Board of Education Agenda Item

Item: _____ **Date:** April 24, 2008

Topic: First Review of the Proposal to Establish a Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences in Halifax County

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction
Dr. Melanie A. Stanley, Director of Academies, Halifax County Public Schools
Mr. Paul Stapleton, Superintendent, Halifax County Public Schools

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Origin:

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

____ Board review required by
____ State or federal law or regulation
____ Board of Education regulation
_X_ Other: Process for Initiating a Governor's Career and Technical Academy Approved by the Board of Education on November 29, 2007

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

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:
Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor's Career and Technical Academies is one of the major initiatives of the grant.

Virginia's Governor's Career and Technical Academies are programs designed to expand options for the general student population to acquire science, technology, engineering and mathematics (STEM) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage and high-skill careers. Partnerships establishing academies must include

at least one public school division, business and industry, and postsecondary education. Six partnerships have been awarded grants to assist with the creation of Virginia's first Governor's Career and Technical Academies.

On November 29, 2007, the Board of Education approved the criteria to establish a Governor's Career and Technical Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, in which all Career and Technical Academies must participate.

As required by the Board of Education, the State Council of Higher Education in Virginia (SCHEV) has reviewed the attached proposal and recommends that the Board approve the proposal. Staff at the Virginia Department of Education (DOE) have also reviewed the proposal in the context of the Board's criteria. An executive summary of the proposal is contained in Attachment A. Attachments B and C contain the reports from the reviews by SCHEV and the DOE. Attachment D contains the complete proposal.

Summary of Major Elements:
The cornerstone of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is the establishment of strong partnerships between Halifax County Public Schools (HCPS) and local businesses, industries, postsecondary institutions, local government agencies, and national corporations. HCPS and its partners are dedicated to providing students with a specialized K-12 academic environment. The programs offered move beyond minimum standards to more challenging academic rigor with career-based relevance and a focus in the STEM areas.

The proposal documents the existence of an active partnership and provides a detailed description of the program's curricular focus on the forest industry. This Governor's Career and Technical Academy proposes to meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. The major focus of this academy is to address the management of forest lands, and the management and leadership of forest industry businesses by inspiring students with the qualities of creativity, innovation, and entrepreneurship. The programs and courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will range from biological applications in agriculture, biotechnology, and forestry to the production of manufactured goods made from wood.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposal to establish the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Impact on Resources:
Halifax County has received a planning grant through Virginia's participation in the National Governors Association's STEM Center Grant Program. Upon approval of the partnership's proposal by the Board of Education, the Department of Education will award an implementation grant to assist with further development of the program. The planning and implementation grant funds are available on a one-time basis only to the six partnerships that were selected through a

grant competition associated with the National Governors Association's STEM Center Grant Program. Funding beyond what is available through the grant must be provided at the local level.

Timetable for Further Review/Action:
Governor's Career and Technical Academies funded through the National Governors Association's STEM Center Grant Program must be in operation by the beginning of the 2008-2009 academic year.

Attachment A

Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences
Executive Summary
April 24, 2008

Partnership Members:	Halifax County Public Schools; Southern Virginia Higher Education Center; Virginia Polytechnic Institute and State University; WoodLINKS, Inc.; Morgan Lumber; Ontario Hardwood; J.M. Huber Corporation; Virginia Cooperative Extension; Danville Community College; Southside Virginia Community College; Halifax County Board of Supervisors; H&M Logging; Virginia Department of Forestry
Lead Entity:	Halifax County Public Schools
Fiscal Agent:	Halifax County Public Schools
Contact Person:	Dr. Melanie A. Stanley, Director of Academies, Halifax County Public Schools; (434) 476-3107 mstanley@halifax.k12.va.us
Academy Location:	STEM Academy 315 South Main Street Halifax, VA 24558
Number of Students Served:	150 middle school students; 360 high school students; 60 students in summer programs. Also, 2,586 K-5 students will have the opportunity to tour the laboratory facilities and receive introductory materials related to the program.
Pathways:	Natural Resource Systems Biological Engineering and Technology
Academy Goals and Description:	Halifax County Public Schools (HCPS) is located in rural Southside Virginia in the heart of the wood and agricultural industries. Since this area is rich in forests, land, and timber resources, the Academy will provide students with opportunities to gain knowledge and hands-on experience in careers related to the wood and agricultural industries. This Governor's Career and Technical Academy proposes to meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. The major focus of the Academy is to address the management of forest lands, and the management and leadership of forest industry businesses by inspiring students with the qualities of creativity, innovation, and entrepreneurship. The programs and courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will range from biological applications in agriculture, biotechnology, and forestry to the production of manufactured goods made from wood. The foundation of the academy will be the establishment of strong partnerships, including WoodLINKS, Inc., to provide students with opportunities for work-based learning experiences. The focus of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with opportunities to gain the skills, knowledge,

and aspirations to be successful in the agricultural and wood industries. Specifically, the goals of the academy are to: 1) maximize opportunities to prepare students for targeted careers in the agricultural and wood industries; 2) raise student aspirations and attract more students to postsecondary education in the areas of agriculture and wood sciences; and 3) provide well-trained, highly skilled workers to meet the work force needs of existing businesses.

Highlights of the Academy:

- The program will be comprehensive (K-12) providing students opportunities to interact with nature and technological applications through the various career pathways associated with the wood science industry.
- The program will have postsecondary components for students to receive occupational certifications and continue their education through a four-year degree program at Virginia Polytechnic Institute and State University.
- Three learning laboratories will support the educational structure of the Academy: 1) the Forest-Land Laboratory will be established at the Moorefield Estate; 2) the WoodLINKS, Inc. Training Laboratory will be developed at the Southern Virginia Higher Education Center; and 3) the Agricultural Biological Applications and Biotechnology Laboratory will be established at the STEM Academy facility.
- At the elementary level, students will use the laboratories as part of their science coursework and learning experiences.
- At the middle school level, the program will provide students with the foundational knowledge of agricultural science. Two agri-science courses will be offered through the career and technical program for students to gain the knowledge and basic skills related to renewable resources. Middle school students will use the three laboratories to conduct research and investigate the biological applications in agriculture.
- At the high school level, the basis of the program is the WoodLINKS, Inc., curriculum framework. WoodLINKS, Inc. is an industry and education partnership that provides a national curriculum framework for wood sciences. The goals and objectives of this curriculum framework will be integrated into the courses offered.
- Three industry certifications are available for all academy students. They are 1) Microsoft Office Specialist; 2) NOCTI Forest Products and Processing; and 3) NOCTI Pre-Engineering and Engineering Technology.
- The dual enrollment courses will prepare students for employment in the wood industry, and/or create a seamless pathway to a four-year bachelor program in Wood Science or Forestry at Virginia Polytechnic Institute and State University.
- During the summers, students at all grade levels will have the opportunity to participate in summer programs that focus on agriculture and wood sciences. These summer activities are age-appropriate and relate specifically to the concepts taught at each grade level referenced above.

The State Council of Higher Education for Virginia

Review of Governor's Career and Technical Academy Proposal

Name of Lead Entity on Proposal: Halifax County Public Schools
Date of Review: March 24, 2008

The State Council of Higher Education for Virginia grants approval of the Academy for Renewable and Agricultural Sciences as a Governor's Career and Technical Academy.

Dr. Daniel LaVista
Executive Director
State Council for Higher Education

3-24-08
Date

State Council of Higher Education for Virginia

Governor's Career and Technical Academies Postsecondary Curriculum Review Checklist

Academy Name	Collaborating Partners	Total Funds Requested	Allocated Funds for Postsecondary Component
Academy for Renewable Resources and Agricultural Sciences	Halifax County Public Schools, Woodlinks, Inc., SWVHEC	100,000	NA

Criteria

Category 1: Postsecondary Accreditation and Approvals

YES/NO

YES **Postsecondary institution is appropriately accredited**

NA **Proposed postsecondary program has specialized accreditation, if applicable**

YES **Proposed postsecondary program is SCHEV and/or VCCS approved**

NO **Proposed postsecondary program will be seeking SCHEV and /or VCCS approval**

Category 2: Governor's Career and Technical Academy Requirements

YES/NO

YES **Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity**

YES **Offers at least one career pathway in a field identified by a statewide authority or organization as a strategic growth area for Virginia**

YES	**Offers at least one career pathway addressing regional and local workforce demand in a high-wage, high skill field identified by employers and workforce officials**
YES	**At least one of the two career pathways is in a STEM-related field**

Category 3: Postsecondary/Business Component Requirements

YES/NO

YES	**Provides opportunities for students to earn industry credentials or state licensure, associate or baccalaureate degrees, and college credit for work-based experiences**
YES	**Articulates with baccalaureate programs or to higher levels of training or professional credentialing**
YES	**Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired)**
YES	**Includes college faculty as adjunct faculty of the academy (desired)**
YES	**Provides opportunities for students to participate in work-based experiences**

Category 4: Academic Quality

YES/NO

YES	**Requires appropriate postsecondary faculty qualifications**
YES	**Requires faculty to hold industry certification, where necessary**
YES	**Planned professional development for faculty and administrators**
YES	**Planned systematic program and learning outcomes assessment**

Category 5: Administration and Funding

YES/NO

YES	**Funding is sufficient to support effective administrative and operational needs including materials, administrative personnel, and facilities**
YES	**Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery**
YES	**Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment)**

COMMENTS

Overall, the proposed program is comprehensive and integrated, meeting the criteria outlined by SCHEV. It is well written, and has an effective plan for the efficient utilization of resources.

There are two additional clarifications that would contribute to the strength of the proposal. One is regarding the requirement for students to pass the COMPASS assessment. Is there a contingency plan for those students who do not pass all of the components of the COMPASS? The proposal speaks to the fact that students not passing the COMPASS, but completing the coursework and program requirements, would receive an Advanced Technical Diploma. Would students who passed only one, or two parts of the COMPASS be offered a chance for remediation? Also, how would the Advanced Technical Diploma be treated at two- year and four- year institutions if the recipient wished to continue in higher education? Additionally, will the Advanced Technical Diploma prepare students for employment immediately after high school?

The second area of clarification regards the pathway from the Academy to a four-year degree. The path from the Academy to a four- year institution should be clarified. It would be helpful if the proposal described any guaranteed admissions, articulation, or transfer agreements that would provide a seamless path to Virginia Tech.

Virginia Department of Education
Governor's Career and Technical Academy
Proposal Review Checklist

Final Review

Title of Proposal: Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences

Lead Entity for Proposal: Halifax County Public Schools

Date of Review: March 13, 2008

Virginia Department of Education
Governor's Career and Technical Academy
Proposal Review Checklist

I. Partnership Capacity

Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. An active, ongoing planning committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must represent K-12 education (superintendent or designee), higher education, and business and industry. All partners must be represented on the committee.	X			
B. An advisory committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity.	X			
C. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of students' educational experiences.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
D. A statement of assurances that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* and agrees to follow the guidelines set forth in the document (see appendix).	X			
E. A statement of assurances that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).	X			
Comments:				

II. Need/Rationale for the Academy

Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor's Career and Technical Academy, including need at the state, local and/or regional levels.	X			Excellent documentation
B. A description of the enhanced or additional offerings in science, technology, engineering, and/or mathematics (STEM) that will meet the need described above.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
C. A fiscal agent that is a public entity, including a certification that the entity is willing and able to serve in that capacity.	X			
Comments:				

III. Program Description

Each Governor's Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes:

A. A statement of program goals addressing the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Rigorous academic content in career and technical instruction;	X			
2. An emphasis on STEM career pathways;	X			
3. Individualized high school plans to ensure course selections that are aligned with students' transition and career goals after high school;	X			
4. Evidence that graduates will complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;	X			Advanced Ecology and Pre-Calculus are acceptable substitutes for the physics requirement in the two programs as the substitute courses strengthen the overall pathway and still maintain the rigor of the Core. These courses substitute for program completion only, not for graduation requirements.

Criteria	Documentation			Comments
	Full	Partial	None	
5. Evidence that graduates will qualify for the Technical and/or the Advanced Technical Diplomas; and	X			
6. Incorporation of Virginia's Workplace Readiness Skills.	X			
Comments:				

B. A statement of program objectives and performance measures to:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Improve academic achievement of Academy students;	X			
2. Increase completion of dual enrollment courses;	X			
3. Provide workplace readiness experiences for students through strong partnerships with businesses;	X			
4. Increase high school graduation rates;	X			
5. Reduce dropout rates;	X			
6. Increase enrollment and retention in postsecondary education;	X			
7. Increase the proportion of students completing a college and workplace ready curriculum in high school;	X			
8. Reduce the proportion of students requiring remediation in college;	X			
9. Increase the number of industry certifications awarded to high school students; and	X			

Criteria	Documentation			Comments
	Full	Partial	None	
10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.	X			
Comments:				

C. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Site location;	X			
2. Number of students to be served;	X			
3. Grade levels;	X			
4. General curriculum design;	X			
5. List of courses to be delivered;	X			Program of study easy to read and understand
6. Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and	X			
7. Designation of full-day or part-day, academic-year program.	X			
Comments:				

D. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Program and course descriptions

E.1. At least two well-articulated career pathways must be included that meet the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #1: Natural Resources				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor's and graduate levels. These pathways may be in the same or different career clusters.	X			
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology **or**	X			
c. Must address regional and local	X			

Criteria	Documentation			Comments
	Full	Partial	None	
work force demand in a high-wage, high-skill field as identified by employers and work force officials.				
d. At least one pathway must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2: Biological Engineering and Technology				
a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor's and graduate levels. These pathways may be in the same or different career clusters.	X			
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as	X			

Criteria	Documentation			Comments
	Full	Partial	None	
modeling and simulation and nanotechnology, or				
c. Must address regional and local work force demand in a high-wage, high-skill field as identified by employers and work force officials.	X			
d. Of the two pathways described, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.	X			
e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.	X			
Comments:				

E.2 List of all requirements for successful program completion.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E.3 Academy graduates must achieve one or more of the following benchmarks:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; **or**	X			
b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); **or**	X			
c. Earn an Associate Degree.	X			
Comments: Look to work with your local industries for other local certifications that may be available above and beyond those that appear on the state list.				

E.4 Significant work-based experience must be included representing additional instruction or training beyond the classroom such as:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Cooperative Education; or				
b. Internships; or				
c. Job Shadowing; or				
d. Mentorships; or				
e. Project-based learning; or				
f. Service learning; or				
g. A combination of the above.	X			
Comments:				

F. Length of program and daily schedule: Governor's Career and Technical Academies are defined by program content, not by the location or delivery system of courses. Evidence of the following must be submitted:

Criteria	Documentation			Comments
	Full	Partial	None	
Designation of full-day or part-day, academic-year program.	X			
Comments:				

G. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor's Career and Technical Academy and are adequate to meet the needs of the program

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

H. Materials and equipment to be provided to accomplish program goals and objectives.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

I. Evidence of an internal evaluation process to effect program improvement, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. A review of the Academy's policies, procedures, and outcomes;	X			
2. A review of the program design and instructional delivery;	X			
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and	X			
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.	X			
Comments:				

IV. Administrative Procedures

Each Governor's Career and Technical Academy must develop and maintain procedures developed cooperatively with participating partners. There should be evidence of procedures in the four areas that follow.

A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of work force and economic development entities should also be included if they are among the partners.

	Documentation			Comments
	Full	Partial	None	
	X			

Comments:

B. Student recruitment, selection criteria, and admissions.

	Documentation			Comments
	Full	Partial	None	
	X			

Comments:

C. Code of student conduct and attendance.

	Documentation			Comments
	Full	Partial	None	
	X			

Comments:

D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Staff recruitment, selection, and assignment - The Governor's Career and Technical Academy shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

F. Staff development - The program will provide appropriate staff training in addition to staff planning time.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

H. Parent, student and community involvement

Criteria	Documentation			Comments
	Full	Partial	None	
1. Preparation for entering the Academies should begin by eighth grade.	X			
2. Students, parents, teachers, and counselors should work collaboratively to: a. Complete career interest inventories;	X			
b. Prepare academic and career plans outlining an intended course of study in high school;	X			
c. Review multiple postsecondary pathways and the steps required to pursue them;	X			
d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and	X			
e. Discuss available diplomas, seals, and other recognitions including admission to specialized programs such as Governor's Academies.	X			

I. Documentation of insurance, budget, and other fiscal information

	Documentation			Comments
	Full	**Partial**	**None**	
Insurance	X			
Budget (from appendix)	X			
Budget Narrative	X			
Other				
Comments:				

Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences

Virginia Board of Education Proposal

April 24, 2008

Governor's Career and Technical Academy
for Renewable Resources and Agricultural Sciences
Board of Education Proposal
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Introduction

Halifax County Public Schools (HCPS) is located in rural Southside Virginia in the heart of the wood and agricultural industries. Since this area is rich in forests, land, and timber resources, HCPS is in the process of planning the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences to provide students with opportunities to gain knowledge and hands-on experience in careers related to the wood and agricultural areas. Halifax County Public Schools has received a grant from the Virginia Department of Education to assist in the planning of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. This Governor's Career and Technical Academy proposes to meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. The major focus of this academy is on inspiring students with the qualities of creativity, innovation, and entrepreneurship to address the management of forest lands, and the management and leadership of forest industry businesses. The programs and courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will range from biological applications in agriculture, biotechnology, and forestry to the wood production of manufactured goods. The foundation of the academy will be the establishment of strong partnerships, including WoodLINKS, Inc., to provide students with opportunities for interactive and work-based learning experiences.

Rationale

Halifax County is a community of nearly 38,000 people on the Virginia-North Carolina line that has married a history of agricultural success with an industrial base in manufacturing and services. As with other small, rural communities, Halifax County experienced devastating economic losses in the last recession. In 2004, *Market Street Services* (www.marketstreetservices.org) was employed by Halifax County Chamber of Commerce to develop the community's *Vision 2020 Strategic Plan* to promote economic development and plan for the community's future. The *Vision 2020 Halifax County Community Strategic Plan* indicated the need for Halifax County to redefine its "strategic positions to re-emphasize education and work force development as the prime criteria of local competitiveness." Halifax County Public Schools (HCPS) has answered this call by redesigning and restructuring its high school approach through the Smaller Learning Communities Federal Grant Program. The mission of the HCPS academy approach is to provide students with small, specialized learning environments that are rigorous and relevant to career pathways. This academy structure has been implemented to give students a more personalized and successful learning opportunity in an extremely large consolidated countywide high school. These small learning communities are the foundation for developing a comprehensive career development program.

Halifax County Public Schools has made great strides in the last three years to educate new leaders and thinkers through the academy approach. Currently, 64 percent of the total school population (5,823 students, 50 percent of which are minority) receive free and reduced lunch with one school reporting 92 percent of its students receiving free and reduced lunch. Also 20 percent of the students are identified as needing special education

services. In spite of these challenges the school system has been fully accredited by the Commonwealth of Virginia and has made Adequate Yearly Progress (AYP) under the Federal NCLB Act.

Even though the HCPS academy approach has been successful, it has been recognized that additional programs and academies are needed to meet the demands of the local economy. Since Halifax County is rich in natural resources, including timber and forests, the Halifax County Industrial Development Authority, Halifax County Chamber of Commerce, Virginia Department of Forestry, and the Virginia Cooperative Extension have suggested that the HCPS academy approach should expand its offerings to prepare students for high-wage, high-tech, and high-demand wood science careers. According to the 2007 State of the Forest Annual Report, more than 60 percent of Virginia's land is forest. Virginia's forests provide more than $27 billion in economic benefits to the Commonwealth of Virginia. Since forest-related industries rank first in the number of companies (http://www.yesvirginia.org) and have a large economic and employment impact in the Commonwealth of Virginia, the Virginia Economic Development Partnership has identified wood products and biosciences as industry clusters that are strategic growth areas for Virginia.

Since Halifax County and the surrounding counties are rich in forests and timber resources, there is a high demand for quality workers in all realms of the wood industry. According to the Virginia Department of Forestry and Halifax County Industrial Development Authority, 68.2 percent of the land in Halifax County is forest land, and forestry provides $170 million in economic benefits to the community (see Appendix A). Due to this economic impact, it is imperative not only to provide students with the

opportunities to learn about the various careers associated with the industry, but to provide them with experiences to gain awareness, knowledge and training to meet the needs of the global forest products manufacturing industry. Thus, HCPS and its partners are committed to establishing the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

The establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is an integral component of the HCPS vision for its students. Through the strong partnerships and the rigorous curriculum integrating dual enrollment, HCPS is able to provide hands-on learning opportunities in small learning environments in order to prepare students for the positions and careers in the wood industry. This Governor's Career and Technical Academy proposes to meet the identified state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways.

The initial focus of this academy is to establish a strong foundation in Halifax County. However, a long-term goal is to collaborate with surrounding school divisions and counties to provide the program at a regional level. HCPS has partnered with twenty-one other rural school divisions through the Center for Rural Education and Economic Development (CREED) consortium. The 22 public school divisions that have joined this consortium serve approximately 95,000 students. Agricultural and wood industries are some of the largest industries in this region, which reinforce the importance of not only establishing the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, but also provide the opportunity for the school divisions in the consortium to participate in the academy offerings.

Foundation for Implementation

The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is supported by the local agricultural businesses and industries. The focus of this academy is on developing human capital for the wood and agricultural industries through a student learning environment that fosters innovation, creativity, entrepreneurship, teamwork, problem solving, and critical thinking skills.

Since HCPS has been given a 128-acre farm to establish the Governor's Career and Technical Academy for Renewable Resources and Agriculture Sciences Academy, the advisory board proposed that 62 acres of the farm be used as a Forest-Land Laboratory. The agricultural science instructors, local foresters, and the Virginia Department of Forestry have developed a plan to create the Forest-Land Laboratory and populate it with appropriate tree stands for students to study through courses, such as Dendrology, Forestry, and Biological Applications in Agriculture. The remaining 66 acres of the farm will be outdoor learning classrooms for the equine, horticulture, aquaculture, and agricultural production career studies programs.

The Southern Virginia Higher Education Center (SVHEC) has received financial support through the Virginia Tobacco Commission to renovate a portion of its facility to create a WoodLINKS, Inc. Training Laboratory. WoodLINKS, Inc. is an industry and education partnership that provides a national curriculum framework for wood sciences. This is the first WoodLINKS, Inc. site in the Commonwealth of Virginia to complement the Wood Science Department of Virginia Polytechnic Institute and State University. This laboratory will house the high-tech, computerized machinery and tools that are necessary for the wood manufacturing component of the academy. The WoodLINKS,

Inc. curriculum framework is reflected in the dual enrollment courses titled *Forestry, Wildlife and Soil Management* in the Natural Resource Systems pathway, and in *Biotechnology Foundations* and *Biotechnology Applications in Agriculture* in the Biological Engineering and Technology pathway.

The Agricultural Biological Applications and Biotechnology Laboratory will be located in the STEM Academy building, formerly a satellite campus for Halifax County High School known as the Career Awareness Center. This laboratory is an integral component of the program where the students will receive hands-on opportunities to investigate biological, chemistry, and physics concepts that are specifically related to wood sciences and agriculture. Halifax County Public Schools has received funds from Dominion Power and the Project Lead the Way grant to renovate and create the laboratory by purchasing the necessary equipment.

Partner Capacity

The cornerstone of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is the establishment of strong partnerships between Halifax County Public Schools (HCPS) and local businesses, industries, postsecondary institutions, local government agencies, national corporations, and interested individuals. Through the academy approach, HCPS and its partners are dedicated to providing students with a more specialized K-12 academic environment. The programs offered move beyond minimum standards to more challenging academic rigor with career-based relevance. Halifax County Public Schools also recognizes the importance of including parents and students as partners who can provide valuable insight into the development of the Governor's Career and Technical Academy. To this end, parents and students are

represented on both the advisory and planning committees for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences (see Appendices B and C). Halifax County Public Schools and its partners are dedicated to the planning, implementation, and evaluation of the academy.

Planning Committee. The planning committee is an integral component of the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. This planning committee is charged with identifying program goals and objectives, developing the high school-based curriculum, aligning the course objectives to the Virginia Career and Technical Education Competency-Based equivalencies, aligning the objectives of each course to the Virginia Community College System course objectives to maximize the opportunities for dual enrollment, and assisting in the design of the facilities and laboratories. This is an active, ongoing committee that will continue to exist after the initial implementation. Long-term goals of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences involve extending the programs and opportunities at the middle and elementary schools, as well as making the program a regional one. The members of this committee are representative of all of the partners and have certified their participation in the academy (see Appendix B).

Advisory Board. In order to develop a comprehensive K-12 program, an advisory board has also been established (see Appendix C). The members of this committee are representatives from all of the partners. This committee provides the curriculum coordinator and other members of the planning committee with valuable information and guidance. The members of this committee assist the planning committee by: 1)

identifying the needs of the Wood Science Industry of Halifax County; 2) providing guidance in the development of the curriculum and course offerings in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; 3) assisting in the planning of the three laboratories, specifically the Land Laboratory; 4) providing opportunities for job shadowing and internships when appropriate for students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; and 5) conducting the internal evaluation of the academy.

Memorandum of Agreement. Halifax County Public Schools is a crucial element in the future of Halifax County with regard to economic growth and job creation. In order to help every student realize his or her maximum potential, HCPS offers exceptional learning opportunities. These learning opportunities are made possible through excellent teamwork and strong community support. To this end, HCPS has partnered with many local businesses, industries, interested individuals, postsecondary institutions, and government agencies. These partnerships have become the foundation to develop new programs, extend course offerings, provide internship opportunities, and essentially to create a career blueprint for the students of Halifax County. The partnerships that we have formed during the planning process for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences have already evolved into internship and job shadowing opportunities for juniors and seniors this year. As part of this process each business, industry, postsecondary institution, local government entity, and interested individuals have signed a memorandum of agreement (see Appendix D). This memorandum of agreement outlines ways in which these community resources will

contribute to the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences to broaden the scope of students' educational experiences.

Statement of Assurances. As part of this grant process, it is necessary for the planning committee to review and agree to follow the guidelines set forth for establishing a Governor's Career and Technical Academy. The planning committee has done so and the statement of assurances document has been signed by the authorized official, Dr. Melanie Stanley, for the grant project (see Appendix E). In addition, the members of the advisory board have agreed to serve as an ongoing governing board who will remain current on Board of Education regulations and assist in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

The Chief Financial Officer of Halifax County Public Schools certified that Halifax County Schools will serve as fiscal agent for the Governor's Career and Technical Grant awarded to the Halifax County Public Schools and its partners (see Appendix F).

Program Description

Program Goals and Objectives

The focus of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with opportunities to gain the skills, knowledge, and aspirations to be successful in the agricultural and wood industries. Specifically, the goals of the academy are to: 1) maximize opportunities to prepare students for targeted careers in the agricultural and wood industries; 2) raise student aspirations and attract more students to postsecondary education in the areas of agriculture and wood sciences; and 3) provide well-trained, highly-skilled workers to meet the work force needs of existing businesses (see Appendix G).

Maximizing Opportunities to Prepare Students for Targeted Careers. Through the programs offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, HCPS will be maximizing the opportunities to prepare students for targeted careers, by breaking down barriers between traditional core academics and career and technical education; between high school and postsecondary education and training; and between education and the workplace. In order to meet this goal, HCPS must strive to 1) improve academic achievement of Career and Technical Education (CTE) students enrolled in the academy, 2) increase the utilization of dual enrollment program, and 3) provide students with workplace experiences for students through strong partnerships and businesses. HCPS will provide students with opportunities to glean the knowledge, skills, and aptitudes in specialized learning environments to be prepared for the careers that are high-wage and in demand in Halifax County. The courses and programs offered through this academy will:

- Increase student awareness of opportunities in the forest industries;
- Develop career blueprints/pathways for students;
- Disseminate positive information from students, parents, community, educators, and guidance counselors about forestry, manufacturing, and renewable-based consumer products;
- Encourage those students interested in forestry, manufacturing, and renewable-based consumer products to enroll in classes related to those careers;
- Offer an educational platform of choices tailored to student interest and needs, with a specific focus on wood and agriculture sciences;
- "Grow" local Southside talent by educating them through unique innovative educational partnerships and foster, develop and maintain a business climate that will afford opportunities for students who want to remain in Southside and work in the forest industries;
- Continue to incorporate the Workplace Readiness Skills in the classes to better prepare the students in the related fields; and
- Expand student knowledge of and interest in science and technology by providing interaction with community, industry, professionals, and higher education.

One of the goals for HCPS is to provide all students with the opportunity to earn college credit, where applicable, through dual enrollment courses. Currently, HCPS offers more than 100 dual enrollment courses to students in grades 9-12. The courses offered through this academy will also be dual enrollment courses through the Virginia Community College System. An articulation agreement has been established between Danville Community College and the Departments of Wood Science and Forestry at Virginia Polytechnic Institute and State University.

The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will offer students opportunities to participate in internships and job-shadowing programs with local businesses and industries related to the wood industry and agriculture. Students will receive high school and dual enrollment credit for all internships and job-shadowing programs completed.

Raising Student Aspirations and Encourage Postsecondary Opportunities. Through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, HCPS also strives to raise student aspirations and attract more students to postsecondary education in preparation for technical careers, especially targeting students who might otherwise have settled for a curriculum that did not prepare them well for postsecondary education or work.

HCPS is dedicated to enhancing the course offerings by providing students with more hands-on opportunities and rigorous coursework to prepare them for the demands of the workplace. The proposed course offerings will be dual enrollment courses so that students have the opportunity to complete a Career Studies Certificate or earn an Associate of Arts Degree. HCPS is dedicated and capable of offering dual enrollment courses through the strong partnerships with the local community colleges and the Southern Virginia Higher Education Center. Also, this will help reduce the proportion of students requiring retention in college. According to a review of credentials of HCPS graduates for 2008, it has been confirmed that 30 of the graduates will receive their Associate Degree prior to receiving their high school diploma.

Meeting the Workforce Needs. The third goal of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide well-trained workers to support the recruitment of new businesses and industries to the Commonwealth and to meet the work force needs of existing business and industry. Industry certification is available for all students completing the Renewable Resources Studies Certificate and has a skill set appropriate for entry-level employment in the wood industry or to continue their education. Beginning in fall 2008, HCPS will also offer,

along with the other certification tests already being administered, occupational competency assessments through the National Occupational Competency Testing Institute (NOCTI) in the areas of forestry, wildlife management, and building trades. The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences Academy is a response to the needs identified by the Halifax County Industrial Development Authority and the Virginia Economic Development Partnership that employers are seeking individuals who already possess industry certification and are well-prepared to work in the wood industry.

In addition to industry certifications, students who are enrolled and complete one of the programs offered in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will qualify for the Technical or Advanced Technical diploma. The programs of study offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will ensure that graduates complete a college-level and work readiness curriculum following the Commonwealth Scholars Course of Study (see Appendices G and H) and assist students in course selections that are aligned with their transition and career goals after high school. In reviewing the criteria for the programs of study offered, HCPS has substituted advanced ecology as the fourth science course in the Natural Resource Systems Pathway and pre-calculus in the Biological Engineering and Technology Pathway for physics.

Site Locations and Course Delivery

Since HCPS has been given a 128-acre farm to establish the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, the advisory committee proposed that 62 acres of the farm be used as the Forest-Land

Laboratory. The agricultural science instructors, local foresters, and the Virginia Department of Forestry have developed a plan to create the Forest-Land Laboratory and populate it with appropriate tree stands for students to study through courses such as Dendrology, Forestry, and Biological Applications in Agriculture. The remaining 66 acres of the farm will be outdoor learning classrooms for the equine, horticulture, aquaculture, and agricultural production career studies programs.

The Southern Virginia Higher Education Center (SVHEC) has received financial support through the Virginia Tobacco Commission to renovate a portion of their facility to create a WoodLINKS, Inc. Training Laboratory. This will be the first WoodLINKS, Inc. site in the Commonwealth of Virginia to compliment the Wood Science Department of Virginia Polytechnic Institute and State University. This laboratory will house the high-tech, computerized machinery and tools that are necessary for the wood manufacturing component of the program. Both dual-enrollment wood manufacturing courses that are offered to HCPS students will be held at this site.

The Agricultural Biological Applications and Biotechnology Laboratory will be located in the STEM Center. This laboratory is an integral component of the program in that the students will investigate concepts related to biology, chemistry, and physics that are specifically related to the wood sciences and agriculture. Some of the funds from the Governor's Career and Technical Academy Grant will be used to purchase curriculum materials and supplies to create this laboratory in order to provide effective instruction in the areas of biological applications and biotechnology in agriculture.

The establishment of all three of these laboratories is essential to the successful implementation of the academy. These will be learning environments that will require

HCPS students to become active learners in real-world applications. These laboratories will complement the rigorous, dual-enrollment courses proposed for the academy.

Number of Students and Grade Levels

Due to the high-demand and high-wage opportunities in the wood industries in Halifax County, the program is expected to serve approximately 360 students per year at the high school level. The high school is on a 4X4 block semester schedule. Students will have the opportunity to take a minimum of 90 minutes per day of academy-related coursework.

At the middle school level, the program will serve approximately 150 students. The use of the sites on a daily basis at this level is limited because of the time constraints. Through their science classes, students in grades K-5 (2,586 students) will have the opportunity to tour the laboratory facilities and be provided with introductory material with regards to career pathways related to renewable resources and wood sciences. Each of the summer camp components will serve a maximum of 20 students, for a total of 60 per summer.

Curriculum Design and Courses

Halifax County Public Schools is expanding its current STEM Academy by establishing the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. The major focus of the Academy is on inspiring students with the qualities of creativity, innovation, and entrepreneurship to address the management of forest lands, and the management and leadership of forest industry businesses. The program will provide instruction ranging from biological applications in agriculture, biotechnology, and forestry to the wood production of manufactured goods. It is a logical

and relevant expansion of the existing career and technical course offerings in the agricultural and woodworking disciplines.

The foundation of the program is the integration of the WoodLINKS, Inc. goals and objectives into the courses offered. The WoodLINKS, Inc. curriculum integrates biological applications and nature with technology and a finished product. The goals and objectives of these courses are to provide the skills, knowledge, and attitudes that are required to be successful in the wood industry. It is intended that this program will better prepare students for direct entry into the wood industry after graduation, or for a smooth transition to postsecondary education and training programs. During the first year of the Academy the WoodLINKS goals and objectives will be reflected in the dual enrollment courses titled *Forestry, Wildlife and Soil Management* in the Natural Resource Systems pathway, and in *Biotechnology Foundations* and *Biotechnology Applications in Agriculture* in the Biological Engineering and Technology pathway. In the future we plan to add two wood manufacturing courses to the high school curriculum.

Students enrolled in the courses offered through this academy have the opportunity to take advantage of the dual enrollment program. Through the established partnerships with the Virginia Community College System and Virginia Polytechnic Institute and State University, students can receive college level credit for those courses and have a seamless transition from high school to a four-year degree program (see Appendices G and H).

Governor's Exemplary Standards Award Program for Career and Technical Education

The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will follow the provisions of the *Administrative Procedures Guide*

for the Establishment of Governor's Career and Technical Academies. Thus, HCPS and its partners will ensure participation in the Governor's Exemplary Standards Award Program for Career and Technical Education.

Program and Course Descriptions

Career Pathways. The programs of study offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. These career pathways have been identified as strategic growth areas for Virginia with regards to the wood products industry. According to the local and state needs identified, more skilled individuals in the wood industry are needed in Halifax County and in the Commonwealth of Virginia. Identified careers include agricultural engineers, biological scientists, botanists, economists, forester and conservation scientists, soil scientists, foresters, and wood manufacturing technicians. As the community-based needs assessment data indicated, a better and smoother transition from high school graduation into postsecondary education and/or training programs is needed so that the wood industry in Halifax County can be competitive in the global economy.

The programs of study (see Appendices G and H) are designed to introduce students to the current and rapidly expanding range of wood industry opportunities while providing them with a skill set that will prepare them to participate in and help develop a more vigorous wood industry. It is important that young people understand the wide range of career opportunities open to them in the wood industry and have the opportunity to explore those careers in real-world settings.

These programs will be comprehensive K-12 programs that will provide students with opportunities to interact with nature and technological applications, as well as, the various career pathways associated with the wood science industry. In addition, these programs will have post-secondary components in which students will be able to continue their education through a 4-year degree program at Virginia Polytechnic Institute and State University and receive occupational certification. The following is a description of the programs offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Elementary Component. Elementary students will also use the laboratories as part of their science coursework and learning experiences. Halifax County Public Schools has partnered with the local Virginia Farm Bureau office to offer the *Agriculture in the Classroom* program. The goal of this grassroots program is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies (http://www.agclassroom.org/aitc/index.htm). In addition to the *Agriculture in the Classroom* program, HCPS has also partnered with Virginia Polytechnic Institute and State University to offer the *Wood Magic at Virginia Tech* program during the summer camp. This is a natural resource education program for youth and educators. The Forest-Land Laboratory will provide an outdoor learning classroom in which students can experience wood science and forestry concepts through hands-on activities that engage them in doing, reflecting, and applying wood science to their daily world. These experiences will be opportune times for secondary students to share their knowledge and skills with elementary-aged students.

Middle School Component. The focus of the program at the middle school level is providing students with the foundational knowledge of agricultural science. Two agri-science courses will be offered through the career and technical program for students to gain the knowledge and basic skills related to renewable resources. Through these courses, students will also use the three laboratories to conduct research and investigate the biological applications in agriculture.

Beginning in the sixth grade, students will work closely with their guidance counselors to develop an online career portfolio to use throughout their secondary and postsecondary levels. Through the *Coin Career Community Plan* (see Appendix J) students will assess their skills, interests, and aptitudes toward career clusters. These findings will be discussed and interpreted by the guidance counselors and students prior to registration for the next school year to help the students make informed decisions about elective courses to take. In conjunction with this plan, a course selection guide focusing on career studies has been created to assist in the registration and course selection process. Each year, students in grades 6-12 and their guidance counselors will maintain this online portfolio and discuss career options.

High School Component. At the high school level, the basis of the program is the WoodLINKS, Inc. curriculum framework. The goals and objectives of this curriculum framework will be integrated into the courses offered. The two programs of study offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences focus on the Engineering and Technology and the Natural Resource Systems career pathways (see Appendices G and H). The Natural Resource Systems program of study will focus on the students completing the natural resource

management, forestry, and dendrology courses (see Appendix H). The Biological Engineering and Technology program of study will incorporate the WoodLINKS, Inc. wood production manufacturing courses, biological applications in agriculture, and biotechnology coursework (see Appendix I). The wood products manufacturing education courses are a logical and relevant continuation of existing woodwork and construction programs. Building on the skills taught, the courses will take the students beyond the one-off project creation concept into the realm of producing a product for the marketplace. These courses examine and analyze all of the components and processes of the industry that take the raw material from the forest to the consumer. In addition to the wood manufacturing system, a focus on biology and chemistry will be important in providing students with the knowledge and skills necessary to produce and explore the many fields of the wood industry; thus the importance of incorporating the biological applications and biotechnology courses and developing the Agriculture Biological Applications and Biotechnology Laboratory.

Postsecondary Component. Industry certification is available for all students completing the career studies certificate program and who have the skill sets appropriate for entry-level employment in the wood industry or to continue their education in wood sciences. This dual enrollment program will prepare students for advanced placement in the wood industry, and/or create a seamless pathway to a four-year bachelor program in Wood Science or Forestry at Virginia Polytechnic Institute and State University.

Camp R&R Component. During the summers, students at all grade levels will have the opportunity to participate in summer programs that focus on agriculture and wood sciences. These summer activities are age-appropriate and relate specifically to the

concepts taught at each grade level referenced above. *Camp R&R* consists of four different camp experiences, one for each grade level ranges (K-3, 4-5, 6-8, 9-12).

Operation Forest-Land. Students in grades K-3 will participate in summer learning experiences at the Forest-Land Laboratory. *Operation Forest-Land* is a ½ day, one-week summer camp that focuses on forestry concepts, such as tree identification and enjoying nature. Students enrolled in this camp will interact with foresters from the Virginia Department of Forestry and the Virginia Cooperative Extension to investigate those concepts.

Wood Magic Camp. This camp is a natural resource education program for students in grades 4 through 5. It is a ½ day, one-week summer camp that focuses on environmental science, particularly wood science and forestry. The activities engage the students in doing, reflecting, and applying wood science to their daily world. Activities and curricula are designed around Virginia's Standards of Learning. Students discover the ways wood impacts their daily lives and how wood utilization influences our natural environment.

R&R Pathways. Camp *R&R Pathways* is a ½ day, two-week summer camp for students in grades 6-8 (this includes rising 6th graders). The focus of this camp is on wood industry career exploration. Students will use the career planning component of the *Coin Career Community Plan* (see Appendix J) to research the various careers. Guest speakers from the different wood industry partners will interact with the students and give work-related demonstrations. This camp will be located at the Agriculture Biological Applications and Biotechnology Laboratory.

Innovate the R&R Way. This camp is a full day, three-week summer camp for students in grades 9-12. The location of this camp is at the WoodLINKS, Inc. Training Laboratory. The focus of this camp is on students using their creativity, entrepreneurship, teamwork, problem solving, and critical thinking skills to design, develop, and market a wood-based product that is innovative.

Completion Requirements

In an effort to provide students and parents with information about programs offered at HCPS, the Director of Academies and the Dual Enrollment Coordinator have developed a program completion guide. This guide provides information about the dual enrollment courses offered by HCPS related to specific career pathways (see Appendices G and H). The sequence of courses listed in a specific program, such as Renewable Resources, provide students with the opportunity to qualify with at least a First-Year Studies Certificate that includes at least 15 credit hours of college level courses. The guide also provides them with the sequence of courses to complete an associate degree and a four-year degree.

In order to graduate from the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, students will need to meet the following requirements:

- Meet the requirements for the Commonwealth Scholars program;
- Complete all of the coursework listed for either the Natural Resources or Biological Engineering and Technology pathway listed in the Appendices H and I;
- Complete at least 15 semester hours of college credit through dual enrollment;
- Complete at least 1 semester of job shadowing/internship with local businesses and industries; and
- Receive at least one industry certification related to the identified program of study.

Students who complete all of the aforementioned requirements will be considered graduates of the Governor's Academy for Renewable Resources and Agricultural Sciences.

Benchmarks

As part of the completion requirements, students must earn an industry certification and pass a NOCTI occupational assessment. The courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will be part of the HCPS dual enrollment program. The Virginia Community College System requires students to pass a college placement test prior to enrolling in the college-level classes. Upon completion of a sequence of courses or a course of study in a selected career studies program, students may earn 15 or more transferable college credits.

Work-based Experiences

One of the main goals of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with work-based experiences. Through the established partnerships and the internship program, students receive opportunities to have first-hand experiences in the wood industry. The curriculum focuses on the skills, knowledge, and attitudes that are required to be successful in the wood industry. Through teamwork-based activities and projects, the students learn the importance of sharing, independence, interdependence, and leadership which are crucial to the industry.

This is an innovative approach in that it is a multi-disciplinary, technology-enriched curriculum. Many of the projects and activities within the curriculum are team-

based, problem-based learning modules. As part of the development of this program, professional development of faculty and administrators that goes beyond traditional school-based models will be provided to emphasize the importance of the innovation, creativity, entrepreneurship, teamwork, problem solving, and critical thinking skills in wood and agricultural sciences.

Halifax County Public Schools currently provides students with opportunities to work closely with local businesses and industries through a cooperative education work-based experience class. This class is presently part of HCPS dual enrollment program with Southside Virginia Community College. The students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will also be able to take advantage of these experiences through extensive partnerships established with local wood and agricultural industries.

Length of Program and Daily Schedule

During the academic year, the high school is on a 4X4 semester block schedule. Beginning in the 9th grade, students have the opportunity to begin their selected programs of study. Regardless of concentration, the course of study follows a logical sequence of courses, culminating in the internship program during the senior year.

At the elementary and middle school levels, the program goals are integrated into the existing science curriculum. The students will have access to the laboratories during field trips to the sites.

Materials and Equipment Needs

Materials and supplies for the Agricultural Biological Applications and

Biotechnology Laboratory will be purchased. The materials in this laboratory will include computer simulations, interactive teaching resources, and activities that focus on the skills and concepts of the courses taught in the laboratory. The *LJ Technical Systems Biological and Biotechnology* curriculum materials and activities with an emphasis on agriculture will be purchased. The approximate cost for all of the necessary curriculum materials and activities to fully implement the program is $81,000.00. See Appendix K for budget information.

Internal Evaluation Process

Throughout the planning and implementation of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, all partners will have access and the capability to collect, analyze, and report data relevant to the goals and objectives of their perspective entities. The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences Advisory Board will be responsible for an annual evaluation of the program and its relation to the ever-changing needs of the wood and agricultural industries. As part of this evaluation process, the advisory board will review the Academy's policies, procedures, and outcomes. The board will also solicit feedback through surveys from the students enrolled in the Academy, their parents, staff members, community members, and the partners associated with the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. All of the data from the surveys and the annual review will be collected, analyzed, and reported to the Virginia Department of Education with regard to student achievement, goal achievement, and growing needs of the community.

Performance Measures

The focus of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with opportunities to gain the skills, knowledge, and aspirations to be successful in the agricultural and wood industries. Specifically, the goals of the academy are to: 1) maximize opportunities to prepare students for targeted careers in the agricultural and wood industries; 2) raise student aspirations and attract more students to postsecondary education in the areas of agriculture and wood sciences; and 3) provide well-trained, highly-skilled workers to meet the work force needs of existing businesses and attract new businesses to the area (see Appendix G). During the first year of implementation, the following information will be gathered, analyzed and used as baseline data:

- Increase the number of students taking and passing industry certification assessments by twenty percent.
    - Grades of students enrolled in the courses.
    - Number of students completing and passing competency-based equivalencies.
    - Number of students completing career and technical programs of study.
    - Number of students taking and passing NOCTI assessments.
    - Number of students taking and passing the Microsoft Office Specialist certification assessment.
    - Number of students taking and passing the WoodLINKS, Inc. certification assessment.
- Increase the high school graduation rates by five percent yearly.
    - Number of high school students who graduate.
    - Dropout rate data.
- Increase the number of students who participate in workplace experiences by ten percent.
    - Number of workplace experiences provided and successful completion through the internship and job-shadowing program.
    - Number of students entering the agriculture and wood industry work force.
    - Number of graduates employed in high-wage, high-demand and high-skill agriculture and wood science careers.
- Increase the number of students identified as Commonwealth Scholars by ten percent each year.

- Number of students prepared for college level work to reduce the proportion of students requiring remediation in college.
- Number of students successfully completing mathematics courses at the level of Algebra II or higher in high school.
- Number of students successfully completing a program of study.
- Number of students successfully completing college dual enrollment courses in high school.
- Number of students completing the required credits to obtain an advanced diploma.
- Number of students entering higher education.

In addition, HCPS will also collect data on students' goals and aspirations and their postsecondary accomplishments, whether it be entering the work force or continuing their education at the community college level or at the university, 4-year degree program level. This data will be collected using the *Coin Career Community Plan* (see Appendix J). Through the internships, data will be collected on the preparedness of the student to enter the workforce and evaluation of the program to provide improved services to the students.

As part of the internal evaluation process of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, data collection will occur annually. The yearly data will be analyzed and compared with the baseline data collected during the first year of implementation.

Sustainability of Academy

The foundation for this program is the strong partnerships that have been established. Halifax County Public Schools and these partners are dedicated to the planning, implementation, and evaluation of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. The advisory board has developed a project timeline which includes the grant activities and the partner

responsible for implementing the activity (see Appendix L). The funding from the Governor's Career and Technical Academy grant opportunity will support the successful planning and implementation of the academy. All of the partners are committed to the continuation of this program. The Southern Virginia Higher Education Center has developed the WoodLINKS, Inc. site in cooperation with HCPS. Danville Community College has recently created a new program of study called the Center for Advanced Manufacturing and Wood Products Technology. Within this program there is the potential to earn a certificate, diploma, or Associate of Applied Science degree in Technical Studies. The local businesses and wood-related industries have also provided support and will continue to provide support financially and by allowing student interns in the workplace. The input from the partners is essential to the planning, implementation, and evaluation of this new program.

A variety of funds are being used to support this endeavor, including federal funds available from the Carl D. Perkins Vocational and Technical Education Act. State educational funds available from the Project Lead the Way grant, local funds, and generous donations from the partners will be used to support this program. All of these funding sources are being leveraged to expand the academy – consequently making this program more sustainable after this funding support ends.

Administrative Procedures

Partnerships

The selection of partners was very important because a cross-industry knowledge base and experience is valuable in the development of the academy. The role of the numerous partners will be to: (1) identify the needs of the Wood Science Industry of Halifax County; (2) provide guidance in the development of the curriculum and course offerings in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; (3) assist in the planning of the three laboratories, specifically the Forest-Land Laboratory; (4) provide opportunities for job shadowing and internships when appropriate for students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; and (5) assist in the internal evaluation process of the academy.

Student Recruitment, Selection Criteria, and Admissions

Student Recruitment. Halifax County Public Schools strives to promote the Career and Technical courses offered at the high school level. Currently, the Director of Academies and the Dual Enrollment Coordinator are working with the secondary guidance counselors (grades 6-12) to encourage students to select courses based on their interests, skills, and needs related to career pathways. We have implemented an online portfolio process called the *Coin Community Career Plan* (see Appendix J) in which students are assessed on their interests, skills, and needs with regards to career pathways. Based on these assessments, the guidance counselors advise them on courses that may assist the students in attaining their career-related goals. This helps recruit students who are interested in particular areas into courses that will help them reach their goals.

In addition to the online portfolio, HCPS has implemented a registration fair in which the teachers of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences courses promote their programs and classes. They will guide the students in the development of billboards to advertise the class and program. During the course of one day prior to registration, students in grades 9-11 are given the opportunity to browse through the billboards, ask questions of the instructors and students currently enrolled in the courses, and pick up brochures. This event is also held for rising 9th grade students and their parents during the evening. We also are recruiting students through information sessions held through the after-school programs and established associations (i.e., FFA, FBLA, etc.).

Through these recruitment processes, we are seeking students who are interested in pursuing careers in agriculture and wood sciences. We feel that these three recruitment processes are very effective and we are looking forward to adding to these in the future. Some of our future plans are to advertise the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences on the two HCPS race cars which race at the South Boston Speedway.

Student Selection Criteria. Halifax County Public Schools is interested in recruiting students who are interested in pursuing an education and career in the agricultural disciplines. As part of the selection criteria for these students, we will use the data collected through the *Coin Career Community Plan* (see Appendix J) to identify students who are interested in agriculture and wood sciences. Recommendations from the guidance counselors and the instructors will also be used in this process. The guidance

counselors will assist the students in making informed decisions about their course selections throughout their secondary experiences.

In addition to these criteria, students must be able to pass the college placement tests administered by the community colleges. The courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences are dual enrollment courses and the community colleges have strict guidelines in order for the students to receive dual enrollment credit. However, students who are not able to pass the college placement test will be able to enroll in the courses and upon completion receive high school credit for the courses. Students who complete a program of study (see Appendices G and H) will qualify for the Technical or Advanced Technical Diploma.

Student Admissions. Based on the scores from the placement tests, recommendations from guidance counselors and instructors, and data gleaned from the *Coin Career Community Plan*, students will be selected to enroll in the courses offered through this academy. In order to be admitted to the academy, the students will need to complete an application form and meet the criteria set for selection.

Code of Student Conduct and Attendance

Since the courses are dual enrollment courses, the policies and procedures for student conduct and attendance must be in accordance with the Virginia Community College System. According to the VCCS policy manual, "each individual is considered a responsible adult, and it is assumed that students shall maintain standards of conduct appropriate to membership in the college community." Emphasis should be placed on standards of student conduct rather than on limits or restrictions of students. Guidelines

and regulations governing student conduct shall be developed by representatives of the students, faculty, staff, and administration. The college should refrain from imposing a rigid code of discipline but should reserve the right to take disciplinary action compatible with its own best interests when it is clearly necessary. In addition to the VCCS policies, the students must follow the student policy set forth by the Halifax County School Board.

Because the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences' students will be active learners, class participation is critical. Any absence, excused or not, affects instruction and learning. However, when an absence is necessary, procedures have been established (see Appendix M).

Transportation

This program calls for courses to be held at different sites off the main campus of the high school. Since the instructors already possess licenses to drive the buses, it will cost approximately $5,000.00 per bus. Two buses will be used, one traveling to the Southern Virginia Higher Education Center for the students to work in the WoodLINKS, Inc. Training Laboratory and the other traveling to the Moorefield Estate for the students to work in the Forest-Land Laboratory. The estimated cost for transportation to and from the laboratories is $10,000.00 per year.

Staff Recruitment, Selection, and Assignment

The instructors of this program hold Virginia teaching licenses and are recognized by the Virginia Department of Education as career and technical instructors. All of the instructors are graduates of Virginia Polytechnic Institute and State University and are hired as adjunct faculty through the Virginia Community College System. One of the agricultural instructors has recently been trained in forestry science through courses

taught in the Virginia Community College System and has a Master of Science degree in agriculture. Through the financial support sought through this grant, these instructors will receive intense staff development and certification in the WoodLINKS, Inc. program.

In addition, HCPS has hired a curriculum coordinator who will be teaching the forestry science course. This individual will work closely with the Dual Enrollment Coordinator, the Director of Academies, the WoodLINKS, Inc. Project Director, and the other instructors to align the WoodLINKS, Inc. objectives to the CBEs outlined by the Virginia Department of Education for career and technical education.

Staff Development

As with any new program, staff development for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is an integral component of successful implementation. This spring, the curriculum coordinator will attend a one-week seminar on integrating the WoodLINKS, Inc. curriculum into wood sciences courses. Also, the instructors will attend workshops this summer focusing on the WoodLINKS, Inc. curriculum. In these sessions, the instructors will gain first-hand knowledge of what the WoodLINKS, Inc. curriculum involves in the different areas of the wood sciences. In addition to this training, all of the instructors have begun working on additional industry certifications and other credentials necessary to fully implement the programs of study. All of the instructors are hired on a 12-month contract to provide them with planning time to establish and implement the programs of study for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Throughout the first year, the instructors and curriculum coordinator will be provided opportunities for more one-on-one staff development through the Department of Wood Sciences at Virginia Polytechnic Institute and State University. The professors from Virginia Polytechnic Institute and State University have agreed to visit the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences' classes and work with our instructors and students throughout the year. This will be an ongoing staff development opportunity even after the first year of implementation.

Staff Evaluation

The instructors and staff will be evaluated following the guidelines and procedures outlined by the policy manual of Halifax County Public Schools. According to this policy, a system for facilitating the growth of teachers was developed in 1990 and was revised in 2005 (see Appendix N).

Parent, Student and Community Involvement

The programs offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will be comprehensive K-12 programs that will provide students with opportunities to interact with nature and technological applications, as well as the various career pathways associated with the wood science industry. In addition, these programs will have postsecondary components in which students will be able to continue their education through a 4-year degree program at Virginia Polytechnic Institute and State University and receive occupational credentials.

Parent, student, and community involvement are critical to the successful implementation of the Governor's Career and Technical Academy for Renewable

Resources and Agricultural Sciences. Parents, students, and community members will have multiple opportunities to be involved in the planning, implementation, and evaluation of the Academy. Prior to entering middle school, students will be introduced to the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences through the science curriculum. As part of the science program, students will investigate concepts and careers related to the wood industry. They will have opportunities to take field trips and participate in summer camps held at the laboratories. Parents and community members are encouraged to participate through the volunteer program already established by Halifax County Public Schools.

The *Coin Career Community Plan* (see Appendix J) will be introduced at the sixth-grade level and will be used throughout the student's educational career, extending beyond the high school level. This plan includes career assessments to help students identify areas they need to strengthen in order to qualify for their selected pathways. Parents will be asked to assist their children in completing the interest and career surveys and investigating the careers and opportunities within each program of study. Informational workshops about the career clusters and career pathways will be held twice a year at all of the schools in Halifax County. Also the details of the new Technical and Advanced Technical Diplomas will be provided.

Insurance Information

Halifax County Schools is insured by the Virginia Association of Counties Risk Management Program for property, liability, and auto insurance. The liability insurance is comprehensive coverage of $5,000,000 per occurrence with no annual aggregate limit. Halifax County Schools do not provide individual health insurance to students but offer a voluntary student accident program.

Budget Narrative

Governor's Career and Technical Academy Funding

A. Direct Costs

1. Personnel **$10,240.00**

Curriculum Coordinator

It is imperative that a curriculum coordinator be hired to assist in the implementation of the curriculum and direct the evaluation process of the program. The curriculum coordinator will be hired at $20/hr for 16 hours/week for 40 weeks (including benefits) during the implementation phase of this project. This individual will have experience teaching in the wood science area and training in forestry. The coordinator will work closely with the planning committee and the agriculture instructors to develop a comprehensive curriculum.

2. Employee Benefits **$2,560.00**

Curriculum Coordinator

The curriculum coordinator will be hired at $20/hr for 16 hours/week for 40 weeks, including employee benefits. This individual will have experience in teaching in the wood science area and training in forestry. The coordinator will work closely with the planning committee and the agriculture instructors to develop a comprehensive curriculum.

3. Purchased/Contractual Services **$ 0.00**

4. Internal Services **$ 0.00**

$2,500.00

5. Staff Development

WoodLINKS, Inc. Staff Development

The curriculum coordinator and three instructors will be trained throughout the grant period through online training. These funds will pay for the maintenance of the online services.

6. Summer Component Activities **$15,000.00**

R&R Summer Camps

There will be four camps offered during the summer sessions. Stipends will be paid to the guest instructors. There are two one-week, one-half day camps for elementary students, a two week, one-half day camp for middle school students, and a three week full-day camp for high school students. In addition to the $750.00 stipends for the guest instructors for the middle school camp (10 guest speakers), additional funds will be used at the high school camp for the winners of the skills competition at the end of the camp. Also this money will be used for refreshments and food and to purchase any materials and copying cost associated with the programs.

7. Travel **$14,000.00**

A. Student Field Trips

During the course of the program, students will have the opportunity to go on several field trips to the different laboratories, wood industry businesses, and wood science career fairs. The estimated cost for these field trips is $4,000.00.

B. Transportation to Laboratories

This program calls for courses to be held at different sites off the main campus of the high school. Since the instructors already possess a license to drive the buses, it will cost

approximately $5,000.00 per bus. Two buses will be used, one traveling to the Southern Virginia Higher Education Center for the students to work in the WoodLINKS, Inc. Training Laboratory and the other traveling to the Moorefield Estate for the students to work in the Forest-Land Laboratory. The estimated cost for transportation to and from the laboratories is $10,000.00.

8. Contractual Services	**$**	**0.00**
9. Materials and Supplies		**$55,700.00**

Materials and supplies for the Agricultural Biological Applications and Biotechnology Laboratory will be purchased. The materials in this laboratory will include computer simulations, interactive teaching resources, and activities that focus on the skills and concepts of the courses taught in the laboratory. The *LJ Technical Systems Biological and Biotechnology curriculum materials and activities* with an emphasis on agriculture will be purchased. The approximate cost for all of the necessary curriculum materials, activities, and equipment to fully implement the program is $102,000.00. The funds for the equipment and other materials needed are provided through other sources.

10. Equipment	**$**	**0.00**
11. Facilities	**$**	**0.00**
B. Indirect Costs	**$**	**0.00**
Total funding from Governor's Career and Technical Academy Grant		**$100,000.00**

Funding From Other Sources

A. Direct Costs

1. Personnel **$165,000.00**

Instructors

Halifax County Public Schools employs four agriculture instructors and one woodworking instructor at the secondary level. Two of the agricultural instructors, who hold certifications in forestry and other wood science disciplines, and the woodworking instructor will be teaching the courses. These three instructors will be hired on a 12-month contract to implement all of the components of the program, including the summer camps.

2. Employee Benefits	**$41,250.00**
3. Purchased/Contractual Services	**$ 0.00**
4. Internal Services	**$ 0.00**
5. Staff Development	**$ 0.00**
6. Summer Component Activities	**$ 0.00**
7. Travel	**$ 0.00**
8. Contractual Services	**$ 0.00**
9. Materials and Supplies	**$46,300.00**

Materials and supplies for the Agricultural Biological Applications and Biotechnology Laboratory will be purchased. The approximate cost for all of the necessary curriculum materials and activities to fully implement the program is $102,000.00. Through the generous donation of Dominion Power, HCPS will purchase the remaining curriculum materials and supplies for full implementation of the program.

10. Equipment **$304,650.00**

A. Agriculture Biological App. and Biotechnology Lab

HCPS through the funding from the Project Lead the Way grant and the generous donation given by Dominion Power will be used to purchase the lab tables, computers, microscopes, and other equipment needed for the lab. There will be 10 lab stations created. The estimated cost for this lab is $50,000.00.

B. Reforestation of the Forest-Land Laboratory

Some of the money from the timber sale from the Moorefield Estate will be used to repopulate the 62 acres designated for the Forest-Land Laboratory. The estimated cost for this process is $4, 650.00.

C. WoodLINKS, Inc. Training Laboratory

The Southern Virginia Higher Education Center is purchasing additional equipment relevant to the wood manufacturing component of the *R&R in the STEM* program. These funds were made possible through the Virginia Tobacco Commission. The estimated cost of this renovation is $250,000.00.

11. Facilities **$500,000.00**

Hula B. Moorefield Estate

This land was inherited by HCPS through the generous donation of Mr. Hula B. Moorefield. The donated farm consists of 128 acres, including several barns and a house. The estimated value of this property is $500,000.00.

B. Indirect Costs **$ 0.00**

Total **$1,057,200.00**

APPENDICES

APPENDIX A

Virginia Department of Forestry Economic Impact Data

Employment Impact

March

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Type

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Industry	Direct*	Indirect*	Induced*	Total*	
1 Oilseed farming	0.0	0.1	0.0	0.1	
2 Grain farming	0.0	0.4	0.0	0.4	
3 Vegetable and melon farming	0.0	0.2	1.2	1.3	
5 Fruit farming	0.0	0.1	0.4	0.5	
6 Greenhouse and nursery production	0.0	0.1	0.4	0.5	
7 Tobacco farming	0.0	5.7	0.1	5.8	
10 All other crop farming	0.0	0.3	0.1	0.3	
11 Cattle ranching and farming	0.0	0.7	0.1	0.8	
12 Poultry and egg production	0.0	0.0	0.1	0.1	
13 Animal production- except cattle and	0.0	1.3	0.9	2.1	
14 Logging	59.0	53.8	0.0	112.8	
24 Stone mining and quarrying	0.0	0.0	0.0	0.1	
30 Power generation and supply	0.0	5.6	1.3	6.9	
33 New residential 1-unit structures- no	27.3	0.0	0.0	27.3	
34 New multifamily housing structures-	3.5	0.0	0.0	3.5	
35 New residential additions and alterat	10.2	0.0	0.0	10.2	
36 New farm housing units and additions	0.5	0.0	0.0	0.5	
37 Manufacturing and industrial buildin	2.6	0.0	0.0	2.6	
38 Commercial and institutional buildin	27.9	0.0	0.0	27.9	
41 Other new construction	6.8	0.0	0.0	6.8	
42 Maintenance and repair of farm and	2.0	0.0	0.3	2.4	
43 Maintenance and repair of nonresiden	7.7	4.8	1.2	13.7	
44 Maintenance and repair of highways-	0.0	0.0	0.4	0.4	
45 Other maintenance and repair constru	2.2	0.6	0.4	3.2	
46 Dog and cat food manufacturing	0.0	0.0	0.0	0.0	#
73 Bread and bakery product- except fr	0.0	0.0	0.0	0.0	#
85 Soft drink and ice manufacturing	0.0	0.0	0.0	0.0	#
90 Cigarette manufacturing	0.0	0.0	0.1	0.1	
92 Fiber- yarn- and thread mills	0.0	0.1	0.0	0.1	
93 Broadwoven fabric mills	0.0	0.8	0.1	0.8	
100 Curtain and linen mills	0.0	0.0	0.1	0.1	
103 Other miscellaneous textile product m	0.0	0.1	0.0	0.1	
112 Sawmills	3.0	2.7	0.0	5.7	
114 Reconstituted wood product manufac	169.0	15.8	0.0	184.8	
115 Veneer and plywood manufacturing	4.0	2.7	0.0	6.7	
116 Engineered wood member and truss m	4.0	0.4	0.0	4.4	
120 Wood container and pallet manufactu	30.0	1.1	0.1	31.2	
139 Commercial printing	0.0	0.2	0.1	0.3	
166 Toilet preparation manufacturing	0.0	0.0	0.0	0.0	#
169 Custom compounding of purchased re	0.0	0.6	0.0	0.6	
172 Plastics packaging materials- film an	0.0	4.3	0.1	4.4	
177 Plastics plumbing fixtures and all othe	0.0	10.6	0.6	11.2	
178 Foam product manufacturing	0.0	0.3	0.1	0.4	
183 Vitreous china and earthenware artic	0.0	0.0	0.0	0.0	#
188 Clay refractory and other structural c	0.0	0.0	0.0	0.0	#
192 Ready-mix concrete manufacturing	0.0	0.0	0.0	0.0	#
203 Iron and steel mills	0.0	0.1	0.0	0.1	
243 Machine shops	0.0	2.3	0.1	2.4	
247 Electroplating- anodizing- and colori	0.0	0.2	0.0	0.2	
255 Miscellaneous fabricated metal produ	0.0	0.0	0.0	0.0	#
312 All other electronic component manu	0.0	1.7	0.1	1.8	
333 Electric power and specialty transfo	0.0	0.1	0.0	0.1	
350 Motor vehicle parts manufacturing	0.0	0.0	0.0	0.1	
362 Wood kitchen cabinet and countertop	6.0	0.5	0.1	6.6	
364 Nonupholstered wood household furn	467.0	3.6	0.7	471.3	
368 Wood office furniture manufacturing	1.0	0.1	0.0	1.1	
371 Showcases- partitions- shelving- and	3.0	1.9	0.0	4.9	
379 Dental laboratories	0.0	0.0	0.2	0.2	
390 Wholesale trade	0.0	28.2	6.9	35.1	
394 Truck transportation	0.0	39.1	2.9	42.0	
395 Transit and ground passenger transpo	0.0	0.9	2.2	3.2	
398 Postal service	0.0	3.1	1.4	4.5	

*Dollars

Employment Impact

March 16, 2

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Type

Copyright MIG

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Industry	Direct*	Indirect*	Induced*	Total*	
399 Couriers and messengers	0.0	3.9	0.9	4.9	
400 Warehousing and storage	0.0	5.6	0.6	6.2	
401 Motor vehicle and parts dealers	0.0	1.9	7.0	8.9	
402 Furniture and home furnishings store	0.0	0.6	1.7	2.3	
403 Electronics and appliance stores	0.0	0.5	1.5	1.9	
404 Building material and garden supply	0.0	1.8	6.6	8.4	
405 Food and beverage stores	0.0	3.1	11.1	14.2	
406 Health and personal care stores	0.0	1.2	4.0	5.2	
407 Gasoline stations	0.0	1.5	4.6	6.1	
408 Clothing and clothing accessories sto	0.0	1.2	4.2	5.3	
409 Sporting goods- hobby- book and mus	0.0	0.2	0.7	0.9	
410 General merchandise stores	0.0	3.9	13.9	17.8	
411 Miscellaneous store retailers	0.0	1.4	4.7	6.0	
412 Nonstore retailers	0.0	1.3	4.8	6.1	
413 Newpaper publishers	0.0	1.8	0.6	2.3	
416 Database- directory- and other publis	0.0	0.1	0.0	0.1	
420 Radio and television broadcasting	0.0	2.4	0.8	3.1	
422 Telecommunications	0.0	1.0	1.5	2.4	
423 Information services	0.0	0.0	0.0	0.0	#
425 Nondepository credit intermediation a	0.0	1.1	0.4	1.5	
426 Securities- commodity contracts- inv	0.0	0.7	0.7	1.4	
427 Insurance carriers	0.0	0.3	0.7	1.0	
428 Insurance agencies- brokerages- and r	0.0	0.2	0.4	0.7	
430 Monetary authorities and depository c	0.0	4.6	3.4	8.0	
431 Real estate	0.0	2.0	3.3	5.3	
432 Automotive equipment rental and lea	0.0	1.8	1.3	3.2	
433 Video tape and disc rental	0.0	0.0	0.6	0.6	
435 General and consumer goods rental ex	0.0	1.4	1.0	2.5	
437 Legal services	0.0	1.3	2.2	3.5	
438 Accounting and bookkeeping service	0.0	2.3	0.9	3.1	
439 Architectural and engineering service	0.0	1.4	0.1	1.5	
441 Custom computer programming servi	0.0	0.1	0.0	0.1	
443 Other computer related services- inclu	0.0	0.2	0.1	0.3	
444 Management consulting services	0.0	2.3	0.8	3.1	
445 Environmental and other technical co	0.0	0.1	0.0	0.1	
446 Scientific research and development s	0.0	0.7	0.1	0.8	
447 Advertising and related services	0.0	0.6	0.2	0.8	
449 Veterinary services	0.0	0.0	1.1	1.1	
451 Management of companies and enterp	0.0	5.1	0.4	5.5	
452 Office administrative services	0.0	0.5	0.3	0.8	
454 Employment services	0.0	2.6	1.4	4.0	
455 Business support services	0.0	0.4	0.2	0.6	
456 Travel arrangement and reservation s	0.0	0.0	0.1	0.1	
457 Investigation and security services	0.0	0.2	0.1	0.2	
458 Services to buildings and dwellings	0.0	3.6	3.5	7.2	
459 Other support services	0.0	0.2	0.0	0.3	
460 Waste management and remediation s	0.0	2.3	0.5	2.7	
461 Elementary and secondary schools	0.0	0.0	1.7	1.7	
463 Other educational services	0.0	0.0	0.4	0.4	
464 Home health care services	0.0	0.0	4.3	4.3	
465 Offices of physicians- dentists- and o	0.0	0.0	16.5	16.5	
466 Other ambulatory health care services	0.0	0.0	3.3	3.3	
467 Hospitals	0.0	0.0	15.5	15.5	
468 Nursing and residential care facilities	0.0	0.0	13.0	13.0	
469 Child day care services	0.0	0.0	3.9	3.9	
470 Social assistance- except child day ca	0.0	0.0	14.9	14.9	
472 Spectator sports	0.0	5.4	4.3	9.7	
475 Museums- historical sites- zoos- and	0.0	0.0	0.3	0.3	
477 Bowling centers	0.0	0.0	0.2	0.2	
478 Other amusement- gambling- and recr	0.0	0.4	6.1	6.5	
479 Hotels and motels- including casino h	0.0	2.9	2.9	5.7	
480 Other accommodations	0.0	0.0	0.4	0.4	

Dollars

Employment Impact

March

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Type 2007 Halifax03.iap

Copyright MIG

Industry	Direct*	Indirect*	Induced*	Total*
481 Food services and drinking places	0.0	10.8	38.0	48.8
483 Automotive repair and maintenance-	0.0	13.0	10.2	23.2
484 Electronic equipment repair and mai	0.0	2.0	0.2	2.1
485 Commercial machinery repair and ma	0.0	8.7	0.3	9.0
486 Household goods repair and mainten	0.0	1.9	0.6	2.5
487 Personal care services	0.0	0.0	3.5	3.5
488 Death care services	0.0	0.0	1.1	1.1
489 Drycleaning and laundry services	0.0	0.3	1.2	1.5
491 Religious organizations	0.0	0.0	9.4	9.4
492 Grantmaking and giving and social a	0.0	0.0	1.2	1.2
493 Civic- social- professional and simila	0.0	1.3	2.1	3.4
494 Private households	0.0	0.0	11.4	11.4
497 State and local government passenger	0.0	0.0	0.1	0.1
499 Other State and local government ente	0.0	2.6	2.7	5.3
504 State & Local Non-Education	8.0	0.0	9.7	17.7
506 Federal Non-Military	2.0	0.0	0.8	2.8
	846.9	314.0	295.2	1,456.1

*Dollars

Output Impact

Halifax03.iap

Copyright MIG 2007

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Ty

Industry	Direct*	Indirect*	Induced*	Total*
1 Oilseed farming	0	1,673	57	1,730
2 Grain farming	0	5,658	454	6,112
3 Vegetable and melon farming	0	6,996	45,815	52,811
5 Fruit farming	0	4,411	13,926	18,337
6 Greenhouse and nursery production	0	2,135	11,551	13,686
7 Tobacco farming	0	133,809	1,254	135,063
10 All other crop farming	0	18,207	3,911	22,118
11 Cattle ranching and farming	0	34,612	3,480	38,092
12 Poultry and egg production	0	708	15,756	16,465
13 Animal production- except cattle and	0	15,346	10,369	25,715
14 Logging	9,929,871	9,049,005	2,449	18,981,326
24 Stone mining and quarrying	0	7,472	831	8,303
30 Power generation and supply	0	3,395,748	803,601	4,199,349
33 New residential 1-unit structures- no	3,809,992	0	0	3,809,992
34 New multifamily housing structures-	318,145	0	0	318,145
35 New residential additions and alterat	887,606	0	0	887,606
36 New farm housing units and additions	118,253	0	0	118,253
37 Manufacturing and industrial buildin	220,928	0	0	220,928
38 Commercial and institutional buildin	1,975,162	0	0	1,975,162
41 Other new construction	653,657	0	0	653,657
42 Maintenance and repair of farm and	288,622	6,836	50,067	345,525
43 Maintenance and repair of nonresiden	633,092	396,614	97,732	1,127,437
44 Maintenance and repair of highways-	0	0	34,285	34,285
45 Other maintenance and repair constru	127,085	33,567	22,138	182,790
46 Dog and cat food manufacturing	0	0	1,440	1,440
73 Bread and bakery product- except fr	0	319	4,075	4,394
85 Soft drink and ice manufacturing	0	78	1,070	1,149
90 Cigarette manufacturing	0	0	48,781	48,781
92 Fiber- yarn- and thread mills	0	15,094	1,440	16,534
93 Broadwoven fabric mills	0	121,983	8,867	130,850
100 Curtain and linen mills	0	496	15,940	16,436
103 Other miscellaneous textile product m	0	9,216	2,503	11,719
112 Sawmills	657,748	600,538	1,495	1,259,781
114 Reconstituted wood product manufac	51,774,116	4,831,328	8,079	56,613,524
115 Veneer and plywood manufacturing	644,193	433,374	2,176	1,079,743
116 Engineered wood member and truss m	509,152	48,922	3,310	561,385
120 Wood container and pallet manufactu	3,347,572	123,152	6,198	3,476,922
139 Commercial printing	0	13,250	6,439	19,689
166 Toilet preparation manufacturing	0	371	10,032	10,403
169 Custom compounding of purchased re	0	188,358	4,411	192,769
172 Plastics packaging materials- film an	0	1,118,249	30,187	1,148,436
177 Plastics plumbing fixtures and all othe	0	1,556,299	80,791	1,637,090
178 Foam product manufacturing	0	56,830	32,177	89,007
183 Vitreous china and earthenware artic	0	3	92	96
188 Clay refractory and other structural c	0	0	0	0
192 Ready-mix concrete manufacturing	0	356	22	378
203 Iron and steel mills	0	31,350	1,732	33,082
243 Machine shops	0	212,755	6,554	219,310
247 Electroplating- anodizing- and colori	0	18,199	453	18,652
255 Miscellaneous fabricated metal produ	0	124	25	148
312 All other electronic component manu	0	370,324	12,937	383,262
333 Electric power and specialty transfo	0	26,953	3,571	30,524
350 Motor vehicle parts manufacturing	0	11,736	4,607	16,344
362 Wood kitchen cabinet and countertop	750,289	68,123	6,965	825,376
364 Nonupholstered wood household furn	56,845,996	433,936	90,261	57,370,192
368 Wood office furniture manufacturing	169,482	14,196	74	183,752
371 Showcases- partitions- shelving- and	375,475	237,583	465	613,524
379 Dental laboratories	0	2	10,558	10,560
390 Wholesale trade	0	3,408,072	834,303	4,242,376
394 Truck transportation	0	4,236,772	308,761	4,545,533

*2003 Dollars - if results are deflated and aggregated, then deflators displayed are set to 1.0 (results have been deflated)

Output Impact

March

Halifax03.iap

Copyright MIG 2007

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Ty

Industry	Direct*	Indirect*	Induced*	Total*
395 Transit and ground passenger transpo	0	37,915	91,405	129,319
398 Postal service	0	215,699	94,916	310,615
399 Couriers and messengers	0	155,964	36,924	192,888
400 Warehousing and storage	0	365,937	39,326	405,263
401 Motor vehicle and parts dealers	0	126,926	458,480	585,406
402 Furniture and home furnishings store	0	34,629	95,761	130,390
403 Electronics and appliance stores	0	16,590	52,851	69,441
404 Building material and garden supply	0	97,778	351,990	449,767
405 Food and beverage stores	0	136,136	479,128	615,263
406 Health and personal care stores	0	71,814	246,052	317,866
407 Gasoline stations	0	62,191	189,559	251,750
408 Clothing and clothing accessories sto	0	41,431	145,279	186,710
409 Sporting goods- hobby- book and mus	0	3,892	13,856	17,748
410 General merchandise stores	0	144,240	519,830	664,070
411 Miscellaneous store retailers	0	50,634	174,641	225,275
412 Nonstore retailers	0	42,868	154,685	197,552
413 Newpaper publishers	0	140,047	42,931	182,978
416 Database- directory- and other publis	0	11,973	4,775	16,748
420 Radio and television broadcasting	0	303,960	98,330	402,290
422 Telecommunications	0	275,471	417,492	692,963
423 Information services	0	2,034	1,878	3,912
425 Nondepository credit intermediation a	0	126,412	48,270	174,682
426 Securities- commodity contracts- inv	0	53,745	54,115	107,860
427 Insurance carriers	0	51,453	104,149	155,602
428 Insurance agencies- brokerages- and r	0	13,505	27,336	40,841
430 Monetary authorities and depository c	0	722,633	542,505	1,265,138
431 Real estate	0	279,271	456,222	735,494
432 Automotive equipment rental and lea	0	361,326	265,170	626,496
433 Video tape and disc rental	0	139	23,891	24,030
435 General and consumer goods rental ex	0	100,748	71,035	171,783
437 Legal services	0	106,643	175,810	282,453
438 Accounting and bookkeeping service	0	194,541	75,909	270,451
439 Architectural and engineering service	0	84,927	7,537	92,464
441 Custom computer programming servi	0	2,974	942	3,915
443 Other computer related services- inclu	0	16,414	4,458	20,872
444 Management consulting services	0	161,783	54,366	216,149
445 Environmental and other technical co	0	7,072	2,770	9,842
446 Scientific research and development s	0	46,397	6,891	53,288
447 Advertising and related services	0	43,673	11,517	55,190
449 Veterinary services	0	791	68,753	69,543
451 Management of companies and enterp	0	614,639	49,414	664,053
452 Office administrative services	0	74,202	43,505	117,707
454 Employment services	0	58,083	30,558	88,640
455 Business support services	0	22,125	10,894	33,019
456 Travel arrangement and reservation s	0	4,602	10,261	14,863
457 Investigation and security services	0	8,587	3,840	12,427
458 Services to buildings and dwellings	0	145,774	142,347	288,121
459 Other support services	0	14,255	1,963	16,218
460 Waste management and remediation s	0	290,958	59,810	350,768
461 Elementary and secondary schools	0	0	59,007	59,007
463 Other educational services	0	334	17,090	17,424
464 Home health care services	0	0	127,642	127,642
465 Offices of physicians- dentists- and o	0	0	1,733,071	1,733,071
466 Other ambulatory health care services	0	1,506	358,190	359,696
467 Hospitals	0	0	1,300,089	1,300,089
468 Nursing and residential care facilities	0	0	527,473	527,473
469 Child day care services	0	0	59,027	59,027
470 Social assistance- except child day ca	0	8	243,567	243,576
472 Spectator sports	0	94,241	74,783	169,024
475 Museums- historical sites- zoos- and	0	0	19,891	19,891

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APPENDIX B

Planning Committee Members

Member	Affiliation
Melanie A. Stanley, Ph.D.	Halifax County Public Schools
Shawn Haws	Halifax County Public Schools
Randy Hoskins	Halifax County Public Schools
Trina Vaughan	Halifax County Public Schools
Dustin Frances	Halifax County Public Schools
Paul Winistorfer, Ph.D.	Virginia Polytechnic Institute and State University
	WoodLINKS, Inc.
David Kenealy	Southern Virginia Higher Education Center
Jason Fisher	Virginia Cooperative Extension
Brad Fuller	J.M. Huber, Inc.
Ken Morgan	Morgan Lumber Company, Inc.
Linda Wallace	Halifax County Board of Supervisors
Kenny Hodges	H&M Logging, Inc.
Shannon Lewis	Virginia Department of Forestry
Cathy Pulliam	Danville Community College
Clarke Hogan	Ontario Hardwood, Inc.

Planning Committee Agreement
Governor's Career and Technical Academy
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1. Assist in the development of academy goals and objectives
2. Identify the needs of the community and workforce
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5. Assist in the evaluation of the programs, courses, and overall operation of the academy
6. Assist in the dual enrollment process to establish each course at the high school level as a dual enrollment course*

By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Melanie A. Stanley, Ph.D. _____ 01/29/08 _____
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

*This will be articulated between the community colleges and the high school dual enrollment coordinator.

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Shawn Haws _____ 01/31/08
Shawn Haws Date
Dual Enrollment Coordinator
Halifax County Public Schools

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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_____ 01/31/08
Randy Hoskins Date
Agricultural Instructor
Halifax County Public Schools

Melanie A. Stanley, Ph.D. 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Trina D Vaughan _____ 01/31/08
Trina Vaughan Date
Agricultural Instructor
Halifax County Public Schools

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Dustin Frances _____ 01/31/08
Dustin Frances Date
Student
Halifax County Public Schools

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Paul M. Winistorfer _____ 01/29/08
Paul Winistorfer, Ph.D. Date
WoodLINKS, Inc. President
Director of Wood Sciences
Virginia Polytechnic Institute and State University

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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_____ 02/14/08
David Kenealy Date
WoodLINKS, Inc. Coordinator
Southern Virginia Higher Education Center

_____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

K. Jason Fisher _____ 01/31/08
Jason Fisher Date
Extension Agent
Virginia Cooperative Extension

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Brad Fuller _____ 01/31/08
Brad Fuller Date
J.M. Huber, Inc.

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Ken Morgan _____ 02/28/08
Ken Morgan Date
President
Morgan Lumber Company, Inc.

Melanie A. Stanley, Ph.D. _____ 02/28/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Linda L Wallace — 01/29/08

Linda Wallace — Date
Agriculture Development Director
Halifax County

Melanie A. Stanley, Ph.D. — 01/31/08

Melanie Stanley, Ph.D. — Date
Director of Academies
Halifax County Public Schools

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Ken Hodges _____ 01/31/08
Kenny Hodges Date
H&M Logging, Inc.

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Gary Shannon Lewis _____ 02/07/08
Shannon Lewis Date
Forester
Virginia Department of Forestry

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Cathy Pulliam _____ 01/31/08
Cathy Pulliam Date
Dual Enrollment Coordinator
Danville Community College

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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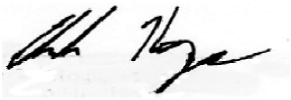

_____ 02/05/08

Clarke Hogan
President
Ontario Hardwood

Date

Melanie A. Stanley, Ph.D.

_____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

Date

*This will be articulated between the community colleges and the high school dual enrollment coordinator.

APPENDIX C

Advisory Board Members

Member	Affiliation
Melanie A. Stanley, Ph.D.	Halifax County Public Schools
Shawn Haws	Halifax County Public Schools
Trina Vaughan	Halifax County Public Schools
Dustin Frances	Halifax County Public Schools
Paul Winistorfer, Ph.D.	Virginia Polytechnic Institute and State University
	WoodLINKS, Inc.
David Kenealy	Southern Virginia Higher Education Center
Jason Fisher	Virginia Cooperative Extension
Brad Fuller	J.M. Huber, Inc.
Ken Morgan	Morgan Lumber Company, Inc.
Linda Wallace	Halifax County
Kenny Hodges	H&M Logging, Inc.
Shannon Lewis	Virginia Department of Forestry
Cathy Pulliam	Danville Community College
Clarke Hogan	Ontario Hardwood, Inc.

Advisory Board Agreement
Governor's Career and Technical Academy
for Renewable Resources and Agricultural Sciences

The advisory board is an integral component of the establishment and implementation of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. As a member of the advisory board, I will:

1. Identify the needs of the agricultural and wood industries of Halifax County;
2. Provide guidance in the development of the curriculum and course offerings;
3. Assist in the planning of the three laboratories, specifically the Forest-Land Laboratory;
4. Provide opportunities for job shadowing and internships when appropriate for students; and
5. Assist in the internal evaluation process of the program.

By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Melanie A. Stanley, Ph.D. 01/31/08

Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

Advisory Board Agreement
Governor's Career and Technical Academy
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Shawn Haws _____ 01/31/08
Shawn Haws Date
Dual Enrollment Coordinator
Halifax County Public Schools

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Trina D Vaughan _____ 01/31/08
Trina Vaughan Date
Agricultural Instructor
Halifax County Public Schools

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Dustin Frances _____ 01/31/08
Dustin Frances Date
Student
Halifax County Public Schools

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

Advisory Board Agreement
Governor's Career and Technical Academy
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Paul M. Winistorfer _____ 01/29/08
Paul Winistorfer, Ph.D. Date
WoodLINKS, Inc. President
Director of Wood Sciences
Virginia Polytechnic Institute and State University

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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_____ 02/14/08
David Kenealy Date
WoodLINKS, Inc. Coordinator
Southern Virginia Higher Education Center

Melanie A. Stanley, Ph.D. 01/31/08
Melanie Stanley, Ph.D Date
Director of Academies
Halifax County Public Schools

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K. Jason Fisher _____ 01/31/08
Jason Fisher Date
Extension Agent
Virginia Cooperative Extension

_____ 01/31/08
Mark McCann Date
Director
Virginia Cooperative Extension

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
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Brad Fuller _____ 01/30/08
Brad Fuller — Date
Wood Procurement Manager
J.M. Huber, Inc.

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. — Date
Director of Academies
Halifax County Public Schools

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Ken Morgan — 02/05/08
Ken Morgan — Date
President
Morgan Lumber Company, Inc.

Melanie A. Stanley, Ph.D. — 01/31/08
Melanie Stanley, Ph.D. — Date
Director of Academies
Halifax County Public Schools

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Linda L Wallace _____ 01/29/08
Linda Wallace Date
Agriculture Development Director
Halifax County

Melanie A. Stanley, Ph.D. _____ 01/31/08
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Ken Hodges _____ 01/31/08
Kenny Hodges Date
H&M Logging, Inc.

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
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Gary Shannon Lewis _____ 02/07/08
Shannon Lewis Date
Forester
Virginia Department of Forestry

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
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Cathy Pulliam _____ 01/31/08
Cathy Pulliam
Dual Enrollment Coordinator
Danville Community College
Date

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools
Date

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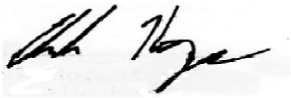
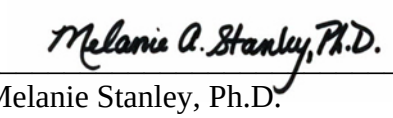


_____ 02/05/08

Clarke Hogan
President
Ontario Hardwood, Inc.

Date



_____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

Date

APPENDIX D

MEMORANDUM OF AGREEMENT
Between
Halifax County Public Schools
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January 24, 2008 – June 30, 2009

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Melanie A. Stanley, Ph.D. 01/31/08

Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public School

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Paul M Winistorfer

01/29/08

Paul Winistorfer, Ph.D.
WoodLINKS, Inc. President
Director of Wood Sciences
Virginia Polytechnic Institute and State University

Date

Melanie A. Stanley, Ph.D.

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Amy H. Lammerts _____ 01/31/08

Amy Lammerts
Director of Program Development
Southern Virginia Higher Education Center

Date

Melanie A. Stanley, Ph.D. _____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

Date

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Tom West _____ 01/31/08
Tom West Date
Halifax County Board of Supervisors

Melanie A. Stanley, Ph.D. _____ 01/31/08
Melanie Stanley, Ph.D. Date
Director of Academies
Halifax County Public Schools

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Brad Fuller _____ 01/30/08

Brad Fuller
Wood Procurement Manager
J.M. Huber, Inc.

Date

Melanie A. Stanley, Ph.D. _____ 01/31/08

Melanie Stanley, Ph.D.
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_____ 02/05/08

Ken Morgan
President
Morgan Lumber Company, Inc.

Date

_____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

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Linda L Wallace _____ 01/29/08

Linda Wallace
Agriculture Development Director
Halifax County

Date

Melanie A. Stanley, Ph.D. _____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
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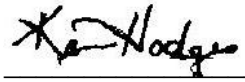
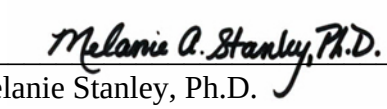


Kenny Hodges
H&M Logging, Inc.

01/31/08
Date



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Gary Shannon Lewis _____ 02/07/08

Shannon Lewis
Forester
Virginia Department of Forestry

Date

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Melanie Stanley, Ph.D.
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Halifax County Public Schools

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5. Conduct on-going evaluation.

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Cathy Pulliam _____ 01/31/08

Cathy Pulliam
Dual Enrollment Coordinator
Danville Community College

Date

Melanie A. Stanley, Ph.D. _____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

Date

MEMORANDUM OF AGREEMENT
Between
Halifax County Public Schools
And
The Governor's Career and Technical Academy
for Renewable Resources and Agricultural Sciences Partners
January 24, 2008 – June 30, 2009

The Halifax County Public Schools hereby enters into this Memorandum of Agreement with the identified Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences partners for the purpose of serving as the steering and program development committee for the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

The major focus of this Academy is on inspiring students with the qualities of creativity, innovation, and entrepreneurialism to address the management of forest lands, and the management and leadership of forest industry businesses. The Academy will provide instruction ranging from agriculture biological applications, biotechnology, and forestry to the wood production of manufactured goods.

HCPS PARTNERS AGREE TO:

1. Identify the needs of the wood science industry of Halifax County;
2. Provide guidance in the development of the curriculum and courses;
3. Assist in the planning of the three laboratories, specifically the Forest-Land Laboratory;
4. Provide opportunities for job shadowing and internships when appropriate for students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; and
5. Assist in the internal evaluation process of the Academy.

HALIFAX COUNTY PUBLIC SCHOOLS AGREES TO:

1. Coordinate the curriculum development of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences;
2. Hire program coordinator;
3. Offer courses related to agriculture and wood sciences;
4. Hire certified instructors for the courses; and
5. Conduct on-going evaluation.

By signing this memorandum of agreement, I certify that the organization I represent will be a willing participant and supporter in the development of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

K. Jason Fisher _____ 01/31/08

Jason Fisher
Extension Agent
Virginia Cooperative Extension

Date

_____ 01/31/08

Mark McCann
Director
Virginia Cooperative Extension

Date

Melanie A. Stanley, Ph.D. _____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

Date

MEMORANDUM OF AGREEMENT
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5. Conduct on-going evaluation.

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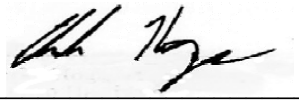
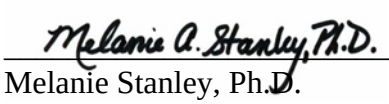


_____ 02/05/08

Clarke Hogan
President
Ontario Hardwood, Inc.

Date



_____ 01/31/08

Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

Date

APPENDIX E

Governor's Career and Technical Academy

STATEMENT OF ASSURANCES

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* outlined in the Guidance Manual, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.

2. The planning committee agrees to follow the guidelines set forth in the *Administrative Procedures for the Establishment of Governor's Career and Technical Academies* document.

3. If the Governor's Career and Technical Academy will be a jointly operated program, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly operated schools and programs.

4. A public, government entity will serve as the grant fiscal agent.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the partners participating in this process to establish a Governor's Career and Technical Academy, and that the applicant will comply with the statement of assurances.

Melanie A. Stanley, Ph.D.	Director of Academies
Typed or Printed Name of Authorized Official	Title
Melanie A. Stanley, Ph.D.	1/30/08
Signature of Authorized Official	Date

APPENDIX F

Letter of Assurance from Fiscal Agent

January 31, 2008

Dears Sirs:

As Chief Financial Officer, I certify that Halifax County Schools will serve as fiscal agent for the Governor's Career and Technical Grant awarded to the Halifax County Agriculture Science Academy program on renewable resources.

Sincerely Yours,

William R. Covington
Chief Financial Officer

APPENDIX G

Goals and Objectives

The goals and objectives of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences are to:

1. Maximize opportunities to prepare students for targeted careers, by breaking down barriers between traditional core academics and career and technical education; between high school and postsecondary education and training; and between education and the workplace.
    a. Improve academic achievement of Career and Technical Education (CTE) students enrolled in the academy. Specifically, the objectives of the program are to:
        - Increase student awareness of opportunities in the forest industries;
        - Develop career blueprints/pathways for students;
        - Disseminate positive information from students, parents, community, educators, and guidance counselors about forestry, manufacturing, and renewable-based consumer products;
        - Encourage those students interested in forestry, manufacturing, and renewable-based consumer products to enroll in classes related to those careers;
        - Offer an educational platform of choices tailored to student interest and needs, with a specific focus on wood and agriculture sciences;
        - "Grow" local Southside talent by educating them through unique innovative educational partnerships and foster, develop and maintain a

business climate that will afford opportunities for students who want to remain in Southside and work in the forest industries;

- Continue to incorporate the Workplace Readiness Skills in the classes to better prepare the students in the related fields; and
- To expand student knowledge of and interest in science and technology by providing interaction with community, industry, professionals, and higher education.

b. Increase utilization of dual enrollment courses.

c. Provide workplace experiences for students through strong partnerships with businesses.

2. Raise student aspirations and attract more students to postsecondary education in preparation for technical careers, especially targeting students who might otherwise have settled for a curriculum that did not prepare them well for postsecondary education or work.

3. Provide well-trained workers to support the recruitment of new businesses and industries to the Commonwealth and to meet the work force needs of existing business and industry.

APPENDIX H

Natural Resource Systems Program of Study

Career Cluster: Agriculture, Food, & Natural Resources
Career Pathway: Natural Resource Systems
Related Industry Certifications Available: See Supplemental Page

	Grade	English	Math	Science	S.S.	Required Courses or Recommended Electives and/or CTE Courses		
Middle School	**7**							Computer applications
	8		Algebra 1			Introduction to Agriculture 800420	Foreign Language 1	Keyboarding applications 615220

CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (KUDER® or other assessment product).

	Grade	English[5]	Math[5]	Science[5]	S.S. [5]	Required Courses or Recommended Electives and/or CTE Courses			Related Careers
SECONDARY *Career Coaching,*	**9**	English 9	Algebra 2	Earth Science	Geography	Agricultural Mechanics and Basic Plant Science 800620	Health & PE	Foreign Language 2	•
	10	English 10	Advanced Geometry	Biology 1 & 2 CL	World History	Biological Applications in Agriculture	Health & PE CL	Foreign Language 3	
	11	English 11 CL	Pre-Calculus 1 & 2 CL	Chemistry CP	US/VA History 1 & 2 CL	Introduction to Natural Resources 3 804020		Foreign Language 4 CL	
	12	English 12 CL	Statistics CL	Advanced Ecology	US/VA Government CL	Forestry, Wildlife and Soil Management 4 804220	[1]Computer Information Systems CL 661260	Natural Resources Management 5 8044	

Postsecondary Placement Assessments (*Reading, Writing, & Math*)

POSTSECONDARY Community College *Career Placement*	**Year 1 1st Semester**	English 11 CL English 111	Pre-Calculus 1 CL Math 163	Biology 1 CL BIO 101	US/VA History 1 CL History 121	Foreign Language 4 CL			
	Year 1 2nd Semester	English 11 CL English 112	Pre-Calculus 2 CL Math 164	Biology 2 CL BIO 102	US/VA History 2 CL History 122	Health & PE CL Health 116			
	Year 2 1st Semester	English 12 CL English 243	Statistics Math 240	Forestry & Wildlife Ecology FOR 105	US/VA Government 1 CL PLS 211	Computer Information Systems CL ITE 115			
	Year 2 2nd Semester	English 12 CL English 244	Dendrology FOR 115	Introduction to Speech Communication SPD110	US/VA Government 1 CL PLS 212	Forest Administration 1 FOR 201			
4-year Institution	University/College: Degree or Major: Bachelor of Science / Forestry Number of Articulated CC Credits:					**Key**	Required Course [2]Dual Credit or Articulated course (HS to CC) [3]Articulated course: CC to 4-yr		[4]Academic Dual Enrollment

[1]Certification Prep Course.
[2]Dual Credit or Articulated course (High School to Community College).
[3]Articulated course: Community College to 4-year.
[4]Academic Dual Enrollment.
[5]Standard Diploma Requirements: http://www.doe.virginia.gov/2plus4in2004/dip-standard.shtml
Advanced Studies Diploma Requirements: http://www.doe.virginia.gov/2plus4in2004/dip-advanced.shtml

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Industry Certifications available upon completion of identified courses	Course Title	Course Title	Course Title	Course Title	Course Title
Microsoft Office Specialist	**Computer Information Systems**				
NOCTI Forest Products and Processing	**Forest Administration I**				

APPENDIX I

Biological Engineering and Technology Program of Study

Career Cluster: Science, Technology, Engineering, & Mathematics
Career Pathway: Biological Engineering & Technology
Related Industry Certifications Available: See Supplemental Page

	Grade	English	Math	Science	S.S.	Required Courses or Recommended Electives and/or CTE Courses		
Middle School	**7**							Computer applications
	8		Algebra 1			Introduction to Agriculture 800420	Foreign Language 1	Keyboarding applications 615220

CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (KUDER® or other assessment product).

	Grade	English[5]	Math[5]	Science[5]	S.S. [5]	Required Courses or Recommended Electives and/or CTE Courses			Related Careers
SECONDARY *Career Coaching,*	**9**	English 9	Algebra 2	Earth Science	Geography	Agricultural Mechanics and Basic Plant Science 800620	Health & PE	Foreign Language 2	•
	10	English 10	Advanced Geometry	Biology	World History	Biological Applications in Agriculture 808620	Health & PE CL	Foreign Language 3	
	11	English 11 CL	Pre-Calculus 1 & 2 CL	Chemistry CP	US/VA History 1 & 2 CL	Biotechnology Foundations 808520		Foreign Language 4 CL	
	12	English 12 CL	Calculus 1 & 2 CL	Chemistry 1 & 2 CL	US/VA Government CL	Biotechnology Applications in Agriculture 808720	[1]Computer Information Systems CL 661260		

Postsecondary Placement Assessments (*Reading, Writing, & Math*)

POSTSECONDARY Community College *Career Placement*	**Year 1 1st Semester**	English 11 CL English 111	Pre-Calculus 1 CL Math 163	Chemistry 1 CL Chem 111	US/VA History 1 CL History 121	Foreign Language 4 CL			
	Year 1 2nd Semester	English 11 CL English 112	Pre-Calculus 2 CL Math 164	Chemistry 2 CL Chem 112	US/VA History 2 CL History 122	Health & PE CL Health 116			
	Year 2 1st Semester	English 12 CL English 243	Calculus 1 CL Math 173	Introduction to Engineering EGR 120	US/VA Government 1 CL PLS 211	Computer Information Systems CL ITE 115			
	Year 2 2nd Semester	English 12 CL English 244	Calculus 2 CL Math 174	Engineering Graphics EGR 110	US/VA Government 1 CL PLS 212	Biology for Bio-technology BIO 173			
4-year Institution	University/College: Degree or Major: Number of Articulated CC Credits:					**Key**	Required Course [2]Dual Credit or Articulated course (HS to CC) [3]Articulated course: CC to 4-yr		[4]Academic Dual Enrollment

[1]Certification Prep Course.
[2]Dual Credit or Articulated course (High School to Community College).
[3]Articulated course: Community College to 4-year.
[4]Academic Dual Enrollment.
[5]Standard Diploma Requirements: http://www.doe.virginia.gov/2plus4in2004/dip-standard.shtml
Advanced Studies Diploma Requirements: http://www.doe.virginia.gov/2plus4in2004/dip-advanced.shtml

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Industry Certifications available upon completion of identified courses	Course Title	Course Title	Course Title	Course Title	Course Title
Microsoft Office Specialist	**Computer Information Systems**				
NOCTI Pre-Engineering and Engineering Technology	**Biotechnology Foundations**				

APPENDIX J

Coin Career Community Plan

Halifax County Public Schools
Halifax County Middle School / Halifax County High School
Coin Career Community Implementation Plan

In an effort to better assist students in making class selections throughout middle school and high school, Halifax County Public Schools has implemented *Coin Career Community Plan*.

Guidance Counselors will meet with students and assist them in the development of a portfolio that will include: career interest survey data, personal skills data, class selections, course goals, college planning and much more.

To ensure that the best possible career guidance services are offered to our students the following plan will be implemented:

6th Grade

- Instruction on accessing the Career Community
    - http://community.coin3.com
- Planning Center component
    - Complete Personal Information section
- Exploration Center component
    - Assessments
        - Complete Self-Assessment Survey
- Planning Center component
    - Assessment Results
        - Discuss Self-Assessment Survey results
- Outline 7th Grade Course of Study using Course Selection Guide booklet

7th Grade

- Planning Center component
    - Assessment Results
        - Review Self-Assessment Survey taken in 6th Grade
- Exploration Center component
    - Assessments
        - Complete Skills Assessment Survey
- Planning Center component
    - Assessment Results
        - Discuss Self-Assessment Survey results and begin linking the findings to HCPS Academies
- Outline 8th Grade Course of Study using Course Selection Guide booklet

8th Grade

- Planning Center component
  - Assessment Results
    - Review Skills Assessment Survey taken in 7th Grade
- Exploration Center component
  - Assessments
    - Complete Career Cluster Survey
- Planning Center component
  - Assessment Results
    - Discuss Career Cluster Survey results and introduce the Dual Enrollment Program
- Outline 9th Grade Course of Study using Course Selection Guide Booklet

9th Grade

- Planning Center component
  - Assessment Results
    - Review results from all Surveys taken in middle school
  - Goals
    - Academic
      - Education Goal – list classes student should take throughout high school based upon survey results
- Outline 10th Grade Course of Study using Course Selection Guide Booklet

10th Grade

- Planning Center Component
  - Goals
    - Academic
      - Education Task – add classes completed in 9th grade
      - Education Goal – edit classes (if necessary)
- Assessments
  - Re-administer the Self-Assessment, Skills Assessment and Career Cluster Survey (if necessary)
- Outline 11th Grade Course of Study using Course Selection Guide Booklet

11th Grade

- Planning Center Component
  - Goals
    - Academic
      - Education Task – add classes completed in 10th grade
- Activity Center
  - Administer ACT/SAT Quiz
- Exploration Center
  - College Search and Occupation Search
    - Document any important findings in the Journal component of the Planning Center

- Planning Center
    - Begin using Career and College Planning Tools
- Outline 12th Grade Course of Study using Course Selection Guide Booklet

12th Grade

- Planning Center Component
    - Goals
        - Academic
            - Education Task – add classes completed in 11th grade
    - College Planning Tools
        - Complete the components
    - Portfolio
        - Click *Show Portfolio*
- Exploration Center
    - Financial Aid Info – Explore
    - College Search - Explore

APPENDIX K

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

ESTIMATED **IMPLEMENTATION BUDGET**

Implementation funds will be available from date of the Board of Education's approval as a Governor's Career and Technical Academy to June 30, 2009, for implementation of an Academy during the 2008-2009 academic year.

A. Direct Costs	**TOTAL**				
	Grant Funds (May not exceed $100,000 total)	**State Funds**	**Perkins Funds**	**Other Funds (Describe Source in Budget Narrative)**	**In-Kind**
1. Personnel---1000	10,240.00				165,000.00
2. Employee Benefits---2000	2,560.00				41,250.00
3. Purchased/Contractual Services---3000					
4. Internal Services---4000					
5. Staff Development---5000	2,500.00				
6. Summer Component Activities---5000	15,000.00				
7. Travel---5000	14,000.00				
8. Contractual Services---5000					
9. Materials and Supplies---6000	55,700.00			46,300.00	
10. Equipment---8000				304,650.00	
11. Facilities---8000				500,000.00	
B. Indirect Costs					
Total	100,000.00			850,950.00	206,250.00

*If recovering indirect costs, the rate must not exceed the federally approved indirect cost rate of the fiscal agent.

APPENDIX L

Program Timeline and Responsibilities

Program Activities	Responsible Partners	Implementation Date
Establish Academy	HCPS	Fall 2007
Establish Advisory Board	HCPS	Fall 2007
Identify Forest-Land Lab Site	HCPS & Steering Committee	November 2007
Identify 1st WoodLINKS site in VA	SVHEC, Virginia Tech, WoodLINKS, Inc., Morgan Lumber Company, HCPS	November 2007
Purchase WoodLINKS, Inc. License	SVHEC, Morgan Lumber, HEC Foundation, HCPS	November 2007
Identify Ag. Biological Applications & Biotechnology Lab site	HCPS & Steering Committee	November 2007
Hire Academy Curriculum Coordinator	HCPS & Steering Committee	December 2007
Reforestation of Forest-Land Lab	HCPS, Forestry Department, OSI Manufacturing	Spring 2008
Curriculum Development through planning sessions	HCPS & partners	Early spring 2008
Curriculum development	HCPS faculty & coordinator	Spring 2008
Staff Development	HCPS faculty & coordinator	Mid-spring 2008
Renovation of Ag. Bio. App. & Biotechnology Lab at the STEM Center	HCPS	Spring 2008
Curriculum materials & supplies for the Ag. Bio. App. & Biotechnology Lab	HCPS & partners	Spring 2008 and continuing based on needs
Renovation of WoodLINKS Site	SVHEC	Spring/Summer 2008
Curriculum Development & Staff Development Evaluation	HCPS & partners	Summer 2008
Logistics of Lab Operations	HCPS, SVHEC	Full implementation
Academy implementation	HCPS & partners	Fall 2008
Camp R&R	HCPS & partners	Summer 2008
Evaluation & Data Collection	HCPS & partners	Throughout the implementation process

The program will be sustained through the strong partnerships formed.

APPENDIX M

Attendance Procedures

- A written excuse is required for all absences, and must be given to the instructor on the day the student returns to school.
- Since these are college-level courses, when total absences reach 19 percent of a class, the director will request that the college dean withdraw the student from the college records for that class, and that a “W” grade for that class appear on the student’s college transcript. The student must complete all assigned work for the class to receive high school credit.
- Make-up work for excused absences will be set by the instructor of the course.

APPENDIX N

Staff Evaluation Policy

The Halifax County Public Schools Staff Evaluation Policy was designed to:

- Describe procedures for assessing the effectiveness of all educators and helping them focus on self-growth, instructional effectiveness, and improvement of overall job performance.
- Establish uniform divisionwide job expectations for teachers.
- Describe performance criteria that support the implementation of Virginia Standards of Learning and Standards of Accreditation.
- Encourage educators to focus on performance in the key areas of student achievement and safety.
- Provide a context for improving employee performance.
- Connect to new employee mentoring, professional development, and teacher-educator pre-service training program.
- Establish a method of compliance with the Education Accountability and Quality Enhancement Act of 1999 (BH2710, SC1145) passed by the Virginia General Assembly (HCPS, 2005).