value added of an expansion of the Career Switchers program to include targeted CTE program areas.

The VCCS has prioritized statewide professional development as a cornerstone of its State Leadership activities for Perkins and Tech Prep and provides five types of statewide professional development (a) faculty certification training; (b) Authentic Learning Academies designed to train faculty in implementation of business-based, interdisciplinary project-based learning; (c) training in integration of new technology resources and products into classroom learning including technical training to support development of new CTE courses in areas such as GIS/GPS and computer animation; (d) training in development, promotion, and assessment of all aspects of career pathways; (e) training in Career Coaching.

Each of these types of training has been conducted by the VCCS through intensive workshops of not less than 4 days duration and each of these workshops has provided a follow-on activity such as certification preparation and testing, demonstration projects in the classroom that were evaluated and reported back to the VCCS, and follow-on evaluation activities of impact of training on faculty and teacher performance.

Professional development in applied learning is a feature of the VCCS New Horizons Conference which is supported by Perkins Leadership funds as well as the foundation of VCCS Authentic Learning Faculty Workshops. Career pathway leaders from local colleges also receive information on best practices in applied learning through the VCCS annual Career Pathways Conference.

The VCCS is providing professional development in recruitment and retention of gender minority students through its Career Coaches and Career Pathways Conferences and also continues to work with local community colleges and universities to support state and local initiatives designed to increase the number and percentage of female students enrolling in technical program areas and to train faculty and counselors to be proactive in

providing methods and content that have been shown to improve enrollment and persistence of women in technical programs.

4. **You must describe efforts that your agency and eligible recipients will make to improve—**

   (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

   (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

   The VDOE Office of Career and Technical Education will work with the office of Teacher Licensure to look at possible endorsement expansion for area-critical CTE faculty/teachers and will work with the postsecondary agencies to develop professional development and incentive programs that will help in recruitment and retention of the groups indicated in 4(a-b) above. The VDOE, Office of CTE also is working with the state professional organizations to identify areas of need and possible solutions to recruitment and retention of these groups.

   The recently launched VCCS Chancellor's Teaching Fellows program introduces promising graduate students from various disciplines who have earned at least 18 graduate hours in their teaching field the opportunities and benefits of teaching for the VCCS with the hope that many of them will return and apply for full-time teaching openings when they complete graduate studies. Teaching fellows work with experienced full-time faculty mentors. The program's primary objective is to increase the diversity of community college faculty.

   The VCCS Career Switcher program, a statewide initiative, provides a fast track for individuals with baccalaureate degrees and relevant business and industry experience to earn teacher licensure. Additionally, the VCCS will work with colleges interested in associate degree programs specifically tailored to helping trades people—such as welders, machinists, and electricians—to obtain high school teacher credentials and credentials to teach dual-enrollment and other community college courses.

5. **You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

   SECONDARY

   The VDOE will utilize the development and implementation of the Career Pathways and individualized career and academic plans for all students to encourage students to make the transition of sub-baccalaureate into baccalaureate degree programs. Providing

professional development to guidance counselors, career counselors, and career coaches (if applicable) in the utilization of career pathways and providing additional information to parents through the PTA, Virginia Career Education Foundation and other marketing strategies will help to raise the awareness level of baccalaureate opportunities through career and technical education programs begun at the secondary level.

The addition of Governor's Career and Technical Academies and Technical and Advanced Technical diplomas will also carry requirements to encourage students to continue into baccalaureate programs as they will more readily meet requirements for entering baccalaureate programs.

POSTSECONDARY

During its transitional year, the VCCS has established 23 different statewide guaranteed admissions agreements with major universities throughout the Commonwealth and has promoted those agreements through a new Web site, statewide marketing materials distributed to Tech Prep Directors and Career Coaches and to high school guidance counselors, and through a variety of feature articles placed in state and regional newspapers and periodicals. Transfer of community college graduates to universities is one of the nine statewide goals for VCCS colleges that were identified by the Chancellor and college presidents in their strategic plan for the VCCS: Dateline 2009. VCCS colleges are annually assessed in terms of the transfer of community college students to universities and other institutions conferring baccalaureate degrees and the number and percentage of community college students transferring to four year colleges annually increases.

Additionally, beginning this year, the Commonwealth of Virginia will provide transfer scholarships to community college graduates who have demonstrated financial need and enter a university program.

Finally, through initiatives such as Career Coaches and Path to the Baccalaureate, a Northern Virginia Community College (NVCC) initiative that places advisors into local high schools to prepare students for entry level requirements to both NVCC and George Mason University, VCCS colleges are providing high school students with information on university entry level requirements, scholarships, financial aid, and transfer agreements with community colleges. One outcome of this work is expected to be a dramatically increased percentage of students who enter the community college with plans and resources to continue their education at the baccalaureate level.

6. **You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]**

SECONDARY

All of the above-named stakeholders are members of the State Plan Review Committee and have provided input into the development of the State Plan. In addition, the VDOE utilizes the following activities/organizations to provide continued input into the planning, development, implementation, and evaluation of career and technical education programs in our state.

- As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on the State Plan Review Committee, the VDOE/CTE office is working with the state PTA to develop awareness information for parents on Career and Technical Education programs offered in Virginia, career clusters/career pathways, and industry certifications. The continued input from this organization will provide needed information for the planning, development, implementation/marketing, and evaluation of the programs offered.
- The CTE State Advisory Committee was established by the State Board of Education in 2003 at the request of former Governor Warner. This committee is a standing committee of the Board to provide input on issues important to this program area and periodically makes reports to the Board of Education. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education.
- Local CTE Advisory Committees are required through state regulation (8VAC20-120-50). These committees serve the same purpose at the local level in advising and providing input on issues important to the local CTE programs and approving their Local Plan and Budget that is submitted for Perkins funds. This committee is comprised of the same stakeholders as the CTE State Advisory Committee, but secured from the local/regional area served by the school division and the programs offered in that division/center.
- The State Director's Planning Group is composed of local CTE administrators from the eight superintendent's regions of the state, regional technical centers, VCCS, the Virginia Curriculum Resource Center, the Virginia Career Education Foundation, and other associated programs (such as the representative from Career Prospects, Weldon Cooper Center at the University of Virginia). This group keeps the VDOE CTE staff aware of CTE-related best practices, professional development needs, and questions arising that are best addressed at the state level.

- The Virginia Career Education Foundation was established in 2002 by Governor Mark Warner and its fundamental mission is to raise funds and to lend support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in the Commonwealth of Virginia. The Foundation, a public-private partnership, supports and facilitates public-private partnerships, for it is through the combined efforts of industry, government, and educational institutions that these challenges can best be overcome. The Foundation focuses its efforts primarily on initiatives that are geared towards middle and high school students, those students for whom the future is just around the corner. Their Web site is http://www.vcef.net/.
- The VDOE state director and cluster coordinators serve as ex-officio members of the Virginia Association of Career and Technical Administrators (VACTEA) and the Virginia Association for Career and Technical Education and the VDOE program area specialists serve as ex-officio members of their program professional organizations. This provides networking opportunities to utilize the professional organizations for professional development, awareness of trends and needed changes to the CTE programs in Virginia.
- Virginia also utilizes the Virginia Career and Technical Education Resource Center, the Career Prospects project at the Weldon Cooper Center, University of Virginia, and Virginia Career View and data collection project at Virginia Tech for information on planning, development, implementation and evaluation of the state's CTE programs.
- Virginia will continue to hold an inter-disciplinary conference every four years that encourages school divisions/centers to bring a team that is comprised of academic, career and technical education, special education and other elective faculty/teachers, building-level and central office administrators, advisory council member, student, parent, community college, and guidance/career counselors from both the middle and high school level. These teams participate in a one to two day conference that provides professional development in such areas as leadership, integrated instructional opportunities, instructional methods, increasing rigor and relevance, implementing career pathways, etc. After the inter-disciplinary conference, the program areas break into their individual conferences for such activities as program specific professional development, graduate credit courses, and industry certification academies.

POSTSECONDARY

The VCCS is currently collaborating in the development of a statewide multiyear plan for development and promotion of career pathways. All local Postsecondary Perkins and Tech Prep career pathways are informed by advisory committees or steering committees comprised of employers, students, faculty, counselors, and universities as relevant.

7. You must describe efforts that your agency and eligible recipients will make to—

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

ii. Career and technical education subjects;

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

SECONDARY

(7a) The Virginia Career and Technical Education Curriculum Resource Center (VCTERC) will continue to develop products that strengthen requirements in both career and technical and academic areas, thus preparing students for further education and employment. These products,

- integrate academic and career and technical education disciplines (e.g., correlation of CTE programs to the academic Standards of Learning);
- identify minimum standards (essential competencies) for all CTE programs, using industry and professional standards where applicable (e.g., task list revisions);
- address coherent sequence of courses, completer requirements, and program accountability;
- are readily available to LEAs in all formats (e.g., print, diskette, and Web-based formats); and
- address special populations, nontraditional occupations, equity issues, all aspects of an industry, and employability skills.

The VCTERC will continue to work with technical committees and business and industry representatives who contribute to, review, and validate career and technical education competencies in all programs. Different processes, including DACUM (Developing A Curriculum) and Panel of Experts, are used to facilitate analyses. The expertise of the business representatives who serve on these committees is critical in ensuring that our programs reflect current technology and job requirements that meet the need of Virginia's workforce.

VCTERC works with the Virginia Department of Education to develop programs within career and technical education that address new and/or emerging occupations and workforce requirements. The VCTERC assists the VDOE in the curriculum portion of new program development by facilitating business/industry panel meetings, training faculty/teacher writing teams, writing and editing draft curriculum materials, formatting and publishing program materials, and distributing curriculum to local education agencies (LEAs).

The VCTERC works with the VDOE to (1) ascertain current labor market needs and (2) align career and technical programs to address these needs. In doing this, the VCTERC uses all available data (local, state, regional, and national employment statistics from the Virginia Employment Commission/Workforce Investment Area reports) and also seeks input from business and industry representatives who serve on the technical committees.

The VCTERC works closely with the VDOE to ensure that the State's career and technical education programs address industry standards, requirements, and certifications. The initial development or revision of every CTE program includes research to identify tests, certifications, and other criteria relevant for individuals to continue their education and/or begin a career. These requirements are incorporated into the curriculum for each program as it is developed and are disseminated to LEAs as the recommended minimum standards for the program.

(7b). All state curriculum for career and technical education courses includes a required unit on All Aspects of Industry to provide students with a strong experience in and understanding of these competencies. This unit of each course is linked with a curriculum framework for All Aspects of Industry that provides the following components: task/competency list, related Standards of Learning, Standards of Learning correlation by task, Computer/Technology Standards of Learning, Leadership Development Expectations: High School, related suggested learning activities, suggested learning activities correlation by task, career planning: Portfolio Power, Career Planning: Using the Internet to Enhance Student Employability, collaborative lesson ideas, and sources for internet lesson plans.

(7c). The Virginia Board of Education's goal is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society. The Standards of Accreditation in Virginia place emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's nationally acclaimed SOL, and the establishment of a School Report Card for parents and the school community. Among such items as SOL scores, highly qualified teachers, graduation rate, etc., the School Report Card also tracks the number of CTE completers by state, division and school and the number of industry certifications, state licensures, and NOCTI tests passed by CTE students. All students are held to the same rigorous content requirements and high performance on the Standards of Learning assessments for graduation.

Virginia utilizes such school improvement programs to continuously improve the performance of students in both the academic and career and technical education programs.

The Virginia Career Education Foundation is the directing entity for the state of Virginia's State Scholars grant. In Virginia, it is referred to as the Commonwealth Scholars. This program that began last year with seven divisions as pilot sites and has expanded this year to eleven school divisions provides career and technical education students with another opportunity that provides challenging academic requirements. If you reference the brochure attached to the July 26 minutes in Appendix D, you will see the rigor demanded of students participating in this program. In Virginia, CTE is a required part of this program.

Virginia is also in the process of developing requirements for a Technical Diploma and an Advanced Technical Diploma which were required by the General Assembly and signed by the Governor in the 2007 session. The suggested requirements will be approved by the State Board of Education and have public hearings prior to being implemented. The diploma must meet or exceed the requirements of a standard diploma and include a concentration in career and technical education. Also provides for an advanced technical diploma if a student meets the requirements of an advanced studies diploma and completes a concentration in career and technical education.

POSTSECONDARY

All Perkins funded Virginia Community Colleges programs—including college certificate and degree programs—include an integrated curriculum of core academic and career and technical education courses. College Composition courses provided in these programs of study are generally the same as those offered in university transferrable degree programs. All students enrolling in core academic courses at community colleges must meet a satisfactory placement test score on college admissions tests and those who do not participate in developmental courses designed to ensure that they have the required skills sets to succeed in college level academic coursework. Career and technical students enroll in the same course sections and are held to the same standards as all other students enrolled in developmental and general education courses. All core academic and career and technical education courses offered within any Perkins-funded program are formally reviewed by a state level standing committee of academic and career and technical administrators and faculty prior to inclusion in the VCCS Master Course File, a process that often requires significant revision of proposed courses prior to their approval. Career and technical programs and courses are also reviewed by college level advisory committees comprised of local business and industry, university, and high school representatives. These advisory committees ensure that career and technical education programs include a strong foundation in communications, writing, and mathematics and also address local needs for students to demonstrate experience in, and understanding of, all aspects of industry. Career and technical program proposals are also reviewed by VCCS staff for compliance with Southern Association of Colleges and Schools (SACS),

State Council for Higher Education in Virginia (SCHEV) and VCCS standards, including the required general education component. Degree programs are further reviewed by the State Board for Community Colleges and SCHEV before receiving final approval.

Most career and technical programs of study include substantial student exposure to all aspects of business and industry through the combination of classroom instruction, hands-on laboratory experiences, field experiences, work site visitations, and interaction with working professionals in the program of study. Many programs also require on-the-job training in the industry and/or give students experiential learning credits for current or prior experience in the field – often through an apprenticeship program.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

SECONDARY

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

- **Career and Technical Education Program Area Specialists.** The professional staff of the Office of Career and Technical Education Services will provide technical expertise on a continuing basis to local educational agencies, area career and technical education centers, and eligible institutions in the state in the following areas:
    - technical services to teachers, administrators, and teacher educators,
    - coordination of curriculum efforts,
    - presentations on curriculum frameworks and standards to local teachers and administrators,
    - professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and
    - brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.
- **Virginia Career and Technical Education Curriculum Resource Center (VCTERC).** The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:
    - assistance in developing and updating curriculum,
    - occupational research analysis,
    - maintenance of a library,
    - assistance with computer database searches,
    - dissemination of curriculum and other products,

- maintenance of Virginia's Educational Resource System Online (VERSO), and
- review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs. The Virginia Department of Education and the VCTERC support Vocational-Technical Education Consortium of States (V-TECS) activities through a variety of initiatives.

- **Career and Technical Education Student Organizations Specialists.** The career and technical student organizations (CTSOs) have been and will continue to be a significant factor in increased student work skill attainment and development of interpersonal skills. CTSOs, through a program of work that combines leadership development activities and attainment of occupational competencies, will be available to all students enrolled in a career and technical education course. CTSOs will have staff members available to provide technical assistance to localities in implementing a balanced program of work.
- **Federal Program Monitoring System.** All local administrators will receive technical assistance as they participate in the assessment process and the program improvement phase of the monitoring process. Localities will receive technical assistance from career and technical education program specialists and compliance specialists in the Virginia Department of Education. Monitoring workshops will be conducted for local administrators on an annual basis.
- **Career and Technical Education Local Program Reviews.** Technical assistance will be provided by the career and technical education staff to local programs, when requested, for the purpose of program improvement. Specialists' recommendations will provide guidance for program improvement to local career and technical education programs. Specialists will be available to assist local administrators as they implement the recommendations.
- **Technical Assistance Visits.** Each year, the Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one-third of the school divisions who are utilizing approved school reform efforts that have been funded through grants issued through the CTE office. The purpose of the technical assistance visit is to help school leaders and teachers identify changes that are needed to improve teaching and learning through integrating high-level academic and career and technical education studies. The technical assistance team members will be composed of local school practitioners (teachers, guidance personnel, and administrators), community and business representatives, and state education program specialists. Team members will develop a research-based report that identifies the site's promising or successful practices and outline recommendations for continuous improvement with suggested action steps.
- **Updates for Local Administrators.** Workshops will be held to assist local career and technical education administrators to meet the requirements of the new Perkins IV legislation. Administrators will receive technical assistance in developing a local plan, meeting the Core Standards and Measures of Performance requirements, conducting follow-up activities, data collection,

requirements and progress on implementing Perkins IV, local plan requirements, accountability, program development and improvement, and planning for continued progress.

POSTSECONDARY

The Virginia Community College System will provide technical assistance in improving program performance measures for both postsecondary and Tech Prep programs through the following initiatives:

- The VCCS will continue to provide annual postsecondary and Tech Prep administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;
- The VCCS plans to provide an annual Career Pathways Conference through which college-led teams of administrators, faculty, counselors, and other career pathways practitioners will work with national and state subject experts in areas such as articulation, dual-enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;
- The VCCS plans to provide all local colleges with a "tool kit" for implementation of Perkins and Tech Prep programs of study to include samples of articulation agreements, sample career pathways or programs of study; program planning templates and resources; and assessment instruments for Perkins and Tech Prep activities such as professional development, student outreach, career planning events;
- The VCCS will continue to provide the Chancellor, college presidents and Tech Prep and Perkins college contacts with annual performance reports based on data collected from VCCS Student Information System; state generated surveys of users such as students, teachers and faculty, high school principals' and employers;
- The VCCS will initiate local site evaluations for a minimum of two colleges per year to both audit adherence to grant specifications for Tech Prep, Postsecondary Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance; and
- The VCCS will continue to meet with each local Tech Prep Steering Committee to review Perkins legislation and emerging models for best practices in career pathways.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

SECONDARY

Career and Technical Education in Virginia relates to the state and regional occupational opportunities as follows:

- Virginia's Economic Development Partnership has identified the following industry clusters: Aerospace, Automotive, Biosciences, Distribution, Electronics, Financial Services, Food Processing, Motorsports, and Plastics as high-demand for Virginia. The CTE programs in Virginia utilize this information in planning CTE programs.

- Virginia's Career VIEW, a career informational Web site, provides occupational information by region and state to help direct students to locations that offer the best career opportunities in their chosen occupation and/or to notify students of the top careers in their current locations.

- Career Prospects, Virginia's career advice Web site, announces new material to help schools increase enrollment in nontraditional career programs. It also provides background information, talking points, and other material on increasing nontraditional student enrollment and creating a friendly environment for both genders.

  The Career Prospects site also provides labor market and employment needs data, such as employment projections and wage data files on national, state, and Workforce Investment areas within the state. Employment conditions and labor market information for cities, counties, metro areas, and WIAs is also available (including number of new hires, job creations, and turnover). Links to the Virginia Employment Commission and the national Bureau of Labor Statistics is available on this Web site.

- Career and Technical Educational Management Systems—Local plans in Virginia include a Schedule 1C that is to be completed for all new programs and courses implemented at the local level. Schedule 1C involves the documentation of labor market and employment needs for the locality, region, and state in order for the school division's request for a new course/program to be approved.

POSTSECONDARY

In order to gain approval to offer a new degree program, VCCS colleges must effectively demonstrate that the program meets local and regional workforce demands and is supported by local employers.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

SECONDARY

The Virginia Department of Education (VDOE) appointed a state plan review committee composed of personnel nominated from professional organizations, other state agencies, and the Virginia Chamber of Commerce. The committee was composed of personnel from secondary education, postsecondary (two- and four-year institutions), business, labor, and industry, correctional education, academic and career and technical faculties, special education, rehabilitative services, counselors and career coaches, Virginia State Board of Education Student Advisory Committee, Workforce Investment Board. The Virginia Secretary of Education's office also had a representative attending the meetings. At the first meeting after an overview of the *Carl D. Perkins Career and Technical Education Act of 2006*, the goals, major initiatives, and populations served through career and technical education in Virginia, focused discussion took place regarding the goals, major initiatives, and populations served by each agency. The discussion served to identify ways in which all agencies could work together so that services are not duplicated for the same populations. Further, specific emphasis was placed on regional and statewide programs for occupations in the high-skill, high-wage and high-demand sectors.

The Office of Career and Technical Education, VDOE, will work with the Office of Middle and High School to jointly plan and coordinate such programs with the Elementary and Secondary School/No Child Left Behind Act that will enhance the rigor of academic and career and technical education courses.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Procedures to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(C) of the Workforce Investment Act and school dropout will be coordinated in conjunction with the Senior Advisor to the Governor for Workforce and the Virginia Workforce Council. The Virginia Workforce Council's Strategic Plan for the Commonwealth is to have and promote a well-trained, well-educated, highly skilled and qualified workforce that understands and meets the needs of employers and that is actively engaged in lifelong learning.

SECONDARY

Local school divisions also have the option to provide students with the Individual Student Alternative Education Plan (ISAEP) program that is designed for those students ages 16 to 18 and enrolled in high school programs but are having difficulty finding

success in a regular classroom environment. ISAEP programs are funded through a combination of state grants and local funds. Many, but not all school divisions, provide program services, such as career guidance counseling, mandatory enrollment in a GED preparation program and career and technical education (Perkins funds). The student has the opportunity to re-enroll in a regular classroom environment at any time.

POSTSECONDARY

Community colleges utilize the Middle College program. Middle College allows individuals without a high school degree to increase their income and employability by simultaneously pursuing a GED, community college education, and a workforce certification in a college environment. The program offers targeted remedial courses, access to workforce readiness courses, enrollment in community college courses applicable to a degree or industry-based certificate, and comprehensive support services.

B. Other Department Requirements

1. **You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

   See Appendices for: *2008 – 2013 Secondary Local Plan*; *2008 – 2013 Regional Technical Center Plan; 2008-2013 VCCS Local Plan; Perkins Applications Guidelines FY2008, Perkins Application FY2008, Part I,* and *Perkins Application FY2008, Part II;* and *Tech Prep Application Guidelines FY2008, Tech Prep Application FY2008, Part I* and *Tech Prep Application FY2008, Part II*.

2. **You must provide a description of your State's governance structure for career and technical education.**

   The Virginia Board of Education acts as the Virginia Career and Technical Education Board with approval authority. The Virginia Department of Education, Office of Career and Technical Education Services serves as the Perkins administrative branch for local school divisions and for the Perkins Title I and Tech Prep funds to the Virginia Community College System. The Virginia Community College System serves as the Perkins and Tech Prep administrative branch for the 23 community colleges.

   The *Code of Virginia,* §22.1-227designates the Virginia State Board of Education to carry out provisions of the federal act. The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

The *Virginia Administrative Code* in Chapter 120 provides state regulation for the governance structure for career and technical education.

- Section 8VAC20-120-10 Authority to promulgate; requirements for compliance with state and federal regulations. These regulations are promulgated by the Board of Education, pursuant to §22.1-126 of the Code of Virginia for career and technical education programs funded in whole or in part with state funds.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Postsecondary career and technical education is an important element of the one-stop delivery system in Virginia. For individuals that can benefit from postsecondary education services, career and technical programs often are the gateway to higher education. Career and technical programs also help to connect area businesses with the one-stop system, in that they rely heavily on strong relationships with business. Virginia also is beginning a transfer of the Workforce Investment Act from the Virginia Employment Commission to the Virginia Community College System. We anticipate that the change in program administration will tighten the relationship between postsecondary career and technical education and the one-stop delivery system.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)].

SECONDARY

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at

various instructional levels within the middle and high schools and include a cooperative education option.

Education for Employment (EFE) is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. Certain EFE courses are designated by state education code for individuals with disabilities, and other EFE courses are specified by the state education code for individuals identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are mentally challenged, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, or orthopedically challenged; and who have other health impairments, or who have specific learning disabilities. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. These program areas and Family and Consumer Science, Health and Medical Sciences, Marketing Education, and Technology Education also provide for special needs students through Individualized Education Programs (IEPs).

Competency-based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives. Professional development efforts include an annual Transition Forum and annual regional workshops provided by the Transition Practitioners' Council.

(a) Equal Access [Section 122(a)(9)(A)]

SECONDARY and POSTSECONDARY

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in career and technical education. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups.

(b) Nondiscrimination [Section 122(a)(9)(B)]

SECONDARY and POSTSECONDARY

Local recipients will assure in their local plans that discrimination against special populations will not occur and are required to sign a non-discrimination statement pertaining to special populations.

(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

- Introduction 9075 (for Students Identified as Disadvantaged, 18 weeks)
- Introduction 9076 (for Students Identified as Disadvantaged, other than 18 weeks)
- Introduction 9082 (for Students with Disabilities, 18 weeks)
- Introduction 9083 (for Students with Disabilities, other than 18 weeks)
- Level I 9077 (for Students Identified as Disadvantaged, 18 weeks)
- Level I 9078 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level I 9084 (for Students with Disabilities, 18 weeks)
- Level I 9085 (for Students with Disabilities, other than 18 weeks)
- Level II 9079 (for Students Identified as Disadvantaged, 18 weeks)
- Level II 9080 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level II 9086 (for Students with Disabilities, 18 weeks)
- Level II 9087 (for Students with Disabilities, other than 18 weeks)
- Cooperative Education I 9020 (for Students Identified as Disadvantaged)
- Cooperative Education I 9030 (for Students with Disabilities)
- Cooperative Education II 9021 (for Students Identified as Disadvantaged)
- Cooperative Education II 9031 (for Students with Disabilities)
- Specialized programs/courses are available within the regular CTE program areas. In some cases, students in these courses will have an IEP (Individualized Education Program).

Curriculum and resource guides developed and immediately available include the following:

- EFE Instructional Framework Guide
- Access to Success: Strategies for Serving Special Populations in Tech Prep Programs
- Teaching Strategies for Diverse Learners
- Library reference materials are available from the VVCRC.

EFE teachers receive professional development annually to enable them to improve their teaching skills in working with special needs students. This professional development opportunity is offered during the annual Virginia Transition Forum, with follow-up regional workshops during the school year. The Virginia Transition Forum is co-sponsored by the Virginia Department of Rehabilitative Services, and the Special Education Office and Career and Technical Education Office of the Virginia Department of Education. The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia's standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE-SND (Virginia Association of Career and Technical Education - Special Needs Division) is being re-organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re-certification. EFE teachers who have demonstrated high proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high-skill, high-wage, high-demand occupations, and stimulating special needs students to achieve the Virginia Standards of Learning.

2. **You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

Alternative education programs offered through local school divisions ensure that appropriate academic and career and technical education standards/competencies are provided to meet the needs of each student. In school divisions, alternative education programs are funded through local, state and federal funds as applicable. If Perkins funds are utilized the programs must be addressed in the local plans submitted to the Virginia Department of Education. The ISAEP program mentioned in Section II (A)(11) also requires a CTE component.

3. **You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

Perkins funds will be utilized to participate in initiatives to promote nontraditional career studies; to support additional Science, Technology, Engineering and Mathematics (STEM) initiatives; dissemination of information on effective programs for nontraditional participation and completion; and the addition of new courses and programs that focus on high-skills, high-wage, or high-demand occupations and nontraditional fields as determined by Workforce Development Boards, Virginia Employment Commission data, state and local advisory councils or committees.

During the 2006-2007 year, grants for activities and programs that promoted non-traditional enrollment and completion were sponsored through Career Prospects, Weldon Cooper Center, University of Virginia. These activities or others similar to it will be continued to promote nontraditional enrollment and completion.

The VCCS will require that colleges demonstrate in local Perkins and Tech Prep plans that all funded programs of study meet at least one of the Perkins IV criteria of being a high-skills, high-wage, or high-demand occupation. Additionally, all colleges receiving Tech Prep or Perkins funds are required to provide a plan for increasing recruitment and retention of students in nontraditional CTE programs.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Funds provided to the Department of Correctional Education will be used to enhance and improve existing programs and to develop and implement new programs following the guidelines of the Perkins' requirements. They will also be utilized to allow the agency to provide sustained staff development and training in key areas such as improving the linkage and coordination between academic and Career and Technical Education teachers, and providing certified training that will allow teachers to issue industry-based certifications for their students. The agency has implemented a major initiative to expand the certifications being offered. These include certification from the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others. Being able to award a certification to students coming out of the prison system helps them immeasurably with employment and staying out of prison. Recent research completed by Virginia Tech on the agency's behalf demonstrated that Career and Technical Education programs in Virginia's correctional system reduced recidivism by 20.57%.

With the increased use of technology and greater emphasis on computer-based training in the classroom, a greater portion of the Perkins funds is utilized to update programs and establish programs that are more relevant in today's job market. Examples include purchasing equipment to establish a Copper and Fiber Optic Cabling program, purchasing computer controlled plasma cutters, purchasing engine and exhaust analyzers, purchasing current computer aided drafting software, and purchasing computer-based instructional software for Business Software Applications programs. The Perkins' funds are critical for long-term planning for making program changes and keeping existing programs relevant. State funding alone would severely limit the agency's ability to keep programs current to meet the needs of employers.

In addition to technical skills, the agency's Career and Technical Education programs provide instruction in all aspects of the industry, employability skills, workplace readiness skills, and emphasize personal qualities that are important to employers.

The Department of Correctional Education makes extensive use of its Advisory Council. This group is instrumental in making recommendations for program changes, initiating

new programs, and for reviewing all curriculum changes in the adult system. The juvenile programs follow the same curriculum that is mandated for public schools. This assists students with re-enrolling in public schools when they are released. All of their credits will transfer toward high school graduation. In addition, the agency has several articulation agreements in place with community colleges that further assist students with their career development.

5. **You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.**

   In order to overcome barriers, including those based on gender, race, color, national origin, disability, and age, the Virginia Department of Education (VDOE) will require each local applicant for Perkins' funds to sign an assurance statement that the local applicant will ensure equal opportunities for all eligible students, faculty, and other program beneficiaries in any project or activity in which such funds are used. Further the VDOE will require each local applicant to complete Schedule 1N of the Local Plan and Budget (submitted to the VDOE for Perkins' funds) that will address how they will ensure equitable access to, and equitable participation in the project or activity to be conducted by addressing the special needs of students, faculty, and other program beneficiaries in order to overcome barriers to equitable participation. Finally, the VDOE will sign an assurance that all applications for Perkins' funds will be reviewed to ensure that the above requirements have been included.

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan, along with their eligible recipients, are <u>required to reach agreement on performance levels</u> for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) <u>only for the core indicators</u> under section 113(b) of the Act as provided below:

	Indicators	Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

A. Statutory Requirements

1. **You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

   The existing Virginia System of Core Standards and Measures of Performance for Secondary and Postsecondary Career and Technical Education Programs is the foundation upon which Perkins III accountability and evaluation requirements were developed. The Office of Career and Technical Education Services gathered input from eligible recipients in the development and implementation of the initial system and will do the same for the Virginia System of Core Standards and Measures of Performance to be utilized for the foundation of the Perkins IV accountability and evaluation requirements. Steps for the final five-year plan for Perkins IV and existing requirements for the transitional year will be adjusted to meet the transitional needs as indicated by the USED, OVAE.

   The following procedures were used to obtain input and recommendations for the System of Core Standards and Measures of Performance:

   - Organized the State Vocational Technical Education Planning and Review Committee (December 1998);
   - Conducted an Interagency Planning Session on Implementation of the Act of 1998 (January 28, 1999);
   - Aligned the existing core indicators and Perkins II accountability requirements;
   - Conducted an orientation meeting of the State Vocational Technical Education Planning Committee (February 18, 1999);
   - Conducted presentations on Perkins III accountability requirements during three statewide regional workshops for all secondary vocational education administrators. Input was received on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
   - Conducted a presentation on Perkins III accountability requirements for members of the Virginia State Council on Vocational Education. Received input on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
   - Drafted the state transition plan for establishing and implementing the core indicators, state level of performance for each core indicator of performance, and the existing state indicators and state levels of performance for each additional indicator;
   - Proposed the state levels of performance for secondary based on previous performance trends and the extent of changes and modifications necessary for implementation; and
   - Conducted a meeting with the State Vocational and Technical Education Planning and Review Committee to review the draft State Plan, obtain input, and recommendations. Based on the recommendations and refinements to be made,

the State Vocational and Technical Education Planning and Review Committee recommended that the Proposed State Plan be sent to the State Board of Education for review (May 25, 1999).

POSTSECONDARY

The following procedures are proposed to obtain input and recommendations for establishing the definitions and approaches for the core indicators of performance:

- conduct a review meeting with postsecondary Perkins administrators to review the proposed guidance on the measures (June 2007);
- develop data and assess preliminary measures. Identify methods to align measurements with non-regulatory guidance and other reporting requirements;
- review measures and receive input from institutional research staff at the colleges;
- review measures and receive input from Academic Services Advisory Committee (ASAC) and Workforce Development Services Advisory Council, which includes vice president representatives from academic and workforce services at each of the 23 community colleges across the state;
- present measures to Advisory Council of Presidents (ACOP) for review and approval. ACOP includes president level representation from each of the 23 community colleges; and
- present measures for review and approval by the State Board for Community Colleges.
-

2. **You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

SECONDARY and POSTSECONDARY

In Virginia, eligible recipients' performance goals for each of the performance indicators are identical to those the state negotiates with the United States Department of Education for the state-level performance goals.

Recipients of Perkins funds must utilize the Perkins performance indicators and standards to evaluate their career and technical education (CTE) programs. At the state level, performance data are analyzed and returned to the local recipients to evaluate their CTE programs. If any of the performance goals fall below state goals, the recipient must utilize the performance goals to indicate how Perkins funds will be utilized to improve their performance. This will be done within the Local Plan and Budget and must detail the program improvement strategies to be implemented to ensure further progress towards reaching the performance goals.

3. **You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

   Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

   See pages 84-85 for responses to this.

4. **You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

   SECONDARY

   Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements that are collected by the school divisions and reported to the state for other purposes will be coordinated by the Office of Career and Technical Education Services and the Office of Educational Information Management to satisfy Perkins IV accountability requirements. Our current core indicators utilize the data, when appropriate, that are already gathered to meet other state and federal programs, such as Virginia's Standards of Learning and No Child Left Behind.

   POSTSECONDARY

   Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements collected also are used to meet other state and federal program requirements, including reports to the General Assembly and the State Council of Higher Education for Virginia (SCHEV) for state funding and the Integrated Postsecondary Education Data System (IPEDS).

5. **You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

   Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

   a. **Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

      To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Virginia will gather data on the required core indicators for Perkins IV. The negotiation process with the USED has not taken place at this time, and information on the Final Agreed Upon Performance Levels (FAUPLs) cannot be completed until that occurs. Virginia has, through the last reported year of 2005-2006, met 100 percent of its performance standards.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

In Virginia, local performance goals for each of the performance indicators are the same as those negotiated for the state with the United States Department of Education.

Under Perkins IV, local recipients will be able to request negotiation of performance goals for any of the performance indicators. A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is

expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Plan and Budget that will be submitted.

POSTSECONDARY

The Virginia Community College System will apply a similar approach for postsecondary.

7. **You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

   A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Plan and Budget that will be submitted.

8. **You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

   SECONDARY

   Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

   - Secondary Education Demographic Form (SEDF)
     - Data are collected twice a year (October and March) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6-12 are reported.
     - Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.
     - Two validation reports are completed each year, the first when the first semester data have been submitted and the second at the end of the second data collection cycle in the spring. The second report includes the data from both the first and second semester's collection.

- Secondary Enrollment/Completion Form (CTERS 2 and CTE Completers Demographic)
    - The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due June 30 to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9-12.
    - Data are forwarded to the Virginia Department of Education where they are first compared to the locality's fall membership report. If the total number of career and technical education students exceeds the total number of students in the school division, the report is returned to the locality for correction. The correct data are keyed into the database, and individual reports are generated. Each locality's report is compared with the data originally submitted to ensure accuracy of data entry and to check for incomplete or miscalculated data.
- Career and Technical Education Adult Class Report
    - Reports are submitted throughout the fiscal year as classes end. The data are used for state funding purposes.
    - Data that are submitted are audited to ensure information is correct. Data are submitted electronically to Virginia Polytechnic Institute and State University for data analysis and reported back to the Virginia Department of Education.

POSTSECONDARY

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. Through its Student Information System, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post-graduation employment from the Virginia Employment Commission as well as other state agencies and public records.

To allow for the same consistency in reporting Tech Prep student performance, the VCCS will work with VDOE to implement a strategy for identifying Tech Prep students. The first of these is a statewide Tech Prep application that would function like an application for a dual-enrollment course in that it would require the student to provide his/her student testing identifier number and a parental signature. Use of such an application would allow students to be entered into the current VCCS Student Information System from which point their progress could be followed not only into the community college system but into any state institution of higher education. The second option is to allow local colleges to submit data through a standardized report system developed by the VCCS.

9. **You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

   Virginia does not utilize consortia within the state.

10. **You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

    SECONDARY and POSTSECONDARY

    The state will annually review local recipients' performance and progress based on the core indicators and the state-adjusted levels of performance. If standards are not met or if substantial progress is not made, VDOE (within this segment, the VDOE will always be responsible for secondary) or VCCS (within this segment, the VCCS will always be responsible for postsecondary) staff will conduct an assessment of the educational needs to be addressed to overcome local performance deficiencies.

    Virginia will evaluate the effectiveness of career and technical education programs based on the model it has used in the past, which is composed of a seven-step process that supports continuous improvement:

    1. conduct a needs assessment by examining data,
    2. determine data sources and indicators,
    3. examine the data,
    4. establish goals,
    5. identify related outcomes, practices, and inputs,
    6. set performance targets, and
    7. monitor performance over time.

    Recipients will be advised to take a comprehensive approach to program improvement through coordinated planning and implementation.

    The Department of Education maintains the responsibility for adoption and use of effective methods to monitor compliance with federal and state requirements and to ensure the correction of deficiencies in program operations. The primary focus of VDOE (secondary) and VCCS (postsecondary) is to raise academic performance and to affect greater accountability for public education in Virginia. To that end, the monitoring system provides an individualized approach to compliance monitoring for program improvement.

The secondary monitoring system is now part of the Local Plan and Budget Application and will be submitted by local school divisions on an annual basis to the Office of Career and Technical Education. The local plan and budget must reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This Performance Assessment replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits. The assessment includes the following:

- Negotiated local level performance standards (percentage) for the Academic Attainment in Reading/Language Arts and Mathematics, Technical Skills Attainment, Secondary School Completion, Student Graduation Rates, Secondary Placement, Nontraditional Participation, Nontraditional Completion, Completer, Employee Satisfaction, and Employer Satisfaction.
- Status of local performance standards which includes how many performance standards have not met the goal, why they did not meet the standards, and what was done in prior years to improve the performance. This must be reported by those not meeting standards for the first time, for two successive years, and for three successive years.
- The use of Perkins Funds that lists the number of required items identified beyond the two Virginia requirements for professional development and activities for special populations; the number of required items that address improvement of Perkins Performance Standards that do not meet the state adjusted level of performance; the number of permissive uses of funds; and
- The utilization of grants funded through Perkins that includes the percentage of funds used and the activities funded.

The Performance Assessment must be signed by the local CTE administrator and division superintendent. The assessment will then be reviewed by state CTE staff to identify the appropriate use of funds for program improvement. The CTE staff will then identify school divisions needing technical assistance and/or an on-site visit. School divisions not showing improvement on performance standards will be designated for on-site visits with not less than one-third of school divisions not showing improvement receiving technical assistance and/or on-site visits each year.

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The definitions that you will use for "participants," "concentrators," and "completers" in the core indicators of performance for both secondary and postsecondary/adult levels;

(b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and

(c) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

See forms in Part C of this plan, pages 82-93.

VI. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

Tech Prep funding will be allocated on a competitive basis to the colleges that successfully demonstrate (through their applications and prior performance) their ability to successfully fulfill the intent of the VCCS Tech Prep program. Eligible community colleges have the opportunity to receive the following funding award:

- Basic Level Funding: One college Tech Prep program [other than Northern Virginia Community College (NVCC) and Tidewater Community College (TCC)] will receive $95,902. TCC Tech Prep program will receive $143,853 and NVCC Tech Prep program will receive $191,804.

The basic level funding must be used to enhance or develop Tech Prep Career Pathways. Any college receiving Tech Prep funds will have demonstrated an ability or the capacity to address career pathway program elements.

As a community college with more than five campuses and more than 70 high schools, Northern Virginia Community College is eligible to apply for funding up to $191,804. As a community college with four campuses and close to 30 high schools, Tidewater

Community College is eligible to apply for funding up to $143,853. In future grant cycles, performance as well as the number of college campuses and high schools will be factored into the funding level of grant awards.

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

In order to ensure that local Tech Prep programs are aligned with all Perkins IV requirements, including Section 204(d), as well as with recommendations stemming from a recent U. S. Department of Education Perkins program review (December 2007), the Virginia Community College System (VCCS) will revise and disseminate the following statewide templates:

- an operating charter for Tech Prep consortia to include requirements and recommendations for membership and standard operating procedures for Tech Prep Steering Committees;

- an "umbrella" articulation agreement that reflects changes from Perkins III to Perkins IV as well as the Virginia Community College's new guidelines for community colleges issuing college credits for high school coursework;

- a Virginia Department of Education (VDOE) and VCCS approved template and samples for programs of study; and

- an evaluation tool kit that is aligned with Perkins IV performance measures and areas to be given special emphasis under Section 204(d) will be developed and disseminated, through statewide training, to all local Tech Prep consortia.

In conjunction with development of these documents, in spring Semester 2008, the VCCS will also significantly revise both its formula for funding Tech Prep consortia and the process through which Tech Prep consortia apply, are reviewed and approved by the VCCS to receive Tech Prep funds. Beginning in spring 2008, Tech Prep Requests for Proposals and proposal ratings scales and forms will provide for funding incentives for consortia that include effective strategies and evaluation plans related to the provision of effective employment placement activities; reduction of high school dropout rates; and improvement of academic and technical performance of students.

Other program elements referenced in Section 204(d) will be required of all Tech Prep consortia receiving Tech Prep funds for the academic year 2008-09. These include: development of programs of study with employers, universities (where relevant), and labor organizations; alignment of programs of study to high-demand industry sectors; and coordination of services with secondary and postsecondary Perkins programs, with WIA programs, and with apprenticeship programs. By fall 2011, all Tech Prep grant awards will be distributed competitively based on prior performance, and the areas of special consideration referenced in Section 204(d) will be required in all funded Tech Prep Programs of Study.

To assist the VCCS in identifying and then prioritizing in Request for Proposals and other grant application and review instruments those initiatives that have demonstrated effectiveness in addressing the issues referenced in Section 204(d), the VCCS will chair a statewide task force dedicated to revising statewide goals and objectives and operating policies and procedures for Tech Prep in Virginia. The Virginia Department of Education, the Virginia Career Education Foundation, local Tech Prep directors, statewide employers and representatives of apprenticeship programs, and other stakeholders will participate in the task force.

In terms of the provision that Tech Prep consortia submitting plans that demonstrate success in, or provide assurances of, coordination and integration with eligible recipients of Title I funds be provided "special consideration," in 2007-08, the VCCS stipulated that all colleges participating in Perkins or Tech Prep must support and provide documentation of activities of an integrated career pathways team to include, at minimum, college and community representatives of Perkins, Tech Prep, WIA, academic and CTE secondary and postsecondary faculty, Adult Education, and apprenticeships. These teams meet regularly, confer and collaboratively apply for all VCCS issued grants, and provide the VCCS with summaries of their meeting minutes. A VCCS electronic distribution list, statewide professional development conference, and on line community of practice supports these teams whose primary purpose is to strengthen and expand career pathways in their college service region by sharing resources, collaborating on grants, and avoiding any duplication of effort or expenditure.

3. **You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**

Tech Prep funding —with the exception of the two largest consortia—is distributed through equal funding which provides for more funding per high school for rural college service regions than it does for urban regions. In the southside and southwest regions of Virginia, the percentage of the population with any type of college diploma averages 8%; in contrast, in Northern Virginia and Hampton Roads, the percentage of the population with college diplomas is 29% and 15% of the total population, respectively. It is for this reason, coupled with the fact that urban regions have repeatedly stated that they cannot maintain a viable Tech Prep consortium with less funding than is currently allocated to them that the practice of providing equal funding to Tech Prep consortia, a practice that benefits rural consortia, has been allowed to continue.

Tech Prep's level funding formula will be evaluated in the next calendar year in conjunction with the development of the state five-year plan for career pathways and a corresponding initiative to revise Tech Prep's vision, mission, goals and objectives, and marketing identity within the state.

4. **You must describe how your agency will ensure that each funded tech prep program—**

(a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

All Tech Prep programs of study or Tech Prep career pathways must operate under a general articulation agreement. With the transition from primary use of articulated course credits as a means of conferring advanced standing and college credits for high school-based coursework to a primary reliance on dual-enrollment and validated credits (or credits by exam) to fulfill that function, all Tech Prep articulation agreements need to be revised and this process will be delineated and briefed to Tech Prep directors. Revised agreements will follow the State CTE Articulation Agreement Template developed and approved in 2004. The template improves on current articulation agreements in that it requires school divisions and colleges and universities to provide a written plan for annual review of articulation agreements and also requires a plan for informing parents, students, teachers, and counselors of agreements and sharing data for the purpose of reviewing and revising agreements as needed.

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Currently, Tech Prep programs of study are developed by local school divisions and community colleges using criteria established by VCCS and VDOE that are contained in annual Tech Prep program guidelines approved by VDOE and provided by the VCCS to local consortia and colleges. In the next year, the VCCS will lead a statewide task force to revise and revitalize the role of Tech Prep in Virginia's emerging career pathways system. In that context, consideration will be given to incorporating a common set of core academic courses, such as the Commonwealth Scholars program, into all Tech Prep programs of study. Additionally, programs that have common postsecondary CTE curriculum as well as secondary curriculum will be reviewed for curriculum alignment and statewide programs of study established.

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Tech Prep directors are required to submit programs of study to the VCCS upon request and periodically have those programs reviewed for adherence to federal and state criteria. Additionally, programs of study are reviewed every year by VCCS to ensure that they meet secondary and postsecondary components of a Tech Prep program of study.

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

One hundred percent (100%) of local Tech Prep programs provide for professional development of faculty and/or counselors including certification training, academic

and vocation integration, integration of workforce readiness skills, technical skills development for the purpose of standing up new courses such as Geographic Information Systems/Global Positioning Systems and computer gaming, career pathways development, and counseling to career clusters and pathways including use of career assessments.

The State Tech Prep Office provides an annual Career Pathways Conference and Career Coaches Academy, to which secondary guidance counselors are invited. These events serve to provide the foundation upon which local training is built.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Local Tech Prep programs offer annual professional development to counselors to apprise them of new career pathways, articulation agreements, dual-enrollment options, and university connections. Additionally, many local Tech Prep programs provide three-day to one-week "immersion" experiences for high school counselors in key businesses and industries partnering in the development of career pathways.

At the state level, the annual Career Coaches Academy and quarterly Career Coaches orientations provide professional development in career pathways, career assessments, workforce readiness skills, coaching, career consulting practices, and program administration and marketing.

(f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

The most significant state and local initiative designed to serve the needs of special populations is the statewide career coaches' initiative. In its prioritization of one-on-one coaching sessions and custom-designed, individual "prescriptions" for postsecondary education access and success, the model for career coaching is ideally suited to meet the needs of special populations particularly as career coaches receive professional development in issues related to gender and ethnic minority students during their annual Academy and in follow-up events such as Girls Get IT career and college exploratory camps.

(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

Virginia Community College System has requested clarification from the U.S. Department of Education on this Section.

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

The VCCS is moving into a vision whereby all federal- and state-funded initiatives relevant to career pathways and workforce development will work together to produce a common, multi-year, community-based plan for development, support and expansion of career pathways. As a first step, college-based Tech Prep and Perkins points of contact are required to work together in the development of a college-based comprehensive plan for career pathways and are both required to review and approve Tech Prep and Perkins plans.

5. **You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

   In the next year, as part of its revision of Tech Prep, the VCCS will move from requiring adherence to minimum program standards for colleges and consortia receiving a Tech Prep grant to individually working with colleges to use baseline data collected over the past three years to develop consortia-specific annual goals that colleges will need to meet over a three-year period to retain Tech Prep funding.

B. Other Department Requirements

1. **You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

   These applications will be included when the transition plan is submitted to the USED.

2. **You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.**

Blue Ridge Community College	$ 95,902.00
Central Virginia Community College	$ 95,902.00
Dabney S. Lancaster Community College	$ 95,902.00
Eastern Shore Community College	$ 95,902.00
Germanna Community College	$ 95,902.00
J. Sargeant Reynolds Community College	$ 95,902.00
John Tyler Community College	$ 95,902.00
Lord Fairfax Community College	$ 95,902.00
Mountain Empire Community College	$ 95,902.00
New River Community College	$ 95,902.00
Northern Virginia Community College	$191,804.00
Patrick Henry Community College	$ 95,902.00
Paul D. Camp Community College	$ 95,902.00
Piedmont Community College	$ 95,902.00

Rappahannock Community College	$ 95,902.00
Southside Community College	$ 95,902.00
Southwest Community College	$ 95,902.00
Thomas Nelson Community College	$ 95,902.00
Tidewater Community College	$143,853.00
Virginia Highlands Community College	$ 95,902.00
Virginia Western Community College	$ 95,902.00
Wytheville Community College	$ 95,902.00

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. **You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

   In keeping with past practice, discussion with participating agencies and public comment, the Department of Education will continue to allocate the basic grant as follows: 10 percent for state leadership, 5 percent for state administration and 85 percent to local school divisions and community colleges . The 85 percent of the basic grant allocated to local school divisions and community colleges will then be split with 85 percent allocated to secondary programs in local education agencies and 15 percent allocated to postsecondary programs at community colleges.

   Written comments submitted either by e-mail or regular mail and comments made at the public hearings represented the following stakeholders: director of instruction, secondary CTE administrators and teachers, secondary principal, secondary academic teacher, special education instructional specialist, career and technical student organization specialist, secondary parents, secondary students, graduates of secondary CTE programs (one a graduate of the University of Richmond and one currently enrolled at James Madison University), secondary advisory committees, business community representatives, educational chair of the Virginia PTA, Chancellor of the Community College System, and community college representatives. These comments are included in Appendix G. Of the comments relating to the allocation of the funds, 88 were in favor of the split remaining as 85/15 between secondary and postsecondary. Three comments favored the 85/15 split being changed to provide a larger percentage be allocated to the community colleges.

   Prior to the public comment period, the Superintendent of Public Instruction sent a letter to the Chancellor of the Community College System asking that rationale for any suggested changes in the current 85/15 percent LEA fund split between secondary

career and technical education and postsecondary career and technical education for subsequent years be provided to him in writing.

In a letter dated April 26, 2007, and addressed to the Superintendent of Public Instruction, the Chancellor of Virginia provided the explanation, with the relevant details, for the existing 85/15 percent split. Upon receipt and review of this information, the Chancellor then provided the following rationale for adjusting the current Perkins funding split between secondary and postsecondary institutions from its current level of 85/15 respectively. His letter, dated June 18, 2007, stated the following.

"…Thank you for the opportunity to present information to the State Board of Career and Technical Education regarding the split of local Perkins funds between the Virginia Department of Education and the Virginia Community College System. As I said to you privately, I believe a more equitable split would lead to improved performance in both of our systems. I also believe we should take advantage of the opportunity for closer collaboration that Perkins IV affords.

We have reviewed a number of factors that suggest that the State Board should allocate additional funds to the community colleges. Those that we find most compelling are the following:

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also requires school divisions and colleges to have secondary to postsecondary career pathways in place. Much more than Perkins III, Perkins IV recognizes that today's economy demands higher levels of educational attainment to remain competitive.
- About 39 percent of the career and technical education student enrollments are in the community colleges (133,347 in community colleges and 206,454 in grades 9-12). We expect this number to grow, especially in light of the Governor's goal to seek strategies to increase postsecondary education participation of 18 to 24 year olds from 34 percent to 39 percent by 2010.
- Additional funding for the community colleges will help improve performance in high schools. Colleges currently spend approximately 13 percent of their Perkins state grant funds on programs and services in high schools. Funds support career coaches, professional development for teachers, and articulation activities. Community colleges would use additional Perkins funds to help support these programs, especially career coaches. Career coaches produce demonstrable success among high school students – community college enrollments by recent high school graduates increased 6.5 percent more than for high schools without career coaches. We believe that additional support for career coaches, as well as other high school programs and services, will help increase graduation rates as well as postsecondary participation rates."

These letters are in Appendix F.

Increasingly, other states have recognized that community colleges should be an equal

partner in career and technical education policy, planning, and funding. In 13 states, community colleges receive half or more than half of the Perkins state grant. When we last addressed this issue in Virginia (1999), our state was one of nine in which the community colleges received the minimum allowable percentage (15 percent). Today, Virginia is one of only six.

Virginia has used the existing 85 percent/15 percent split for 15 years. It is time for Virginia to align its Perkins funding stream not only with actual enrollment levels but also with state and national interests to increase postsecondary education participation as a means to improve its workforce. At the same time, we believe Virginia's community colleges can use the additional funds to contribute to the success of high school students and strengthen the partnership between our systems.

I respectfully ask the State Board of Career and Technical Education to establish in the Perkins five-year plan a gradual increase in the funding split for community colleges, such that, by year five, it equals the national average. With your support, we can enhance high school performance and help meet the Governor's goals for postsecondary education participation and workforce development.

Thanks again for the opportunity to comment. Please contact me if you would like me to elaborate on this matter…."

At the end of five years, the split recommended in the Chancellor's letter would be 60/40 percent for secondary and postsecondary respectively.

The State Superintendent of Schools responded to the Chancellor with additional information in response to the letter dated June 18. The VDOE letter was dated July 25, 2007.

"…In addition, the following information may be useful:

- Career and technical education at the secondary level encompasses grades 6-12 (the 2006-2007 enrollment was 244,430), and we expect the enrollment to continue to grow with the emphasis from the new technical and advanced technical diplomas and the Governor's Career Academies.
- The Virginia Department of Education's statewide mandated career and technical education curriculum that has been correlated to the Standards of Learning provides an invaluable foundation for postsecondary career pathways to develop and strengthen our workforce and economy. This same curriculum assures ease in aligning with the varied curricula in the Virginia community colleges for dual enrollment classes.
- The Virginia Department of Education will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia and encourage community college personnel to participate in our summer career and technical education conferences.
- The Department will continue to encourage secondary schools to utilize the Career Assessment Planning system powered by Kuder® to begin their

> preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools) not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system. For the last several years, secondary CTE funds have supported the planning system, but it has been available to students in grades 6-12 as well as in Virginia's community colleges...."

The Virginia Department of Education submits the following information for justification of the 85/15 split remaining as it currently is and also provides suggestions for collaborative efforts that can be undertaken utilizing State Leadership funds instead of decreasing funds to local educational agencies at the secondary level.

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also recognizes that today's economy demands higher levels of educational attainment to remain competitive. The required Perkins IV career pathways must include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The Virginia Department of Education's statewide mandated career and technical education curriculum which has been correlated to the Standards of Learning will provide a strong and invaluable foundation. It is suggested that a collaborative effort, utilizing the Career and Technical Education Curriculum Resource Center, be undertaken to provide identified essential competencies for foundation and/or possible dual enrollment courses in the community colleges. Like the current secondary CTE curriculum, this would allow regional-specific competencies to be added beyond the essential competencies; would provide ease of transfer for secondary graduates to community colleges outside of their region; and would provide the opportunity for alignment between secondary and postsecondary.
- The Virginia Department of Education acknowledges that the community colleges currently spend a percentage of their Perkins funds on secondary efforts, mainly career coaches, articulation efforts, and professional development for faculty. Likewise, secondary school divisions utilize their Perkins funds to support Tech Prep consortia through membership fees. The VDOE will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia as well as to support career coaches in their schools in some cases. At the present time, there is much professional development that is provided at both secondary and postsecondary level and it is available to both sets of faculty. VDOE and VCCS staff will coordinate these efforts and ensure that the information is communicated to both secondary and postsecondary faculty.
- In addition to professional development for secondary guidance counselors who work with 6-12 students everyday, it is suggested that the support of the career coach initiative could be a recommended use of secondary Perkins funds.
- The VDOE will continue to encourage secondary schools to utilize a career assessment. Currently the Career Assessment Planning System powered by Kuder® has been provided through state/federal funding (most of the federal was other than Perkins), to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools), not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system.

In addition to the actual enrollment in both secondary and postsecondary, Virginia takes into consideration such information as provided in the *State Report Card on Higher*

Education: Spreadsheet on Participation Data for 2006. The report card indicates that 87 percent of Virginia's 18- to 24-year-olds held a high school credential (diploma or GED – GED was 4 percent) in 2006. However, the percent of 18- to 24-year-olds enrolled in college in Virginia in 2006 was only 34 percent. This same report also pointed out that the amount needed to pay for community college expenses minus financial aid for the 2005 – 2006 college year averaged 21 percent of family income. For the 40 percent of the population with the lowest income, 31 percent of family income is needed to finance a community college education. This emphasizes the importance of a relevant, business/industry-driven career and technical education training and industry credentialing at the secondary level. This will help to prevent students from dropping out of high school and also prepare them with skills to work while attending community college and providing for families.

Other states with comparable student enrollments and increased levels of splits do not have the achievement record on their Perkins performance standards that Virginia has. The first statewide articulation agreement (*Business Information Technology-Web Technologies*) between VCCS and VDOE was an excellent step towards continued collaboration to contribute to the success of high school students. Such continued development of statewide articulation agreements and collaborative curriculum efforts utilizing the Virginia Career and Technical Education Curriculum Resource Center to develop statewide mandated curriculum for the community colleges will also help in encouraging students to move forward in postsecondary education by allowing more dual-enrollment or articulated/validated credits.

The VDOE and VCCS should work collaboratively to utilize existing Leadership funds at the state level to provide professional development for both secondary and postsecondary faculty and eliminate duplication of effort; plan, develop, and implement career pathways collaboratively; and begin a collaborative alignment through the Virginia Career and Technical Education Resource Center to ensure the curriculum at the secondary and community college level are aligned and preparing secondary students for postsecondary. This collaboration would have a much larger impact on preparing students for postsecondary education then to change the funding split.

2. **You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

See information provided to secondary school divisions in Superintendent's Memo INF #153, August 3, 2007 – Carl D. Perkins Career and Technical Education Act of 2006 Federal Funds for July 1, 2007, Through June 30, 2008 at http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf153.html.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 (as reported to NCES), who reside in the school

division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

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

Funds are distributed to the local educational agencies through reimbursement requests in the electronic OMEGA system for secondary and through paper reports for postsecondary LEAs.

3. **You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

   There are no secondary or postsecondary consortia in Virginia at this time.

4. **You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

   Does not apply to Virginia.

5. **You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

   Does not apply to Virginia.

B. Other Department Requirements

1. **You must submit a detailed project budget, using the forms provided in Part B of this guide.**

   See Part B forms.

2. **You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

   There are no consortia in Virginia at this time.

3. **You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

   Virginia utilizes the formulas stated in the Perkins IV act.

4. **You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

   Virginia does not maintain a reserve fund from the Perkins grant.

5. **You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

   See answer to Question #4 above.

6. **You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

   Letters are mailed to superintendents of public school divisions that are eligible for amounts less than $15,000. Superintendents are asked to describe the reasons why they are unable to enter into a consortia arrangement for the provision of services if their division is located in a rural or sparsely populated area. For any division that receives less than $15,000 and is not considered rural or sparsely populated, they will document to the VDOE how they will form a consortium with another division(s).

   This information is reviewed by VDOE staff to ensure that appropriate requirements are met. If the division is approved for funding, a letter indicating the same is mailed to the superintendent and the assistant superintendent of finance, and the VDOE Finance Office is notified.

I. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. You must provide a written and signed certification that—

(a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

***CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education*. §22.1-227. Board designated to carry out provisions of federal act.** The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

For the purposes of this section, "promote," shall not be construed to mandate the implementation of any additional career and technical education programs that are not currently offered. (Code 1950, §22-319; 1980, c.559; 1992, cc. 673, 897; 2001, c 483.) Source: *Virginia School Law Deskbook*, 2006 Edition, page 119.

(b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

See A1(a) above. This section of the *Code of Virginia* designates the Board's authority to carry out the provisions of this Act.

(c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

Please see the answers to A1(a-b) above.

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

The State Board of Career and Technical Education certifies that all provisions of the State Plan are consistent with state law.

(e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

The funds are transmitted to the Virginia Department of Education, with the Office of Career and Technical Education Services having the responsibility to maintain records of receipt, balances, and disbursements and reimbursements. The State Director is Elizabeth M. Russell at Elizabeth.Russell@doe.virginia.gov or telephone at (804) 225-2847.

(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

§22.1-23. Duties in General. The Superintendent of Public Instruction shall:

1. serve as secretary of the Board of Education;

   …

5. perform such other duties as the Board of Education may prescribe. (Virginia School Laws, Section 22.1-23, Code 1950, §§ 22-25, 22-26, 22-28; 1980, c. 559; 2001, cc. 689, 700)

(g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

Upon approval of this plan by the State Board of Career and Technical Education, this plan becomes the policy of the State Board and has the force and effect of the law.

(h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

The State Board certifies that the approved plan will be the basis for the state operation and administration of the program.

B. Other Assurances

1. You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

Virginia does not have an Intergovernmental Review Process.

2. **You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html]**

   See Appendix B.

2. **You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]**

   See Appendix B.

4. **You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

   The requirements of the *Carl D. Perkins Career and Technical Education Act of 2006* including the provisions of the financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs will be met.

5. **You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

   No funds will be expended under the *Carl D. Perkins Career and Technical Education Act of 2006* and the Virginia Procurement Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or the employees of the acquiring entity, or any affiliate of such an organization.

6. **You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

   Virginia will waive the minimum allocation as required in section 131 (c)(1) in any case in which the local education agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. The eligible recipient must submit a letter of request for such waiver.

7. **You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

   The Virginia State Board of Career and Technical Education assures that the state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

8. **You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

   The Virginia State Board of Career and Technical Education assures that the state and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

9. **You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

   The Virginia Board of Career and Technical Education assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

10. **You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

    The Virginia Board of Career and Technical Education assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Legal Name of Applicant Agency (State Educational Agency):

Virginia Department of Education

Address: P. O. Box 2120, Richmond, VA 23218-2120

Contact Person for Application:
Name: Elizabeth M. Russell
Position: Director of Career and Technical Education Services
Telephone: (804) 225-2847 Fax: (804) 371-2456
E-mail: Elizabeth.Russell@doe.virginia.gov

Printed Name and Title of Authorized State/SEA Representative:
Dr. Mark E. Emblidge, President
Virginia Board of Career and Technical Education

Signature of Authorized State/SEA Representative:

March 28, 2008
Date

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

Line I.A	**The amount of Title I funds available under section 112(a).**
Line I.B	**The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).**
Line I.C	**The total amount of combined Title I and Title II funds.**
Line I.D	**The amount, if any, to be reserved under section 112(c).**
Line I.D.1	**The percent and amount reserved for secondary recipients.**
Line I.D.2	**The percent and amount reserved for postsecondary recipients.**
Line I.E.1	**The amount to be made available for eligible recipients for under section 112(a)(1).**
Line I.E.1.a	**The percent and amount slated for secondary recipients.**
Line I.E.1.b	**The percent and amount slated for postsecondary recipients.**
Line I.E.2	**The amount to be made available for State leadership under section 112(a)(2).**
Line I.E.2.a	**The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).**
Line I.E.2.b	**The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).**
Line I.E.3	**The percent and amount to be expended for State administration under section 112(a)(3).**
Line I.F	**The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.**

II. Title II: Tech Prep Programs

Line II.A **The amount of funds available under section 201(a).**

Line II.B **The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).**

Line II.C **The total amount of funds to be used for Title II tech prep programs.**

Line II.D **The amount of funds to be made available for tech-prep consortia under section 203.**

Line II.D.a **The percent of funds to be made available for tech-prep consortia under section 203.**

Line II.D.b **The number of tech-prep consortia to be funded.**

Line II.E **The amount to be expended for State administration under Title II.**

Line II.E.a **The percent of funds to be expended for State administration under Title II.**

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)
Based on 2008 estimated figures from Office of Vocational and Adult Education

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$25,221,860.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0.00
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$25,221,860.00
D. Reserve (*not more than 10% of Line C, as applicable*)	$ 0.00
1. Secondary Programs (0 % of Title I grant)	$
2. Postsecondary Programs (0 % of Title I grant)	$
E. Amount Available for Title I Distribution (Line C less Line D)	$25,221,860.00
1. Local Formula Distribution (*not less than 85%*) (*Line E x 85%*)	$21,438,581.00
a. Secondary Programs (85 % of Title I grant)	$18,222,493.85
b. Postsecondary Programs (15 % of Title I grant)	$ 3,215,787.14
c. Subtotal	$21,438,581.00
2. Leadership *(not more than 10%)* (*Line E x 10 %*)	$ 2,522,186.00
a. Nontraditional Training and Employment ($100,000.00)	
b. Corrections or Institutions ($220,000.00)	
3. State Administration (not more than 5%) (*Line E x 5 %*)	**$** 1,261,093.00
F. State Match *(from non-federal funds)*[1]	**$** 1,298,958.16

[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)
Based on 2008 estimated figures from Office of Vocational and Adult Education

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State $ 2,417,794.00

B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds $ 0.00

C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*) $ 2,417,794.00

D. Tech-Prep Funds Earmarked for Consortia $ 2,345,260.18

a. Percent for Consortia
(*Line D divided by Line C*) [97 %]

b. Number of Consortia 23

c. Method of Distribution (*check one*):

_____Formula

__**X**__ Competitive (minimum performance measures will have to be met by local consortia to receive annual grant award.)

E. Tech-Prep Administration $ 72,533.82

a. Percent for Administration
(*Line E divided by Line C*) [3 %]

PART C: ACCOUNTABILITY FORMS

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

I. Definition of Career and Technical Education Student Populations –

A. Secondary Level

Participants – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.
Concentrators – A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

NOTE: The Virginia Community College System (VCCS) is in the process of collecting and analyzing data for the development of the measures. However, OVAE has not released the non-regulatory guidance for the performance measures as of December 21, 2007. Also, VCCS submitted a request for technical assistance offered by OVAE to assist with the development of these measures and has been funded to receive this technical assistance. Therefore, the measurement approaches proposed are subject to modification pending the non-regulatory guidance and the potential technical assistance provided through OVAE. In addition, baseline data are listed as "to be determined" (TBD) pending completion of this process.

Participants – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
Concentrators – A postsecondary/adult student who: (1) completes at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL (Only 1S1, 1S2, and 4S1 are required to have percentages at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 2007-2008**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education.	State and Local Administrative Records	**B:** 65%	**L:** ***65%*** **A:** AGREED	**L:** ***69%*** **A:** AGREED
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who, in the reporting year, have left secondary education.	State and Local Administrative Records	**B:** 63%	**L:** ***63%*** **A:** AGREED	**L:** ***67%*** **A:** AGREED

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 2007-2008**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. **Denominator:** Number of CTE concentrators who took the assessments during the reporting year.	Measurement approach will be decided on when assessment tool and method are finalized. This will be negotiated with the USED in conjunction with the baseline data for all performance standards.	**B: TBD**	**L:** **A:**	**L:** **A:**
3S1 Secondary School Completion[1] 113(b)(2)(A)(iii)(I-III)	**Numerator:** Number of CTE concentrators who earned a regular secondary school diploma, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	Program completers are those students who complete a career and technical education program and meet state recognized diploma or equivalent during the reporting year.	**B: 75%**	**L:** **A:**	**L: 75%** **A:**

[1]The Virginia Department of Education began moving to a new collection program for CTE completer information in 2006 - 2007 while at the same time running the data collection program that had previously been used. In review of the data from both collection programs, there is a significant difference in numbers and until the reason for the discrepancy is determined we feel that it will help to start at a lower benchmark than where we ended the Perkins III on any performance standard that relies on completer information. Performance Standards 1S1, 1S2, and 4S1 were already lowered based on NCLB documentation.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 2007-2008**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)[1,2]	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	State and Local Administrative Records[2]	**B:** 61%	**L:** *61%*[2] **A:** AGREED	**L:** 61%[2] **A:** AGREED
5S1 Secondary Placement 113(b)(2)(A)(v)[1,3]	**Numerator:** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second and third quarters following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).[3] **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	State developed surveys administered by state and local agencies.	**B: 75%**	**L:** **A:**	**L: 75%** **A:**

[2] **Request:** Virginia will recalculate the graduation rate and annual measurable objective (AMO) using the formula and methodology approved by USED in 2003 in the Consolidated State Application Accountability Workbook. Current graduation data will be used to recalculate the AMO. This interim AMO will be used for the graduation rate through 2008 Adequate Yearly Progress (AYP) calculations when the statewide individual student record system is able to provide a more accurate accounting of the graduation rate in Virginia. The interim AMO is 61 percent. As required by USED, this represents the percent of on-time graduates who receive a Standard or Advanced Studies Diploma.

Rationale: Longitudinal graduation rate data will not be available to set a revised graduation rate target until 2008. At that time, the graduation rate targets for 2008-2009 and beyond will be recalculated and used in determining AYP ratings beginning in 2009-2010. (AYP ratings are based on the prior year's graduation rate.) The NCLB graduation rate formula also will be revisited in 2008-2009 for alignment with the Board's adoption of the NGA graduation rate formula.

[3]Though Virginia is willing to begin follow-up in the second quarter, we also would like to add the third quarter. To follow-up totally in the second quarter is detrimental to our continued success on tracking student placement. Students who are attending colleges/universities or are in the military are not as accessible for follow-up because of being away from home. When they return home, teachers/administrators in school divisions are on holiday. In addition, Virginia has utilized the third quarter method for the past five years. Utilizing the same questionnaires and procedures has produced a longitudinal database that allows us to investigate trends over time. This information will be very useful for evaluating and improving programs. The trends can be tracked by state, school division, service area and program. We can also track credentials and skills by service area. Again, we feel it would be very detrimental to move away from third quarter follow-up when we are at this juncture. If we are allowed to combine it with second quarter follow-up, it will also provide us with a more accurate reflection of the difference in follow-up rate between the two quarters.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 2007-2008**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and local administrative data.	**B: 13.63%**	**L:** **A:**	**L: 13.63%** **A:**
6S2 Nontraditional Completion[1] 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	State and local administrative data.	**B: 9.00%**	**L:** **A:**	**L: 9.00%** **A:**

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL (Information for postsecondary is not requested at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Note: Technical skills assessments are defined based on the draft non-regulatory guidance from OVAE for the gold, silver, and bronze levels. Gold assessments are state certification or national industry recognized licensures. Silver assessment includes: (1) state developed or (2) locally developed and state approved exams. Bronze includes end of program GPA's. Under OVAE draft guidance, the bronze level will phase out by 2009. VCCS is in the process of identifying the number of programs that fall into these three categories and the availability of the data by college. **Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.	Student level data collected through the state administered student information system supplemented with state developed surveys administered by local colleges	**B: TBD**	**L:** **A:**	**L:** **A:**

2P1 **Credential, Certificate, or Degree** **113(b)(2)(B)(ii)**	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	Student level data collected through the state administered student information system	**B: TBD**	**L:** **A:**	**L:** **A:**
3P1 **Student Retention or Transfer** **113(b)(2)(B)(iii)**	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	Student level data collected through the state administered student information system matched with State Council for Higher Education of Virginia (SCHEV) and National Student Clearinghouse data.	**B: TBD**	**L:** **A:**	**L:** **A:**
4P1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	Student level data collected through the state administered student information system matched with Virginia Employment Commission wage data, which may include FEDES (Federal Employment Data Exchange System) data	**B: TBD**	**L:** **A:**	**L:** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	Student level data collected through the state administered student information system	B: TBD	**L:** **A:**	**L:** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	Student level data collected through the state administered student information system	B: TBD	**L:** **A:**	**L:** **A:**

Board of Education Agenda Item

Item: F. **Date:** March 19, 2008

Topic: Report on the Status of 2008 General Assembly Actions

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance
Mrs. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone: 804-225-2025 **E-mail:** Kent.Dickey@doe.virginia.gov
804-225-2403 Anne.Wescott@doe.virginia.gov

Origin:

_X_ Topic presented for information only (no board action required)

___ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- ___ Other: Board of Education By-laws

___ Action requested at this meeting

___ Action requested at future meeting:

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action
date: February 21, 2008
action: Informational report on the status of state budget and legislative actions affecting public education.

Background Information: The Department of Education tracked all bills, resolutions, and appropriation proposals affecting K-12 education that were introduced in the 2008 Session of the General Assembly. Legislation that was tracked included the following issues: 1) teacher licensure; 2) No Child Left Behind; 3) career and technical education; 3) nutrition/physical activity; 4) home schooling; 5) special education; and 6) textbook purchasing.

Budget actions for the 2008-2010 biennium were also tracked beginning with the Governor's introduced budget (HB/SB 30) and Executive Amendments, followed by the House and Senate budget actions, and finally the Conference Committee budget report, which was approved by both chambers of the General Assembly on March 13, 2008. Major budget highlights from the 2008 Session include: 1) funding for SOQ rebenchmarking; 2) funding for a 2% teacher salary increase in FY10; 3) additional funding for the Virginia Preschool Initiative; 4) changes to Lottery funding; and 5) funding increases/decreases to various programs.

Summary of Major Elements: This report will provide Board members with a summary of the final 2008-2010 budget actions affecting public education adopted by the 2008 General Assembly. The status of key education bills also will be summarized.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the informational report.

Impact on Resources: The General Assembly approved the conference budget report on March 13, 2008. At this point, the General Assembly-approved budget will be sent to the Governor for review. The Governor may propose amendments or vetoes to be considered at the April 23, 2008, veto session.

Regarding legislation, most legislation pertaining to education has been acted upon by the Governor and communicated to the General Assembly.

Timetable for Further Review/Action: None.

Board of Education Agenda Item

Item: G. **Date:** 3/19/2008

Topic: Report on a Grant Awarded for the Development of New Alternate Assessments for Students with Disabilities Pursuing Modified Achievement Standards

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement

Telephone Number: (804) 225-2102 **E-Mail Address:** Shelley.Loving-Ryder@doe.virginia.gov

Origin:

X Topic presented for information only (no board action required)

__ Board review required by
_____ State or federal law or regulation
____ Board of Education regulation
_____ Other: _____

____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:
On April 7, 2005, in a meeting attended by a number of Chief State School Officers at George Washington's Mount Vernon, United States Secretary of Education (USED) Margaret Spellings announced additional flexibility for states in the assessment of students with disabilities. In a "Dear Colleague" letter on May 10, 2005, Secretary Spellings noted that "research shows that, even after receiving the best-designed instructional interventions from highly trained instructors, a group of students with academic disabilities, comprising approximately two percent of the school-age population, is not able to achieve at grade level. They are able to make significant progress toward grade-level standards…." The letter mentioned that USED would issue a notice of proposed rulemaking in the near future that would permit states to: 1) develop modified achievement standards for a limited number students with disabilities, 2) develop alternate assessments based on those modified achievement standards, and 3) include proficient scores from the assessments in the calculation of Adequate Yearly Progress (AYP) subject to a 2% cap at the district and state levels.

In December 2005 USED issued a notice of Proposed Rulemaking on this topic and on April 9, 2007, USED released regulations providing guidance to states regarding the development of assessments for students with disabilities who are pursuing modified achievement standards. In July 2007 the federal Office of Special Education Programs (OSEP) announced the availability of grants for states to use in

developing assessments for students with disabilities. The Virginia Department of Education applied for a grant to investigate the development of assessments for students with disabilities pursuing modified achievement standards and on September 26, 2007 we were notified that our proposal had been funded.

Summary of Major Elements:
Virginia's grant proposal focuses on working with educators to identify 1) the characteristics of students for whom the assessment based on modified achievement standards would be appropriate and 2) the types of supports these students are provided in classroom instruction and assessment. The identified student characteristics will be used in developing guidance for Individualized Education Plan (IEP) teams to use in determining if students meet the criteria for this assessment. Information on supports used in the classroom will be used to modify the existing online grade 8 reading and mathematics Standards of Learning (SOL) items to make them more accessible to students identified for the alternate assessment based on modified achievement standards. Modified items will be piloted in spring and fall 2008 with a larger field test in spring 2009. It is hoped that the process for developing the alternate assessment measuring modified achievement standards will provide a prototype for the development of alternate assessments at other grade levels.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the BOE accept the report regarding the grant to develop alternate assessments for students with disabilities pursuing modified achievement standards/.

Impact on Resources:
N/A

Timetable for Further Review/Action:
N/A