**NOTE FOR Virginia State Plan Review Committee:**
All of the sections and requirements of the full plan are listed in this Transitional Plan even though we were not required to answer/complete them. This will assist you in determining where we will expand or modify the Transitional Plan which was submitted on May 7, 2007.

**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):**

___ 6-Year

_X_ 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 or Five-Year Plan if submitting Transition Plan | One-Year Transition Plan |
|---|---|---|
| **PART A: STATE PLAN NARRATIVE** | | |
| Planning, Coordination, and Collaboration Prior to State Plan Submission | All items required | Not required |
| Program Administration | All items required | **Only items A2(a-l); A8; B1; and B2 required** |
| Provision of Services for Special Populations | All items required | **Only items A1(a-c) required** |
| Accountability and Evaluation | All items required | **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 | **Only items A(1); B(1); and B(2) 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 | **All items required** |
| EDGAR Certifications | All items required | **All items required** |
| Other Assurances | All items required | **All items required** |
| **PART B: BUDGET FORMS** | | |
| Title I – Basic Grant | All items required | **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 | **All items required if using all or a portion of its Title II grant funds for its tech prep programs** |

| State Plan Items | Six-Year Plan or Five-Year Plan if submitting Transition Plan | One-Year Transition Plan |
|---|---|---|
| **PART C: ACCOUNTABILITY FORMS** | | |
| Definitions | All items required | **All items required** |
| Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level | All items required | **Measurement definitions and approaches for all core indicators**<br>**Baseline data and performance levels as provided.** |
| Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels | All items required | **Measurement definitions and approaches for all core indicators**<br>**Baseline data and performance levels as provided.** |

# PART A: STATE PLAN NARRATIVE

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

> ***States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.***

### 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)]**

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)]**

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)]**

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)]**

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)]**

## 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)]**

   ***States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.***

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:**

   **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.

   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 (known as "plans of study" in Virginia) 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 the High Schools That Work program, State Scholars Initiative (Commonwealth Scholars Initiative), Tech Prep programs, statewide articulation agreements, and dual enrollment courses.

**Postsecondary**

VCCS positions now dedicated to Perkins, Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College (a college recovery program targeted to young adults ages 18-24 who do not have a high school diploma or GED), Career Readiness Certificate, and Institute of Excellence credit and non-credit programs in emerging technologies will come together in a new VCCS career pathways unit to report to the Vice Chancellor of Workforce Development.

Community college degree and certificate programs, apprenticeship-related instruction (offered in Virginia through both community colleges and secondary schools), and even non-credit programs of sufficient length and duration to result in student attainment of industry certifications or licensures will constitute the postsecondary component of VCCS programs supported through Perkins. To meet VCCS requirements for Perkins funding, programs of study (for career pathways) will have to:

- Demonstrate that they afford students the opportunity for attainment of industry-recognized skills and knowledge and career planning and job seeking skills;
- Demonstrate that they integrate rigorous academic as well as technical core content;
- Provide opportunities for students to prepare for and earn an industry credential, state licensure, college certificate or diploma, and/or an associate or baccalaureate degree;
- Provide opportunities for project or work-based learning (i.e. internships, co-ops, business-driven project-based learning, service learning, apprenticeships, and field experience); and
- Articulate with a higher level of education or credentialing, if appropriate to the field of study, or be in the process of seeking such articulation.

By 2007-2008, all Perkins funded programs of study will be actively moving towards state approval as career pathways.

**(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 will provide samples of state approved 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.

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 help to prepare students for both postsecondary education and the workplace.

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.

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 take the lead in working 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 local program 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 provide opportunities for students to participate in dual-enrollment courses to gain college credits for course work 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. From the list of prioritized pathways, the VCCS will work with colleges to develop a core set of competencies at the postsecondary level for each identified pathway. These competencies will then become the foundation for a core or common set of foundation level courses for each selected pathway that will be uniform throughout the VCCS. This common core of foundation level courses could be offered not only by all VCCS colleges offering the identified career pathways, but would also serve as the core set of courses for apprentice-related instruction, dual-enrollment, and other education and training programs connected to the VCCS

career pathways system. This common set of competency-based foundation courses will become a statewide set of dual-enrollment courses that will allow for the creation of statewide career pathways from secondary to postsecondary career and technical education programs.

**(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.

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 of study developed through postsecondary Perkins and Tech Prep.

**(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, including 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 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. The VCCS and SCHEV have 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 and will assist local educational agencies and postsecondary institutions in the implementation of these agreements.

The identified components also allow the development of articulation agreements at the local level, which are then 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 (referred to in Virginia as Plans 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;*
- Appropriate 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. Currently, career coaches are based in more than 80 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. 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.

Technology training for core academic and career and technical education faculty and teachers is provided on a statewide 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 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 or its designee before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006.*

**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.*

**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 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. 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 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 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.

**(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**

Local colleges and the VCCS will drive curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, formal Develop a Curriculum (DACUM) processes, and national skill standards. The rigor of the curriculum is also assessed through formal articulation of community college career and technical education programs with university programs. Finally, an increasing number of community college courses are aligned with industry certifications and licensures, with Perkins funds driving the adoption of certification-based curriculum and implementation of faculty certification.

All new career and technical education programs at the postsecondary level must show 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 that participate in Tech Prep programs also participate in the High Schools That Work (HSTW) initiative and *Creating Excellence Awards* programs.

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.

Virginia will also continue the *Creating Excellence Awards* program where individual educators, programs, advisory councils, and business/industry partners are recognized for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

**Postsecondary**

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; semiannual administrative meetings of all local Tech Prep directors; and through an annual 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.

**(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 begin the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Plans of Study (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 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.

**Postsecondary**

Primary statewide initiatives that connect high schools and community colleges include dual enrollment; Tech Prep and other related programs; 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 strategies that are currently being employed by the VCCS and that will be expanded in 2007-2008 are establishing professional development designed to better connect secondary and postsecondary education by increasing the number and percentage of secondary teachers eligible to be credentialed for dual-enrollment and

other collaborative endeavors. In 2005-2006, college and high school faculty were brought together as teams by the VCCS in professional development targeted to academic/career and technical integration and integration of technology into both CTE and core academic courses. Regional teams of teachers and faculty came together as a result of this training to collaboratively develop service- and project-based learning activities for students, to develop business partners, to start new dual-enrollment courses, and to articulate programs. In one community college service region, mathematics faculty from the community college and area high schools are regularly meeting to address the high rate of developmental courses being required among high school graduates in that local area and to collaboratively 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, 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.

**A-3 through A-7 are not required for the transition plan.**

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)]

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)]

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)]

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)]

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)]**

**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. Specialists will be available to assist local administrators as they implement the recommendations.
- **HSTW Technical Assistance Visits.** The Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one-third of the HSTW sites annually. 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 will provide an annual Career Pathways Academy through which college and school division teams 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 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.

**A-9 through A-11 are not required for the transition plan.**

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)]**

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)]**

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)]**

## 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: *2007 – 2008 Secondary 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.

   **B-3 is not required for the transition plan.**

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.**

# III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

***States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.***

## 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 Educational Plans (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 Educational Plan).

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.

**A-2 through A-5 are not required for the transition plan.**

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)]**

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)]**

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

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.**

## IV. ACCOUNTABILITY AND EVALUATION

***States that submit a one-year transition plan must submit all items in this section, <u>except</u> as noted in the box below. States that submit a six-year State plan must complete all items in this section.***

***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 |

*States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required. The Department will issue further guidance to States prior to the required submission of the five-year plan.*

*States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as described above.*

## 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).

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)]**

   In Virginia, local school divisions' (defined in the Perkins Act as 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. Local recipient performance data are submitted to the Virginia Department of Education for analysis, and are then returned to the local recipient to evaluate its CTE programs. If any of the performance goals fall below state goals, the recipient must submit a local improvement plan. This plan 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 59-68 for responses to this. The postsecondary measurements and definitions are not required at this time.

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)]**

   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 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, e.g. Virginia's Standards of Learning and No Child Left Behind.

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 improvement plan that will be submitted.

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 Improvement Plan 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 the current Perkins formula for secondary programs and 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 one of two statewide strategies in 2007-2008 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 social security 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 currently being explored is to purchase licensures for school divisions and colleges whereby the CATEMA system currently being used by multiple states to identify and follow the progress of Tech Prep secondary students would be available to all school divisions and colleges actively participating in Tech Prep.

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)]**

    The state will annually review local school divisions' 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, the VDOE 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.

Local school divisions will be advised to take a comprehensive approach to program, school, and division-wide 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 Department of Education's primary focus is to raise academic performance and to affect greater accountability for public education in Virginia. To that end, the DOE's monitoring system provides an individualized approach to compliance monitoring for program improvement.

The individualized monitoring system is composed of a three-phase review process. Phase One requires school divisions to conduct a self-assessment and develop a program improvement or corrective action plan if it is determined that the division is not meeting a requirement. Phase Two requires the DOE to review and analyze the self-assessments and other data about the school divisions and determine whether or not there is a need for an on-site review. Phase Three requires the DOE to conduct timely follow-up with school divisions on the implementation of corrective action plans based on agreed upon timelines.

- Phase One of the monitoring process consists of a self-assessment of programs by school divisions and, if necessary, the development of a program improvement plan when the school division determines that the division is not meeting a requirement. The program improvement plan includes identification of the unmet requirement; specific corrective action taken or planned; dates for implementation of corrective action; person responsible; and the method to monitor compliance. School divisions are provided with a self-assessment instrument in the *Local Improvement Plan* that is provided annually at the Spring Regional CTE Directors' Updates and online at the VDOE, OCTES Web site. School divisions are given the flexibility to determine how to conduct their self-assessments using a diverse committee, including local school personnel and community representatives.
- Phase Two of the monitoring process consists of data analyses by DOE staff members, and the development of a program improvement or corrective action

plan by the local recipient and appropriate DOE, OCTES staff members. Department staff members involved in the monitoring process review and analyze the self-assessments and other data, including local plans and applications, policies and procedures, reimbursement and accountability reports, and previous monitoring reports and corrective action plans for each school division.

- Phase Three of the monitoring process involves the follow up and verification of corrective actions performed by the local school division.

**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:**

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

   **(c) 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**

   **(d) 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.

## 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.***

***States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.***

### 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.

   **A-2 through A-5 are not required for the transition plan.**

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)]**

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

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;**

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

   **(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;**

   **(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.**

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

   **(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)];**

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

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

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)]**

**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

*All States must complete this entire section.*

### 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, for the transition year of 2007-2008, the Department of Education will allocate 85 percent of the basic grant funds to local school divisions and community colleges, 10 percent for state leadership, and 5 percent for state administration. The 85 percent will be allocated based on an 85/15 percent split: 85 percent to secondary programs in local education agencies and 15 percent to postsecondary programs at community colleges.

   The Superintendent of Public Instruction will send 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.

   Virginia is not consolidating Title I and Title II grant funds.

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 # 261, December 15, 2006 – Career and Technical Education Federal Perkins Act Revised Funds for July 1, 2006 Through June 30, 2007 at http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf261.html; and Superintendent's Memo INF# 138, July 21, 2006 – Career and Technical Education Federal Perkins Act Funds for July 1, 2006 Through June 30, 2007 at http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf138.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.

   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

| *All States must complete this entire section.* |
|---|

### 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 Transitional 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, page 70.

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

   See Appendix, page 74.

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 <u>or</u> is a public charter school operating secondary school career and technical education programs <u>and</u> 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 29, 2007
**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, 2007)
Based on preliminary figures.

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

| | |
|---|---|
| A. Total Title I Allocation to the State | $25,961,709.00 |
| 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*) | $25,961,709.00 |
| 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) | $25,961,709.00 |
| 1. Local Formula Distribution (*not less than 85%*) (*Line E x 85%*) | $22,067,452.65 |
| a. Secondary Programs (85 % of Title I grant) | $18,757,334.75 |
| b. Postsecondary Programs (15 % of Title I grant) | $ 3,310,117.90 |
| c. Subtotal | $22,067,452.65 |
| 2. Leadership *(not more than 10%)* (*Line E x 10 %*) | $ 2,596,170.90 |
| 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 %*) | $ 1,298,085.45 |
| F. State Match *(from non-federal funds)*[1] | $ 1,335,569.50 |

[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, 2007)
Based on preliminary figures.

## II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State $ 2,419,604.00

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*) $ 2,419,604.00

D. Tech-Prep Funds Earmarked for Consortia $ 2,347,016.00

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

b. Number of Consortia 23

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

X Formula
(For transitional year; in future years, minimum performance measures will have to be met by local consortia to receive annual grant award.)

_____ Competitive

E. Tech-Prep Administration $ 72,588.00

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 –**<br>A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area. |
| **Concentrators –**<br>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

| |
|---|
| **Participants –**<br>A postsecondary/adult student who has earned one (1) or more credits in any CTE program area. |
| **Concentrators –**<br>A postsecondary/adult student who: (1) completes <u>at least 12</u> academic or 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 (Indicate Year)** | **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.<br><br>**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%*<br><br>**A:** AGREED | **L:** *69%*<br><br>**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.<br><br>**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%*<br><br>**A:** AGREED | **L:** *67%*<br><br>**A:** AGREED |

| 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** |
| **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.<br><br>**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 chosen.** | **B:** | **L:**<br><br>**A:** | **L:**<br><br>**A:** |
| **3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)** | **Numerator:** Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) 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.<br><br>**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:** | **L:**<br><br>**A:** | **L:**<br><br>**A:** |

| | | | | | |
|---|---|---|---|---|---|
| **4S1 Student Graduation Rates 113(b)(2)(A)(iv)[1]** | **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.<br><br>**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[1]** | **B:** 61% | **L:** *61%*[1]<br><br>**A:** AGREED | **L:** 61%[1]<br><br>**A:** AGREED |
| **5S1 Secondary Placement 113(b)(2)(A)(v)[2]** | **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).[2]<br><br>**Denominator:** Number of CTE concentrators who left secondary education during the reporting year. | **State developed surveys administered by state and local agencies.** | **B:** | **L:**<br><br>**A:** | **L:**<br><br>**A:** |

[1] **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 will be 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.

[2]Though Virginia is willing to begin follow-up in the second quarter, we also like to add the third quarter. To follow-up totally in 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 year. 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 (Indicate Year)** | **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.<br><br>**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:** | **L:**<br><br>**A:** | **L:**<br><br>**A:** |
| **6S2 Nontraditional Completion 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.<br><br>**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:** | **L:**<br><br>**A:** | **L:**<br><br>**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.<br><br>**Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year. | | B: | L:<br><br>A: | L:<br><br>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.<br><br>**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year. | | B: | L:<br><br>A: | L:<br><br>A: |

| | | | | | |
|---|---|---|---|---|---|
| **3P1**<br>**Student Retention or Transfer**<br>**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.<br><br>**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. | | **B:** | **L:**<br><br>**A:** | **L:**<br><br>**A:** |
| **4P1**<br>**Student Placement**<br>**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).<br><br>**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year. | | **B:** | **L:**<br><br>**A:** | **L:**<br><br>**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.<br><br>**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. | | **B:** | **L:**<br><br>**A:** | **L:**<br><br>**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.<br><br>**Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. | | **B:** | **L:**<br><br>**A:** | **L:**<br><br>**A:** |