Board of Education Agenda Item

Item: _____ **Date:** ____May 21, 2008____

Topic: First Review of a Proposal to Establish a Governor's Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction
Mr. Corey McCray, Director of The Pruden Center for Industry and Technology

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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: _____ (date)

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 proposed program is a partnership among The Pruden Center, Isle of Wight County Public Schools, Suffolk City Public Schools, Tidewater Community College, government agencies, and business and industry. This partnership will ensure that the proposed academy's practices, program offerings, and program outcomes are aligned with regional work force demands.

The proposed programs of study for the Governor's Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades (FIRST) will include two career pathways: Interactive Media with a specialization in Geographic Information Systems (GIS) and Engineering and Technology with a specialization in Modeling and Simulation. With the implementation of this proposal, The Pruden Center will focus efforts for the 2008-2009 school year on implementing the Modeling and Simulation Support Specialist instructional program as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS as part of the Interactive Media career pathway. Long-range plans include developing additional programs of study.

All FIRST instructional programs will focus on the integration of academics and career and technical education, enhanced career development and guidance services, work-based learning, industry credential opportunities, and transition agreements, thus creating a seamless transition to postsecondary education and/or high-demand, high-wage, high-skill employment. Special features include monthly STEM focus sessions, summer enrichment opportunities, career and technical student organizations (CTSO) activities, enhanced career planning and development, and adoption of a completer project model including portfolio, presentation, research paper and project components.

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: Fostering Innovation and Relevance through STEM and Trades (FIRST).

Impact on Resources:
The Pruden Center and its partners have already 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 that 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

Fostering Innovation and Relevance through STEM and Trades (FIRST)
Executive Summary
May 21, 2008

Partnership Members: The Pruden Center for Industry and Technology; Suffolk Economic Development; Tidewater Community College; Hampton Roads Research Partnership; Isle of Wight County Public Schools; Suffolk City Public Schools; Isle of Wight Chamber of Commerce; Isle of Wight Economic Development; Isle of Wight County Government; The Pruden Foundation; Sentara Obici Hospital; Starr Motor Company

Lead Entity: The Pruden Center for Industry and Technology

Fiscal Agent: City of Suffolk Public Schools

Contact Person:
Mr. Corey McCray, Director
The Pruden Center for Industry and Technology
(757) 925-5651
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Academy Location:
The Pruden Center for Industry and Technology
4169 Pruden Boulevard
Suffolk, VA 23434

Career Pathways:
Engineering and Technology (Modeling and Simulation Support Specialist)
Interactive Media (Geographic Information Systems - GIS)

Academy Goals and Description:

The program of study for the FIRST Academy includes two career pathways: Interactive Media with a specialization in Geographic Information Systems (GIS) and Engineering and Technology with a specialization in Modeling and Simulation. The Pruden Center will focus efforts for the 2008-2009 school year on implementing the Modeling and Simulation Support Specialist instructional program, as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS, as part of the Interactive Media career pathway. Long-range plans include developing additional programs of study.

The FIRST Academy instructional programs will focus on the integration of academics and Career and Technical Education (CTE), enhanced career development/guidance services, work-based learning offerings, industry credential opportunities and transition agreements, thus creating a seamless transition to postsecondary education and/or high-demand, high-wage, high-skill employment.

The goals of the FIRST partnership are to:

1. Increase opportunities for students to receive rigorous academic instruction contextually as part of career and technical education program offerings.
2. Increase the emphasis on STEM career pathways through the proposed implementation of Modeling and Simulation Program Specialist and GIS instructional programs.
3. Develop individualized high school plans to ensure course selections that are aligned with student postsecondary education and career aspirations.
4. Ensure that graduates complete a college and work readiness curriculum, minimally at the level of the Commonwealth Scholars Course of Study.

5. Ensure that graduates will qualify for the Advanced Technical or Technical Diplomas.
6. Incorporate Virginia's Workplace Readiness Skills.

Program Highlights:

- Dual enrollment opportunities will be available through Tidewater Community College.
- Students completing the Engineering and Technology pathway will have the option of pursuing an Associate of Science degree in Modeling and Simulation Technology at Tidewater Community College. This degree prepares students to enter the work force, and/or transition to a baccalaureate program at Old Dominion University.
- Students completing the Interactive Media pathway will have the option of pursuing a Career Studies Certificate in Surveying and/or an Associate of Liberal Arts degree at Tidewater Community College, enabling them to transition to a baccalaureate program at Old Dominion University.
- FIRST Academy students will receive enhanced science, technology, engineering and mathematics (STEM) instruction through: contextual application/course integration, monthly STEM focus sessions, summer enrichment opportunities, career and technical student organizations (CTSO) activities and enhanced career planning/development.
- The FIRST Academy students will complete a project including a portfolio, presentation, research paper and project components. As part of completing program requirements, graduates of the FIRST Academy will achieve one or more of the following benchmarks: industry credential/certification, student portfolio, and/or transferable college credit.
- The design of the Modeling and Simulation Support Specialist I and II and GIS courses will support a variety of learning experiences such as project-based learning, simulations, and guest speaker presentations.
- The design of the Modeling and Simulation Support Specialist I and II and GIS courses will also support a variety of external workplace learning experiences such as Student Technical Internships (STIs), job-shadowing, and mentorships.

The State Council of Higher Education for Virginia

Review of Governor's Career and Technical Academy Proposal

Name of Lead Entity on Proposal: The Pruden Center for Industry and Technology

Date of Review: April 29, 2008

The State Council of Higher Education for Virginia grants approval of the FIRST (Fostering Innovation and Relevance Through STEM and Trades) Governor's Career and Technical Academy as a Governor's Career and Technical Academy.

5/1/08

Dr. Daniel LaVista
Executive Director
State Council for Higher Education

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
FIRST Governor's Career and Technical Academy	Pruden Education Center (for a list of all partners, see Appendix E of the proposal)	$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 work force demand in a high-wage, high-skill field identified by employers and work force 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

The program objectives and evaluation plan are very strong. The programs to be offered are a very good match for the work force needs of the region. Emphasis on P-16 integration will contribute to the effectiveness of the academy. Collaboration between K-12 and college faculty in developing and delivering the curriculum will be critically important. Responses to additional questions from SCHEV are attached.

FIRST Governor's Career and Technical Academy
The Pruden Center for Industry and Technology
April 30, 2008

Below are responses to questions posed by SCHEV. Each request for clarification is identified below in *italic* font, followed by a descriptive narrative outlining major points of interest.

1. *A more descriptive plan addressing how the postsecondary partners (TCC, PDCCC, and ODU) will work with the FIRST Governor's Career and Technical Academy (FIRST Academy) and The Pruden Center for Industry and Technology (The Center).*

   TCC is partnering with the FIRST Academy and The Center in a number of ways. TCC has been taking an active role in curriculum development for the proposed Modeling and Simulation Support Specialist Program. Further, FIRST Academy students will be offered dual enrollment opportunities as part of the Engineering and Technology and the Interactive Media Career Pathways. As additional programs of study are developed in other career pathway areas, TCC will serve on respective advisory boards and planning committees to ensure dual enrollment opportunities, as well as relevant curricula and programs of study.

   Additionally, Paul D. Camp Community College (PDCCC) is partnering with the FIRST Academy and The Center. PDCCC currently offers dual enrollment academic courses, recommended as a component of the proposed program of studies for the Interactive Media and Engineering and Technology programs of study, to students in both cooperating districts (Isle of Wight County and Suffolk). Additionally, PDCCC is partnering with the FIRST Academy and The Center to offer enhanced STEM instruction through contextual integration activities and STEM focus sessions facilitated by adjunct professors. As additional programs of study are developed in other career pathways, PDCCC will serve on advisory boards and planning committees to ensure dual enrollment opportunities, as well as relevant curricula and programs of study.

   ODU is serving in an advisory capacity to the FIRST Academy and The Center through a partnership with the Virginia Modeling and Simulation Analysis Center (VMASC). VMASC has taken an active role in program planning and curriculum development. Following program implementation, VMASC will continue to serve in an advisory capacity to ensure program and curriculum relevance. VMASC will additionally seek to enhance program instruction through providing mentorship to students, enhancing work-based learning opportunities, and providing staff development. Dr. Michael McGinnis, executive director, is currently representing VMASC in an advisory capacity to the FIRST Academy.

2. *The Advisory/Planning Committee doesn't include anyone from Old Dominion University. Could someone be added from the 4-year institution?*

   Dr. Phillip Reed, associate professor – Department of Occupational and Technical Studies, will serve as ODU's representative on the FIRST Academy Planning Committee. Dr. Reed is not only serving in an advisory capacity, but is also facilitating the partnership of the FIRST Academy and The Center with Opportunity Incorporated.

3. *Provide a brief description of the roles and responsibilities of the teacher.*

   The teacher will not only plan and deliver instruction, but will coordinate the following responsibilities:

   a. Serve as chair for the Modeling and Simulation Support Specialist Advisory Council;
   b. Identify and implement equipment, technology, and instructional resources;
   c. Work with the advisory council to develop, plan, and implement program goals and objectives, as well as evaluate program performance;
   d. Serve as a liaison to postsecondary education institutions;
   e. Identify, plan and implement experiences that enhance the instructional program (work-based learning, field trips, STEM focus sessions, STEM integration, completer project mentorship, guest speaker opportunities); and
   f. Serve as a mentor to teachers seeking to implement additional programs of study as part of the FIRST Academy.

4. *Provide a budget narrative breakdown of items 3 and 8 in the budget – the $40,000.00 for contractual services and the $10,000.00 for the same.*

   The FIRST Academy will require extensive services in the areas of marketing/promotions, Web site development/maintenance, informational materials, and consultation in regards to STEM instructional facilitation. A brief description of planned expenditures is outlined below:

Purchased/Contractual Services	**$40,000.00**
Marketing/Promotions	$25,000.00

(Includes Web site development and maintenance, billboards, radio and television announcements, brochures, informational materials, and other media as appropriate.)

STEM Facilitation Services $15,000.00
Includes services of STEM resource specialist(s). The STEM resource specialist(s) will assist teachers in implementing STEM (science, technology, engineering, and mathematics) course components including contextual integration, STEM focus sessions, and the various components of the completer project model.

Contracted Services **$10,000.00**

Curriculum Development $6,000.00
(Includes development of STEM integration lessons, as well as development of format for STEM focus sessions and the completer project model.)

Consultation $4,000.00
(Includes consultation and/or service fee agreements for computer software, instructional resources, equipment selection/installation, and other requirements best suited for program needs.)

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 Fostering Innovation and Relevance Through STEM and Trades (FIRST)

Lead Entity for Proposal: The Pruden Center for Industry and Technology

Date of Review: April 21, 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			Very clear documentation presented at the national, state and regional levels.
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	X		4/21/08 Is honors biology the same as the dual enrollment biology? 4/22/08 This point was clarified to explain that honors biology is a prerequisite for AP biology/dual enrollment. The AP was originally omitted from the proposal but has been added.

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 graduates employed in high-wage, high-demand and high-skill careers.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
Comments: When considering the SOL scores it may make the data stronger if you also collect the science scores.				

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	X		4/21/08 Seventh-grade engineering courses are not listed. 4/22/08 The courses have been added to the proposal.
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: Engineering and Technology				
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			

Criteria	Documentation			Comments
	Full	Partial	None	
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 work force demand in a high-wage, high-skill field as identified by employers and work force officials.	X			
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			

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2: Interactive Media				
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			

Criteria	Documentation			Comments
	Full	**Partial**	**None**	
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 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.				No additional pathways are included in this proposal.
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			The charts included on p. 22 are very clear and provided excellent information about the industry certifications.
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.				This is not required.
Comments:				

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	X			
c. Job Shadowing; or	X			
d. Mentorships; or	X			
e. Project-based learning; or	X			
f. Service learning; or				
g. A combination of the above.				
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. 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 workforce 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: The Web site on p. 26 linking to qualifications was helpful.				

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			
Comments:				

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:				

FIRST Governor's Career and Technical Academy
Grant Proposal

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Introduction

The Pruden Center for Industry and Technology (The Center) is a regional career and technical education center located in Suffolk, serving students from Isle of Wight County and the City of Suffolk. The Center is owned, funded and operated by the school divisions it serves. There are five feeder high schools - two in Isle of Wight County and three in the City of Suffolk. The Center is governed by a joint board, The Joint Committee for Control (JCC). Membership on the committee includes both school division superintendents and representation from each division's school board. The Center serves a maximum capacity of 580 students in grades 11 and 12, offering 13 Career and Technical Education (CTE) programs: auto-service technology, auto-collision repair, industrial welding, utility/heavy construction, building trades, veterinary assistant, emergency medical technician, cosmetology, oracle, certified Internet Webmaster, PC technology, culinary arts and nurse aide. The Center additionally houses a vocational assessment center, a WorkPlus Academics GED-PREP program and a comprehensive adult education program offering basic academic skills and CTE courses.

Isle of Wight County and the City of Suffolk are part of the Hampton Roads Region and Workforce Investment Area XVI. The area enjoys an abundance of natural resources, civilian and military industry, transportation and distribution centers, and educational venues. As a result of these factors, the area is emerging as a technological hub for the modeling and simulation and Geographic Information Systems (GIS) industries, with ample employment opportunities and training program options at the associate, baccalaureate, and graduate levels. The Center strives to capitalize on this expansion of technology and meet anticipated employment needs for the region by creating programs of study designed to prepare students to enter high-wage, high-demand and high-skilled occupations in the aforementioned career fields.

The programs of study for the Fostering Innovation and Relevance through STEM and Trades (FIRST) Governor's Career and Technical Academy include two career pathways: Interactive Media with a specialization in GIS and Engineering and Technology with a specialization in modeling and simulation. The Center will focus

efforts for the 2008-2009 school year on implementing the Modeling and Simulation Support Specialist instructional program as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS as part of the Interactive Media pathway. These two instructional programs will focus on integration of academics and CTE, enhanced career development and guidance services, work-based learning, industry credential opportunities, and transition agreements, thus creating a seamless transition to postsecondary education and/or high-demand, high-wage, high-skill employment.

Following the implementation of both the Engineering and Technology and Interactive Media pathways, The Center will address regional employment demand through the planning and implementation of additional career pathways and programs of study. An outline of the implementation plan for the FIRST Academy initiative is included in Appendix A.

Programs of study for FIRST Academy students enrolled in each career pathway will provide enhanced science, technology, engineering and mathematics (STEM) instruction through several avenues including contextual application and course integration, monthly STEM focus sessions, summer enrichment opportunities, career and technical student organization (CTSO) activities, enhanced career planning and development, and adoption of a completer project model which includes a portfolio, presentation, research paper and project components.

The enhanced opportunities will be planned by pathway advisory councils. Each pathway advisory council will include representation from business and industry, postsecondary education, and the academic and technology areas. The resulting councils will not only ensure relevant curricula, contextual integration of academic and technical concepts, teacher development, work-based learning experiences, educational opportunities, state-of-the-art equipment, and mentorships for students, but also ensure that The Center's practices, program offerings and program outcomes are in alignment with regional work force demands.

Implementation of the FIRST Academy as part of The Center's instructional program is a natural step toward representing the organization's mission and moving toward The Center's vision. The mission is to provide students with career opportunities

designed to promote personal and professional development, lifelong learning experiences and enhanced quality of life via career and technical instruction in preparation for integration into the global economic community. To this end, it is the vision of The Center to provide a rigorous program of studies, which prepares students for success in a global economy through the attainment of high standard credentials, workplace readiness skills and applied learning.

Rationale

National, State and Local Need

Isle of Wight County and the City of Suffolk are part of the Hampton Roads Region and Workforce Investment Area XVI. The area enjoys a variety of natural resources including the Great Dismal Swamp, the Chesapeake Bay, numerous rivers and watershed areas, the Atlantic Ocean, fertile farm land, and timber.

The area also enjoys an abundance of industry. Major areas of industry include: construction, manufacturing, retail trade, transportation, finance, professional and technical services, administrative and waste services, health care and social assistance, accommodations and food services, and government.

The Hampton Roads area is emerging as a transportation and distribution hub for the east coast. The Portsmouth Marine Terminal, Norfolk Southern Railroad, several retail distribution centers, and the Norfolk International Airport are included among numerous transportation and distribution venues in the area.

The Hampton Roads area also is home to various military installations, including Little Creek Amphibious Base, Norfolk Naval Base, Langley Air Force Base, and Oceana Naval Air Station. These installations positively impact the economy in several ways. The area's fluctuating population impacts retail trade, as well as accommodations and food services. Additionally, these bases impact industrial development. Lockheed-Martin, Norfolk Naval Shipyard, Northrop Grumman Shipbuilding and various private contractors enjoy strong relationships with the armed forces, thus impacting repair, building and design-related occupations.

The Hampton Roads area is additionally experiencing a population surge, which is mirrored in both school divisions. The population between 2000 and 2010 for Isle of Wight County is expected to increase by 24.02 percent. The population in Suffolk is expected to increase by 46.11 percent between 2000 and 2010. The population growth in the area places huge demands on civil infrastructure including emergency response, transportation, evacuation, housing, service venues, public utilities, and local government.

The addition of the Modeling and Simulation Support Specialist instructional

program will not only prepare students for entry into a STEM-related pathway driving the economic capacity of the region and state, but also ensure that a highly skilled work force is in place to address the infrastructure concerns and design needs of the region. Modeling and simulation technicians are needed in agriculture, civil engineering, the medical profession and industry.

Employment prospects for engineering technicians skilled in modeling and simulation are great. The modeling and simulation industry is responsible for adding 413 million dollars into the region's economy and has created over 4,000 jobs with salaries twice the national average.

Additionally, the growth prospects for GIS-related occupations are great. Occupational statistics from the Virginia Economic Development Partnership demonstrate the huge regional demand for workers skilled in this area. The number of workers employed as surveying and mapping technicians totals 520 for Region XVI. An additional 460 workers are employed as surveyors and another 200 as cartographers. The region's statistics in these areas are surpassed only by the Northern Virginia region. GIS employees are needed to assist in site development, urban planning, surveying, transportation planning, public works, and homeland security. Additionally, GIS applications are critical to preserving the region's natural resources. GIS applications enable specialists to predict the future impact of civil actions and environmental concerns on land, plant life, the ocean, and wildlife.

Resources available to support the FIRST partnership are plentiful. The Virginia Modeling, Analysis, and Simulation Center (VMASC), a multidisciplinary collaboration of 100 education, government and industry members, is located in northern Suffolk. VMASC is working hard to address barriers to further economic development in the region, not only by training employees to assume high-wage, high-demand careers, but also by conducting research to address current threats to regional infrastructure in regards to public transportation, crowd modeling, critical infrastructure modeling, and mass casualty planning. Further, the Hampton Roads Research Partnership (HRRP), a consortium of seven academic partners, laboratories and a research institute, is located in the region. The HRRP is working with local universities and industry to address the region's economic issues by increasing per capita income, reducing reliance on the

military, and stopping outmigration. The HRRP currently holds as a critical focus the areas of modeling and simulation and sensors (GIS). These initiatives, along with Hampton Roads' evolution as a military, health care and maritime distribution center, have positioned the region as a center for sophisticated simulations and computer exercises, as well as geospatial technology for military and commercial applications.

National, regional and local employment trends demonstrate the critical importance of training a work force to assume high-demand, high-skill, high-wage jobs in the engineering and technology and the interactive media pathways. Trends are outlined below.

National

- The Occupational Outlook Handbook (OOH) cites strong overall growth (2006-2016) for the following Engineering Related Occupations: Engineering Technician – 7 percent and Surveying/Mapping – 19 percent.
- The Virginia Employment Commission (VEC) projects a 28.4 percent increase in Professional and Technical Services occupations nationally.
- STEM workers earned about 70 percent more than the national average in 2005 according to the Bureau of Labor Statistics. Every major group of STEM-related occupations (Engineers, Technology Occupations, Drafters/Engineering/Mapping Technicians) enjoys overall median earnings that are above the national average for all occupations. Higher than average earnings often reflect a strong demand for workers.
- Overall employment of surveyors, cartographers, photogrammetrists, and surveying and mapping technicians is expected to increase by 21 percent. This rate reflects a "much faster than average growth" for all occupations.
- The OOH cites that the primary age group, 25-54 years of age, is expected to decline by 3.8 percent through 2016. The number of workers in the 55 and older age group is expected to increase by 5.9 percent through 2016. The aging and subsequent retirement of "baby boom" era workers will ultimately result in a shortage of qualified workers.

State

- The Virginia Research and Technology Association has targeted growth in modeling and simulation methods as a strategic goal.
- The VEC projects an increase of 26 percent in employment opportunities for Engineering and Related Services occupations for the Hampton Roads Region.
- The Virginia Employment Commission (VEC) projects a 28.4 percent increase in Professional and Technical Services occupations.

Local

- The VEC projects an increase of 34.7 percent in employment for Professional and Technical Services for the Hampton Roads Region.
- In a recent study sponsored by the Hampton Roads Planning District Commission and Old Dominion University, 2009 employment for the modeling and simulation industry is projected to equal 6,852 jobs and economic output is projected to be 783.8 million. These statistics point to a 70 percent increase in employment and an 89 percent increase in economic output of the five year period of the study.

The FIRST partnership will provide a unique opportunity for two divisions to collaborate in an effective and resourceful manner to further diversify their local economies. The FIRST Academy will position The Center and the surrounding region to take advantage of the opportunity to create employees for high-demand jobs and to stimulate economic growth.

FIRST Partnerships

Effective partnerships between The Center and cooperating school divisions, postsecondary education institutions, government agencies, and business/industry will be a critical component of the FIRST Academy. The FIRST partners are committed to moving The Center and the FIRST Academy toward the organizations' vision of providing students with a rigorous program of studies, which prepares them for success in a global economy through the attainment of high standards credentials, workplace readiness skills, and applied learning. To this end, partners are dedicated to ensuring effective planning, efficient implementation and the comprehensive evaluation and subsequent revision of the FIRST Academy.

Planning Committee

The FIRST Planning Committee will function not only in a planning capacity, but will continue to function throughout the implementation of the proposed FIRST Academy initiative. The FIRST Planning Committee will uphold the goals of broadening the scope of students' educational experiences and ensuring that programs of study are

aligned with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

FIRST Planning Committee responsibilities include:

1. Developing relevant curricula and programs of study;
2. Identifying and procuring instructional resources, professional development, facilities and equipment;
3. Assisting in the identification and implementation of experiences to enhance the instructional program; and
4. Assisting in the development of dual enrollment course agreements, industry certification, STEM curriculum integration, work-based learning opportunities and employment opportunities for program completers.

FIRST Planning Committee members are identified in Appendix C. Signed partner identification forms are included to document the commitment of members to move The Center and the FIRST Academy strategically toward the organizations' vision.

Advisory Council

The FIRST Advisory Council membership is composed of the following representatives: cooperating school district curriculum specialists, cooperating district economic development agencies, postsecondary education, and a representative from each of the career clusters offered as part of The Center's instructional program. There will be two additional seats on the FIRST Advisory Council reserved for a parent and student. These positions will rotate to ensure relevant parent and student feedback. The role of this council will be to ensure that FIRST Academy program offerings are aligned with work force demand, industry trends, and student interest. To this end, the council will be actively involved in planning, implementing, and evaluating initiatives.

FIRST Advisory Council members are identified in Appendix D. Signed advisory council identification forms are included to document the commitment of members to move The Center and the FIRST Academy strategically toward the organizations' vision.

Memoranda of Agreement

The staff, students, community and local work force have benefited from the strong partnerships between The Center and local business/industry, governmental agencies, cooperating school divisions, postsecondary educational institutions, and other valued stakeholders. The Center will build on this foundation of effective partnerships to ensure the effective and efficient implementation of the FIRST Academy. The FIRST Academy is already realizing the potential of new partnerships in the exciting program of studies that has evolved for the Modeling and Simulation Support Specialist program. As a result of strong partnerships, FIRST Academy students will enjoy contextual and work-based learning opportunities, pathways to industry credentials, relevant curriculum, and opportunities for earning dual credit.

The Memorandum of Agreement outlines the responsibilities of both The Center and the partners in planning, establishing and maintaining an effective instructional program. Each agreement outlines a one-year commitment on behalf of each partner and the cooperating agency to support the FIRST Academy. The agreements will be updated annually to reflect program needs. The Center will work to maintain current partnerships and seek out new partnerships to enhance the program.

Signed Memoranda of Agreement forms are included in Appendix E to document the commitment of partners to move The Center and the FIRST Academy strategically toward the organizations' vision.

Statement of Assurances

The FIRST Planning Committee has reviewed the provisions of the Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies and agrees to follow the guidelines as set forth in the guide. Corey McCray, Director of The Center, has signed as the authorized representative of the FIRST Planning Committee. A copy of the signed Statement of Assurances is included for documentation purposes in Appendix F.

Fiscal Agent

The Superintendent of Suffolk Public Schools has identified the district's commitment to serve as Fiscal Agent to the FIRST Academy. The Executive Director of Finance will serve to receive and administer grant funds under the direction of the partnership director. A copy of the signed Grant Recipient Lead Agency and Fiscal Agent Certification is included for documentation purposes in Appendix G.

Program Description

Program Goals

The proposed FIRST Academy will address goals as outlined in the Virginia Board of Education Criteria for Governor's Career and Technical Academies. Each goal is identified below, accompanied by a concise narrative outlining implementation strategies.

1. *Increase opportunities for students to receive rigorous academic instruction contextually as part of career and technical education program offerings.*

Programs of study for FIRST Career and Technical Academy students will provide enhanced STEM instruction through several avenues: contextual application/course integration of academic concepts, STEM focus sessions, summer enrichment opportunities, and adoption of a completer project model including portfolio, presentation, research paper and project components.

2. *Increase the emphasis on STEM Career Pathways through the proposed implementation of the Modeling and Simulation Program Specialist and Geospatial Technology (GIS) instructional programs.*

Plans for the FIRST Academy include the adoption of a Modeling and Simulation Support Specialist program as part of the Engineering and Technology pathway during the 2008-2009 academic year. Plans additionally include adoption of a GIS program as part of the Interactive Media pathway during the 2009-2010 academic year. Based upon students' career interests, the respective programs will enable students to consider the

application of modeling and simulation and GIS to agriculture, transportation, engineering, and industrial and construction-related fields, thus affording students a variety of personalized, contextual experiences and career options.

3. *Develop individualized high school plans to ensure course selections that are aligned with student's postsecondary education and career aspirations.*

The proposed FIRST Academy aspires to provide students with enhanced career development. To address the challenge of coordinating career development activities with five feeder high schools and six feeder middle schools, The Center will reconfigure the responsibilities of the Business/Industry Liaison. This position is filled by a licensed school guidance counselor who will coordinate career development activities with feeder schools. These activities include the recruitment, career planning, career assessment, and postsecondary transition activities.

Beginning in 7th grade, students will be offered exploratory CTE experiences. They will also be assessed with interest and aptitude instruments, and then counseled on a career plan. This early effort will ensure that students are prepared to enter high school with a challenging program of academic and career studies aligned to postsecondary goals. At the culmination of 8th grade, students, parents and counselors, will collaborate to develop a Career Development Plan (Appendix H), outlining course selections respective to career and postsecondary goals (Commonwealth Scholars Course of Study, Technical and Advanced Technical Diploma).

Students will work with counselors during the 9th grade to enhance their Career Development Plans through the integration of planned work-based learning experiences, volunteer opportunities, extra-curricular activities and development of a postsecondary plan. The postsecondary component of the Career Development Plan will outline related work experience, college entrance requirements, dual enrollment/articulated credit options and selection of postsecondary education avenues.

During grades 9 and 10, recruitment activities for the proposed FIRST Academy will continue, including program-specific opportunities for summer institutes, field trips, tours, seminars, STEM focus sessions, comprehensive career counseling and job-shadowing. Additionally, students will complete preliminary CTE pathway courses

during grades 9 and 10. During the second semester of the 10th grade, students will establish career portfolios, develop the postsecondary components of their career plans, complete necessary CTE and academic prerequisites, and apply to the academy.

4. *Ensure that graduates complete a college and work readiness curriculum, minimally at the levels of Commonwealth Scholars Course of Study.*

5. *Ensure that graduates will qualify for the Advanced Technical or Technical Diploma respective to career and postsecondary goals.*

Career Development Plans will be created at the end of 8th grade and will be modified annually to reflect students' changing career interests and academic progress. Career Development Plans will not only outline a sequence of academic courses aligned with the Advanced Studies Diploma, Commonwealth Scholars Course of Study, or the Standard Diploma, but will additionally include academic electives and a CTE career pathway (two or more related CTE credits), enabling students to qualify for the Advanced Technical or Technical Diploma. During the second semester of 10th grade, students will establish a career portfolio, develop the postsecondary components of their Career Development Plans and complete necessary CTE and academic prerequisites for planned college entrance at the baccalaureate level (Advanced Technical Diploma) or the community/technical college level (Technical Diploma). These steps will make students eligible to apply to the academy.

6. *Incorporate Virginia's Workplace Readiness Skills.*

The proposed FIRST Academy will contextually address Virginia's Workplace Readiness Standards and Virginia's All Aspects of Industry formally as part of curriculum delivery, and informally through enhancement activities such as summer enrichment opportunities, STEM focus sessions, and CTSO activities. Student attainment of Virginia's Workplace Readiness Skills will be measured by the National Occupational Competency Testing Institute (NOCTI) – Virginia's Workplace Readiness Standards Assessment.

Program Objectives and Performance Measures

The FIRST Academy will address the program objectives outlined in the Virginia Board of Education's Criteria for Governor's Career and Technical Academies. The FIRST Academy will use varied measures to assess overall FIRST Academy performance and pathway performance. Each year FIRST Academy student data will be disaggregated and studied to determine improvement in both FIRST Academy and program area/pathway performance. Each objective is identified below, accompanied by a concise narrative outlining performance measures for ensuring that program objectives are met.

1. Improve academic achievement of academy students.

Academic progress of FIRST Academy students will be assessed through two measures: The Community College Placement Test and SOL Score Comparison.

Community College Placement Test

Pre-test and post-test score comparison on an accepted community college placement test (ASSET, COMPASS, ACCUPLACER) will be used to determine academic gains for FIRST Academy students. Students will complete pre-testing within six weeks of entry into the FIRST Academy program and will complete post-testing within the six weeks prior to program completion. Scores for the implementation year will be compiled for program completers to determine a baseline for mathematics, reading, and writing (percent gain). Compiled scores for subsequent years will be compared to the baseline data to determine academic gain of students. An annual benchmark for improvement has been set at 5 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

SOL Score Comparison

SOL mean scores for FIRST Academy program completers will be compiled for the 2009-2010 school year to determine a baseline for Algebra I, Geometry, Algebra II, 11th Grade Reading, 11th Grade Writing, Biology and Chemistry. Compiled scores for subsequent years will be compared to the baseline to determine academic gain of

students. Annual benchmarks set for the cooperating school divisions in regards to No Child Left Behind (NCLB) measures will be used to determine academic gains of FIRST Academy students.

2. Increase opportunities for students to earn articulated and dual enrollment postsecondary credit, preparing them for successful entry into high-wage, high-demand, high- wage employment.

FIRST Academy students will have opportunities to earn articulated and dual enrollment credit. Attainment of college credit through dual enrollment and/or articulation will be assessed through annual data analysis and comparison.

The number of FIRST Academy students earning dual enrollment credit, or meeting articulated credit criteria will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains in regards to college credit earned. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

3. Increase opportunities for students to participate in workplace experiences as a result of strong partnerships with business/industry.

FIRST Academy students will have opportunities to participate in workplace readiness experiences including supervised technical internships (STIs), external instruction, job-shadowing, mentorship, project-based learning and contextual instruction opportunities such as projects/simulations, field trips and guest speakers.

Strong partnerships with business/industry will be critical for students to be afforded the opportunity to experience workplace readiness activities. Partnerships with business/industry will be assessed annually to determine the following criteria for the

FIRST program:

a. The number of partnerships;
b. The quality of the partnerships;
c. The percentage of academy students who have experienced each of the various components of workplace readiness activities; and
d. Critical improvement goals.

The number of FIRST Academy students participating in workplace readiness activities will be compiled for the 2008-2009 school year to determine a baseline percentage for each category previously outlined. Compiled percentages for subsequent years will be compared to the baseline to determine gains. An annual benchmark for improvement has been set at 10 percent for the number of partnerships and a benchmark of 100 percent will be the annual goal in regards to the number of students participating in one or more components of work-based learning. Benchmarks will be reviewed and modified as necessary as part of the internal evaluation process.

4. Increase high school graduation rates.

Attainment of a high school diploma for academy students will be assessed through annual data analysis and comparison.

The percentage of FIRST Academy students earning a high school diploma will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains. A benchmark of 100 percent will be the annual goal. Benchmarks will be reviewed and modified as necessary as part of the internal evaluation process.

5. Reduce dropout rates.

Dropout percentages for FIRST Academy students will be assessed through annual data analysis and comparison.

The dropout percentage for FIRST Academy students will be compiled for the 2008-2009 school year to determine a baseline rate. Subsequent years' data will be compared to the baseline to determine reductions. Annual benchmarks set at the

cooperating school divisions will be used to determine gains in regards to the dropout

rate of FIRST Academy students.

6. Increase enrollment and retention in postsecondary education.

Enrollment and retention in postsecondary education for FIRST Academy students will be assessed through annual data analysis and comparison of the Completer Demographics Follow-up Survey.

The percentage of FIRST Academy students who have entered and completed their freshman year of college will be compiled for the 2008-2009 school year to determine a baseline rate. Compiled rates for subsequent years will be compared to the baseline to determine gains. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

7. Increase the percentage of students completing a college and workplace readiness curriculum.

Data regarding the diploma type of program completers will be collected, disaggregated and analyzed.

The percentage of FIRST Academy students earning a Technical or Advanced Technical Diploma for the 2008-2009 school year will be computed to determine a baseline score. Percentages for subsequent years will be compared to the baseline to determine gains. A benchmark of 100 percent will be the annual goal. Benchmarks will be reviewed and modified as necessary as part of the internal evaluation process.

8. Reduce the proportion of students requiring remediation in college.

Academic remediation rates of FIRST Academy students will be assessed through performance on an accepted community college placement test (ASSET, COMPASS, and ACCUPLACER). Performance will outline enrollment criteria for postsecondary remedial classes. FIRST Academy students will complete testing during the six weeks prior to program completion. Percentages of students placed in remedial courses for the implementation year will be compiled for program completers to determine a baseline for mathematics, reading, and writing. Compiled scores for subsequent years will be

compared to the baseline to determine academic gain of students. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

9. *Increase opportunities for students to earn industry credentials, preparing them for entry into high-wage, high-demand, high-skill employment.*

FIRST Academy students will have opportunities to earn industry credentials. Attainment of industry credentials for academy students will be assessed through annual data analysis and comparison.

The number of FIRST Academy students earning industry credentials will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains in regards to certifications earned. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

10. *Increase the number of graduates employed in high-wage, high-demand and high-skill careers.*

Placement in high-demand, high-wage, high-skill employment for FIRST Academy students will be assessed through annual analysis and comparison of data collected during administration of the Completer Demographics Follow-up Survey.

The percentage of FIRST Academy students who have entered high-demand, high-wage, and high-skill employment will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

Program Details

A concise description of the FIRST Academy regarding site location, number of students to be served, grade levels, general curriculum design, list of courses to be delivered, course delivery methods and location, and program specification follows.

Site Location

The FIRST Academy courses will be offered as components of the instructional program at The Center. Appropriate academic and prerequisite CTE courses, including dual enrollment course opportunities, will be offered as part of the instructional program at the feeder middle and high schools. To foster contextual learning for students, off-site work-based learning opportunities will also be offered.

Number of Students to be Served

The FIRST Academy is expected to serve a maximum of 40 students enrolled in the Engineering and Technology pathway during the 2008-2009 school year. With the inception of the Interactive Media pathway for the school year 2009-2010, enrollment capacity will increase to 110 students. Enrollment capacity is expected to increase as additional programs of study are implemented.

Grade Levels

Students interested in two-year programs will apply for admission to the FIRST Academy in 10th grade. Applications will be taken during the eleventh-grade year for students interested in one-year programs. Students served by the FIRST Academy must be enrolled in grades 11 and 12.

Course Delivery Mode

Each of the courses offered as a component of the FIRST Academy will be delivered in classroom/laboratory settings by highly qualified instructors licensed by the Virginia Department of Education. Course delivery will be enhanced by the STEM focus sessions, summer enrichment opportunities, CTSO opportunities, and a completer project.

Course enhancement features including STEM focus sessions and summer enrichment opportunities, while facilitated by course instructors, will be delivered by business/industry representatives and STEM instructional specialists in various worksite, secondary and postsecondary educational institutions.

CTSO activities will be delivered by course instructors in a co-curricular format as a component of course delivery.

The completer project, though facilitated by a course instructor, will be enhanced by mentorship provided at a worksite by a business/industry representative currently employed in the students' career field of interest.

Program and Course Descriptions

Pathway 1:

The proposed Modeling and Simulation Support Specialist curriculum, as part of the engineering and technology pathway, is currently being designed by a council of education specialists, modeling and simulation business/industry leaders, and postsecondary education representatives. The curriculum outlines tasks and competencies over two instructional years: Modeling and Simulation Support Specialist I and II. Year one of the proposed Modeling and Simulation Support Specialist course, being collaboratively planned by the FIRST Planning Committee, will include the following competencies/tasks: Computer skills/EXCEL applications, digital visualization techniques and applications, data collection, presentation and analysis, career studies, communication skills, basic programming, problem-solving and design solutions. Competencies/tasks for the proposed year two curriculum will include: operating system instruction, networking and trouble-shooting with hardware/software applications. In addition, a semester-long project-based learning opportunity contextual to the student's career goals will be required. The contextual project will pair students with mentors in workplaces related to their respective career goals. Thus, this program will enable students to identify a concern and address a problem/issue related to their career goal.

A comprehensive program of studies for the engineering and technology pathway is included in Appendix I. The proposed program of study outlines student course selection options which will ultimately prepare them to meet requirements of the

Technical and Advanced Technical diploma options for the engineering and technology pathway, with a concentration in modeling and simulation.

Numerous dual enrollment opportunities are available enabling students to make a seamless transition to postsecondary education. Upon completion of the program of studies for the engineering and technology pathway, students will have the option of pursuing an Associate of Science degree in Modeling and Simulation Technology at Tidewater Community College. This degree prepares students to enter the work force, and/or to transition to a baccalaureate program at Old Dominion University.

Pathway 2:

The GIS curriculum, as part of the interactive media pathway, will be modeled on the Virginia Department of Education competency-based task list for Geospatial Technology I. The curriculum will be enhanced by the addition of a contextual workplace project, thus enabling the course to address a student's career goal. A comprehensive program of studies for the interactive media pathway is included in Appendix I.

The proposed program of study outlines student course selection options that will ultimately prepare them to meet requirements of the Technical and Advanced Technical diploma options for the interactive media pathway, with a concentration in GIS.

Numerous dual enrollment opportunities are available enabling students to make a seamless transition to postsecondary education. Upon completion of the interactive media pathway, students will have the option to pursue a Career Studies Certificate in Surveying and/or to pursue an Associate of Liberal Arts degree at Tidewater Community College enabling them to transition to a baccalaureate program at Old Dominion University.

Curriculum implementation for each of the pathways will be planned by advisory councils. Business/industry, educational specialists, and postsecondary education leaders will be actively involved in curriculum development efforts and will promote an interdisciplinary approach to curriculum design and delivery. The councils will ensure relevant curricula, contextual integration of academic/technical concepts, teacher development, work-based learning experiences, educational opportunities, state-of-the-art equipment, and mentorships for students. In addition, they will ensure that The Center's

practices, program offerings and results are aligned with regional work force demands.

Requirements for Program Completion and Benchmarks

Information/literature regarding completion requirements for the FIRST Academy will be available to students, parents, feeder school counselors, school administrators, and other stakeholders through a program brochure. A student requirement checklist will be created for each FIRST Academy student and will be updated as appropriate to document progress toward program completion requirements. Criteria for completion of FIRST Academy programs of study will include:

1. Earn a standard or advanced technical diploma;
2. Complete required components of the completer project model (career portfolio, panel presentation, problem-based workplace project, and research paper);
3. Attain at least 80 percent of the competencies identified on the VDOE Competency-Based Task List for required pathway courses;
4. Earn a grade of 80 or better for required pathway courses;
5. Attend at least 80 percent of the STEM focus session activities;
6. Successfully complete a course-appropriate work-based learning experience;
7. Complete an appropriate postsecondary entrance exam (ASSET, COMPASS, Accuplacer, SAT, etc.).
8. Pass the NOCTI – Virginia's Workforce Readiness Standards Assessment;
9. Attain an appropriate industry credential as available;
10. Earn at least nine hours of dual enrollment credit; and
11. Successfully complete a course of study that meets, at a minimum, guidelines of the Commonwealth Scholars program.

As part the program requirements, graduates of the FIRST Academy will achieve one or more of the following benchmarks:

Table 1
Benchmarks

Program	Industry Credential or Certification	State License	Student Portfolio	Transferable College Credit
M and S Support Specialist	X		X	X
GIS			X	X

Work-Based Learning Experiences

The Center offers students a variety of work-based learning opportunities, including supervised technical internships (STIs), job shadowing, mentorship, project-based learning, and contextual learning opportunities. The design of the proposed courses, Modeling and Simulation Support Specialist I and II and GIS, will support not only a variety of internal work-based learning experiences such as project-based learning, simulations, guest speaker presentations, but also a variety of external workplace learning experiences such as STIs (for students enrolled in two-year programs), job shadowing, and mentorship. Work-based learning opportunities for each course are as follows

Table 2

Work-based Learning Opportunities

Program	Supervised Technical Internship	Job Shadowing	Mentorship	Project-Based Learning	Instructional Opportunities (Field Trip, Guest Speaker)
M and S Support Specialist	X		X	X	X
GIS		X	X	X	X

Length of Program and Daily Schedule

Courses will be delivered as part-day, year-long instructional programs. Students will spend 2.25 hours of the instructional day completing course instruction, for an equivalent of three high school course credits. STEM focus sessions will be delivered periodically, with FIRST Academy students being present at The Center for a partial or entire instructional day depending upon program design. Summer enrichment opportunities will be offered during the summer, with instructors and students observing a half-day format.

Materials and Equipment

Funding has been appropriated in the annual budget to ensure the acquisition and maintenance of state-of-the-art equipment for each program area at The Center. The

VDOE recommended equipment list will be used as a baseline for determining equipment needs for each program. The equipment list is evolving for the proposed Modeling and Simulation Support Specialist program.

As part of the annual program review, teachers inventory current equipment against the state-approved equipment list to determine acquisition and replacement needs. Teachers submit requests in writing to identify equipment needs to school administration. Currently plans are being made to develop a long-range budgetary plan to prioritize equipment replacement and acquisition expenditures, thus ensuring that the program areas have the necessary equipment to offer an instructional program aligned with recommendations of the Exemplary Standards Program.

In addition to budgetary allocations, equipment is also maintained and acquired through the following avenues:

- Business/Industry Donations
- Government Entity Donations
- In-Kind Contributions
- Private Entity Donations
- Professional Organizations

Annual Review Process

Review of the FIRST Academy's policies, procedures, outcomes, design, and delivery will be implemented annually. Evaluation instruments/surveys designed for use by students, stakeholders, parents and staff will be employed to collect data to evaluate both the FIRST Academy and The Center's instructional programs.

The Center's staff will work in collaboration with the owning divisions and feeder schools to collect, report and interpret data to determine program impact, efficiency, and stakeholder satisfaction. The following table outlines data collection and reporting methods that will be used.

Table 3

Data Collection and Reporting Methods

Data	Source
Enrollment, Non-Traditional Students	SEDF Report
Course of Study	Counselor Records
Dual Enrollment/Articulated Credit	Counselor Records
Postsecondary Placement	Completer Follow-up Survey/CDR
Employer Satisfaction	Completer Follow-up Survey/CDR
Drop-out Rate/Graduation Rate	Counselor Records
Remediation Rates	ASSET, COMPASS or Accuplacer Test
Exemplary Standards Program	Annual Task Force Review

Baseline data will be collected at the onset of the academy initiative to determine a benchmark for FIRST Academy students and The Center as a whole. Data will be disaggregated by both program area and respective pathway to determine strategic planning goals. Data will be tracked and compared to benchmark data annually. A comprehensive report will be released to the owning divisions, stakeholders and the Virginia Department of Education (VDOE) annually.

Sustainability of Academy

Funding to sustain the initiative has been pledged by both cooperating divisions (Isle of Wight County Public Schools and Suffolk City Public Schools) as part of The Center's annual budget process. In addition, The Center receives an annual technology allotment. Budgeting is planned, managed and evaluated on-site. Budgets are approved by the Joint Committee for Control (JCC), with input from both districts' superintendents.

Operational budget appropriations for each district are based on a five-year enrollment average. Currently, Isle of Wight County Public Schools provides 36.84 percent of operational funding, while Suffolk City Public Schools funds the remaining 63.16 percent. In regard to capital outlay expenditures, fixed percentages of effort are in place. Isle of Wight County Public Schools provides 29 percent of capital outlay funding with Suffolk City Public Schools providing the remaining 71 percent. During the 2008-2009 fiscal year, budget appropriations indicate a projected 9.6 percent increase from

fiscal year 2007-2008, for an overall budget increase of $228,452.00. Total revenues reflect a commitment from both divisions to provide for adequate facilities, state-of-the-art equipment, instructional resources and personnel development to support the proposed FIRST Academy as a component of The Center's instructional programming.

Administrative Procedures

Student Recruitment, Selection Criteria and Admissions

While career planning and exploration activities will begin in 7th grade, recruitment activities will be offered to students in grades 8-10, including tours, presentations, registration fairs, publications, opportunities for summer enrichment, seminars, STEM focus sessions, comprehensive counseling and job shadowing. During the second semester of 10th grade, students will establish a career portfolio, develop the postsecondary components of their career plans, and complete necessary CTE and academic prerequisites. These steps will make the students eligible to apply to the academy. Admission to the academy will be based not only on division ratios, but also upon a competitive application process including the following components:

a. Application Package with Recommendation Forms (CTE Teacher, Math Teacher, Science Teacher);
b. Grade Point Average (>2.5)/Prerequisite courses/transcript review;
c. Essay/personal statement;
d. Panel interview (Including advisory council members from business/industry and postsecondary education);
e. Disciplinary/attendance criteria – evidence of potential and work ethic;
f. Career portfolio/work product review; and
g. Community college entrance criteria – placement test performance.

Code of Student Conduct and Attendance

The Code of Student Conduct and attendance procedures for FIRST Academy students are outlined in the Pruden Center for Industry and Technology Student Handbook. The Center Student Handbook is updated annually based on legal updates and student, staff, administration and stakeholder feedback gleaned from surveys. Students are also held accountable to the policies and procedures outlined by their respective school divisions, as well as by the Virginia Community College System.

Tidewater Community College will reserve the right to impose academic sanctions and penalties aligned with college policy.

Transportation

FIRST Academy students will be transported from their respective high schools to The Center via Isle of Wight County Public Schools' and Suffolk City Public Schools' school buses, as part of the normal AM and PM student transportation plan for CTE students. Transportation for field trips and other off-site instructional opportunities will be provided via approved modes of transportation, including vehicles and school buses provided by the cooperating school divisions.

Staff Recruitment, Selection, and Assignment

All staff hired and retained to teach FIRST Academy programs will be models of lifelong learning and masters at their trades. Staff will not only demonstrate work-related experience and relevant educational credentials prior to being hired, but will also demonstrate participation in industry-related staff development sessions such as conferences and industry visits, demonstrate proficiency on industry-endorsed certification exams, and plan annually for program and individual improvement through evaluation and revision of the Individual Growth Plan.

Job postings, listed with Suffolk City Public Schools, Isle of Wight County Public Schools, The Virginian Pilot, VDOE and other sources, clearly outline necessary qualifications as described above. Sample job listings can be viewed on The Center's Web site, www.prudencenter.net by clicking on the director's link.

Consideration in hiring for instructional staff will be given to the candidate's combination of work experience, industry credentials and educational attainment. For programs involving dual enrollment credit, staff members will meet postsecondary education credentialing requirements in addition to VDOE teacher licensure requirements. Preference in hiring for administrative staff will be given to candidates with a strong CTE and instructional background.

Staff Development

A comprehensive plan for staff development will be implemented for FIRST Academy staff through internal and external offerings during the summer, pre- and post-service periods, and the instructional year. Staff development offerings will include:

1. *Summer Institutes*– Staff development offering focusing on the integration of STEM into respective curricula;
2. *Post-Service 2008* – Staff development offering focusing on integration of the completer project model as part of the instructional program;
3. *External Staff Development Activities* - Funding will continue to be allocated for external staff development, affording individual teachers the opportunity to seek out and attend staff development activities respective to their particular fields; and
4. *Business/Industry Activities* – Staff will participate in ongoing visits to business/industry, enabling them to infuse curriculum with industry innovation and to ensure program relevance to industry norms.

External staff development activities are not selected randomly, but through a comprehensive analysis of individual performance in regards to the Teacher Performance Appraisal Instrument (TPAI) indicators and program performance in regards to Exemplary Standards indicators. Annually, staff members will be evaluated and recommendations for professional growth will be discussed.

Staff Evaluation

A comprehensive Teacher-Performance Appraisal System will be used to ensure the development of master teachers.

Each year staff members will receive at least two "snap-shot" observations and two full review observations, including a pre- and post-conference. Data from these observations and documented progress toward achieving goals, as outlined on the Individual Growth Plan, will be used to complete the Summative Evaluation. Action plans will be developed to strategically address areas in which the instructor did not achieve at least “Standard” rating.

Parent, Student, and Community Involvement

Parents, students and stakeholders will enjoy many opportunities to be involved with the planning, implementation and evaluation of the FIRST Academy. Parent, student and other stakeholder involvement in planning and implementation have been ensured, as these representatives will serve on the FIRST Planning Committee, the FIRST Advisory Council, and attend JCC board meetings. Parents, students and other stakeholders will be actively involved in program evaluation and revision efforts through completion of survey instruments.

Parent, student and other stakeholder involvement is not only paramount to the successful planning, implementation and evaluation of the FIRST Academy, but also to affording students an effective career development experience. The FIRST Academy aspires to provide students with enhanced career development activities designed to foster involvement of parents and other stakeholders.

The Career Development Plan will be introduced to students in 8th grade as they complete career assessments (Kuder Career Assessment) and select appropriate career pathways and programs of study. Career Development Plans will not only outline a sequence of academic courses aligned with the Advanced Diploma, Commonwealth Scholars Course of Study, or the Standard Diploma, but will additionally include academic electives and a CTE career pathway (two or more related CTE credits), enabling students to qualify for the Advanced Technical or Technical Diploma. The Career Development Plan is approved by the parent and will be reviewed and updated annually to reflect student's academic progress and changing career interests and goals.

Career assessments will be used for input in determining career pathways and will be outlined on the Career Development Plan. When available, online and electronic pre-testing will be offered to students in an effort to identify areas for strengthening. Additionally, industry-specific performance tasks will be utilized to prepare students for industry credential testing.

FIRST Academy Implementation Budget Narrative

1. **Personnel - Teacher** **$52,000.00**

Funds have been requested for a full-time teacher's salary (Master's Degree) at an annual rate of $52,000. This expense will be funded through other sources.

2. **Employee Benefits** **$ 6,928.00**

There is a required fringe benefit rate of 37.44 percent including; 11.15 percent required contribution for Virginia Retirement System, 6.20 percent and 1.45 percent for social security and Medicare respectively, 1 percent for group life, 1.2 percent for retiree health credit, and 2 percent for disability coverage. This expense will be funded through other sources.

3. **Purchased / Contractual Services** **$40,000.00**

The FIRST Academy will require extensive marketing and promotions in an effort to enroll students. Additional funds will be allocated for consultant services and other contracted services.

4. **Internal Service** **$4,000.00**

Additional costs will be incurred as teachers work outside of contracted hours during the summer of 2008-2009 to reconfigure and/or improve curriculum.

5. **Staff Development** **$ 8,000.00**

Funds will be used for professional development and training for faculty and staff.

6. **Summer Component Activities** **$10,000.00**

There will be a two-week underclassman summer camp offered during the summer. This camp will be offered to rising high school freshmen. The camp will offer STEM

introductory activities. The instructors will receive a stipend that is consistent with hourly rates for summer school teachers. All materials and supplies will be purchased with grant funds.

7. Travel **$7,000.00**

There will be travel requirements for faculty and staff as the implementation of FIRST Academy unfolds. Travel will be necessary for professional development, training, advisory commitments, etc. Additionally, there will be student field trips and summer activities.

8. Contractual Services **$10,000.00**

Contractual services will include, but are not limited to, an agreement of services up front for consultation, curriculum development, assessing software and textbooks, as well as other requirements best suited for program needs.

9. Materials and Supplies **$21,000.00**

This program will require document production, printing, copying, office supplies and materials, as well as activity supplies. Additionally, there will be software needs for each student computer as we implement the Modeling and Simulation and the GIS programs.

Appendix A

FIRST Implementation Timeline

Appendix A: FIRST Implementation Timeline

Action	Responsible Entity	Target Date
Recruit planning committee members.	The Center	January 2008
Hold planning committee meeting.	The Center	February 2008
Initiate curriculum development process – Modeling and Simulation Support Specialist.	FIRST Planning Committee	March 2008
Initiate program implementation (hiring, purchasing, student recruiting, facility development, etc.).	The Center FIRST Planning Committee	May 2008
Offer staff development on modeling and simulation.	The Center FIRST Planning Committee	June 2008
Implement Modeling and Simulation Support Specialist Program/Engineering and Technology pathway.	The Center FIRST Planning Committee	September 2008
Initiate curriculum planning meeting – Geospatial Technologies.	The Center FIRST Planning Committee	October 2008
Initiate program implementation (hiring, purchasing, student recruiting, facility development, etc.).	The Center FIRST Planning Committee	May 2009
Conduct internal evaluation.	The Center FIRST Planning Committee	June 2009
Offer staff development on GIS.	The Center FIRST Planning Committee	August 2009
Implement Geospatial Technology Program/Interactive Media pathway.	The Center FIRST Planning Committee	September 2009
Conduct planning sessions for additional pathways of interest.	The Center FIRST Planning Committee School Advisory Councils	October 2009
Conduct internal evaluation.	The Center FIRST Planning Committee	June 2010
Offer staff development on the new pathways that will be added to the FIRST Academy.	The Center FIRST Planning Committee	June 2010
Offer STEM Summer Institute for staff.	The Center FIRST Planning Committee	August 2010

Appendix B

FIRST Planning Committee

Appendix B: FIRST Planning Committee

	Agency Name	Partner Representative	Address	Phone
Lead Partner	The Pruden Center Task Force	**Corey McCray -** Director	The Pruden Center 4169 Pruden Blvd. Suffolk, VA 23434	757-925-5651 (P) 757-925-5639 (F)
1	Suffolk Economic Development	**Kevin Hughes** - Sr. Business Development Manager	Economic Development 127 E. Washington Street, Suite 200 Suffolk, VA 23434	757-514-4040 (P) 757-923-3628 (F)
2	Tidewater Community College	**Dr. Michael D. Summers**- VP Academic/Student Affairs	Tidewater Community College – Norfolk Admin Offices P.O. Box 9000 Norfolk, VA 23509	757-822-1112 (P)
3	Hampton Roads Research Partnership (HRRP)	**Andrew Sinclair** - Program Specialist	430 World Trade Center Norfolk, VA 23510	757-625-4696 (P) 757-625-4684 (F)
4	Isle of Wight County Public Schools	**Reuben Johns** – Coordinator of Instruction	Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436	757-357-0849 (P)
5	Suffolk City Public Schools	**Gail Bess** - Coordinator of Career and Technical Education	Suffolk City Public Schools 100 N. Main St. P.O. Box 1549 Suffolk, VA 23434	757-925-6750 (P) 757-925-6751 (F)
6	Chamber of Commerce (Isle of Wight)	**Constance Rhodes** - President	Isle of Wight Chamber of Commerce P.O. Box 38 Smithfield, VA 23436	757-357-3502 (P)
7	MYMIC LLC (M and S Company)	**Dr. Thomas Mastaglio** President/CEO	200 High St., Suite 308 Portsmouth, VA 23704	757-391-9200 (P) 757-391-9098 (F)
8	Isle of Wight County Government	**W. Douglas Caskey** - Administrator	Isle of Wight County P.O. Box 80 Isle of Wight, VA 23392	757-357-3191 (P)
9	Economic Development	**Steve Wright** - Director	17130 Monument Circle, Suite A P.O. Box 80 Smithfield, VA 23397	757-365-6251 (P)
10	The Pruden Center Foundation	**Charles W. Cary**	9063 Empire Drive Suffolk, VA 23434	757-238-2564
11	Isle of Wight County Public Schools	**Joanne Ferraioli –** Technology Resource Facilitator	Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436	757- 3625-4222
12	Tidewater Community College	**Marie Baker -** Prof. of Early Childhood Education	7000 College Dr. Portsmouth, VA 23703	757-822-2388 (P) 757-822-2184 (F)
13	Sentara Obici Hospital	**Phyllis Stoneburner –** VP, Patient Care Services	2800 Godwin Blvd Suffolk, VA 23434	757-934-4811 (P) 757-934-4284 (F)
14	Starr Motors	**Joe Bonney –** Service Director	2584 Pruden Blvd. Suffolk, VA 23434	757-539-0214

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: The Pruden Center for Industry & Tech.

Primary Contact

Name: Corey L. McCray

Title: Director

Address: 4169 Pruden Blvd.
Suffolk VA. 23434

Telephone: 757-925-5651 **Fax:**

E-Mail: Cornecray@prudencenter.net

Type of Entity/Institution/Organization: Regional Career & Technical Education School

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Corey L. McCray
Typed Name

Director
Position Title

Signature

11/7/07
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: City of Suffolk, Dept. of Economic Development

Primary Contact

Name: Kevin Hughes

Title: Sr. Business Development Manager

Address: 127 E Washington St Suite 200
Suffolk, VA 23434

Telephone: 757-514-4043 **Fax:** 757-923-3628

E-Mail: khughes@city.suffolk.va.us

Type of Entity/Institution/Organization: City government

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Kevin Hughes
Typed Name

Sr. Business Development Manager
Position Title

Kevin Hughes
Signature

11/7/07
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Tidewater Community College

Primary Contact

Name: Dr. Michael D. Summers

Title: Vice President for Academic and Student Affairs

Address: P.O. Box 9000

Norfolk, VA 23509-9000

Telephone: 757-822-1061 **Fax:** 757-822-1007

E-Mail: MSummers@tcc.edu

Type of Entity/Institution/Organization: Tidewater Community College - the largest provider of higher education and workforce development services in Hampton Roads - enrolls over 38,000 students annually, the second largest undergraduate student body in Virginia.

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Dr. Michael D. Summers
Typed Name

Signature

Vice President for Academic and Student Affairs
Position Title

Date November 6, 2007

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Hampton Roads Partnership

Primary Contact

Name: Andrew M. Sinclair

Title: Program Specialist

Address: 430 World Trade Center
Norfolk, VA 23510

Telephone: 757-625-4696 **Fax:** 757-625-4684

E-Mail: asinclair@hrp.org

Type of Entity/Institution/Organization: 501c6 Public/Private Non Profit

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

E. Dana Dickens III
Typed Name

President/CEO
Position Title

Signature

11.2.07
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Isle of Wight County Schools

Primary Contact

Name: Reuben A. Johns

Title: Coordinator of Instruction

Address: 820 West Main Street
Smithfield, VA 23430

Telephone: 757-365-1602 **Fax:** 757-365-0970

E-Mail: rjohns@iwcs.k12.va.us

Type of Entity/Institution/Organization: Educational: K-12

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Dr. Michael W. McPherson
Typed Name

Michael W. McPherson
Signature

Division Superintendent
Position Title

10/31/2007
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Suffolk Public Schools

Primary Contact

Name: Gail V. Bess

Title: Coordinator of Career and Technical Education and Adult Education

Address: 100 North Main Street

Suffolk, VA 23434

Telephone: (757) 925-6760 **Fax:** (757) 925-6751

E-Mail: gaibess@spsk12.net

Type of Entity/Institution/Organization: Education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Milton R. Liverman, Ed.D.
Typed Name

Superintendent
Position Title

Deran R. Whitney (designee)
Signature

November 9, 2007
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Isle of Wight Chamber of Commerce

Primary Contact

Name: Constance Rhodes

Title: President

Address: 100 Main Street, P.O. Box 38
Smithfield, VA 23431

Telephone: 357-3502 **Fax:** 357-6884

E-Mail: crhodes@theisle.org

Type of Entity/Institution/Organization: Education - Coll

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Constance Rhodes
Typed Name

Constance Rhodes
Signature

President
Position Title

11/07/07
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: MYMIC LLC

Primary Contact

Name: Thomas W. Mastaglio

Title: President & CEO

Address: 200 High Street
Suite 308
Portsmouth, VA 23704

Telephone: 757 391-9200 **Fax:** 757 391-9098

E-Mail: tom.mastaglio@mymic.net

Type of Entity/Institution/Organization: Industry M&S Company

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Thomas W. Mastaglio
Typed Name

President & CEO
Position Title

Thomas W. Mastaglio
Signature

10/07/07
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Isle of Wight County

Primary Contact

Name: W. Douglas Caskey

Title: Administrator

Address: P.O. Box 80
Isle of Wight, VA 23397

Telephone: 757.357.3191 **Fax:**

E-Mail: admin@isleofwightus.net

Type of Entity/Institution/Organization: Government

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

W. Douglas Caskey
Typed Name

Administration
Position Title

W. Douglas Caskey
Signature

11-7-07
Date

Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: The Pruden Center's Foundation

Primary Contact

Name: Charles William Cary III (Bill)

Title: President

Address: 9063 Eclipse Dr.
Suffolk, Va 23433-1609

Telephone: 757-237-2564 **Fax:** ——

E-Mail: thecaryfam.ly@yahoo.com

Type of Entity/Institution/Organization: advisory council

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Charles W Cary, II
Typed Name

President
Position Title

Charles W Cary, II
Signature

1/29/2008
Date

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Isle of Wight County Public Schools

Primary Contact

Name: Joanne Ferraioli

Title: ITRT

Address: 820 West Main Street
Smithfield, Virginia 23430

Telephone: 757.365.4100 **Fax:** 757.365.4222

E-Mail: jferraio@iwcs.k12.va.us

Type of Entity/Institution/Organization: Educational

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Joanne M. Ferraioli
Typed Name

ITRT
Position Title

Signature

April 10, 2008
Date

Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Tidewater Community College

Primary Contact

Name: Marie Baker

Title: Professor of Early Childhood Education

Address: 7000 College Dr.
Portsmouth, VA 23703

Telephone: 822-2388 **Fax:** 822-2184

E-Mail: mbaker@tcc.edu

Type of Entity/Institution/Organization:

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

A. Marie Baker
Typed Name

A. Marie Baker
Signature

Professor of ECE
Position Title

Jan. 29, 2008
Date

Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Sentara Obici Hospital

Primary Contact

Name: Phyllis C. Stoneburner

Title: Vice President, Patient Care Services

Address: 2800 Godwin Boulevard
Suffolk, Virginia
23434

Telephone: 757-934-4811 **Fax:** 757-934-4284

E-Mail: postoneb@sentara.com

Type of Entity/Institution/Organization: Acute Care hospital

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Phyllis C. Stoneburner	Phyllis C. Stoneburner
Typed Name	Signature
Vice President, Patient Care Services	January 30, 2008
Position Title	Date

Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Starr Automotive Corp

Primary Contact

Name: Joe Bonney

Title: Service Director

Address: 2584 Pruden Blvd

Suffolk VA 23434

Telephone: 539-0214 **Fax:**

E-Mail: Service@starrmotors.com

Type of Entity/Institution/Organization: New car Dealership

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Joe Bonney
Typed Name

Joe Bonney
Signature

Service Director
Position Title

1-31-09
Date

Appendix C

FIRST Advisory Council

Appendix C: FIRST Advisory Council

	Agency Name	Partner Representative	Address	Phone
Lead Partner	The Pruden Center Task Force	**Corey McCray -** Director	The Pruden Center 4169 Pruden Blvd. Suffolk, VA 23434	757-925-5651 (P) 757-925-5639 (F)
1	Suffolk Economic Development	**Kevin Hughes** - Sr. Business Development Manager	Economic Development 127 E. Washington Street, Suite 200 Suffolk, VA 23434	757-514-4040 (P) 757-923-3628 (F)
2	Hampton Roads Research Partnership (HRRP)	**Andrew Sinclair -** Program Specialist	430 World Trade Center Norfolk, VA 23510	757-625-4696 (P) 757-625-4684 (F)
3	Isle of Wight County Public Schools	**Reuben Johns** – Coordinator of Instruction	Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436	757-357-0849 (P)
4	Suffolk City Public Schools	**Gail Bess** - Coordinator of Career and Technical Education	Suffolk City Public Schools 100 N. Main St. P.O. Box 1549 Suffolk, VA 23434	757-925-6750 (P) 757-925-6751 (F)
5	The Pruden Center Foundation	**Charles W. Cary**	9063 Empire Drive Suffolk, VA 23434	757-238-2564
6	Isle of Wight County Public Schools	**Joanne Ferraioli –** Technology Resource Facilitator	Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436	757-3625-4222
7	Tidewater Community College	**Marie Baker -** Prof. of Early Childhood Education	7000 College Dr. Portsmouth, VA 23703	757-822-2388 (P) 757-822-2184 (F)
8	Sentara Obici Hospital	**Phyllis Stoneburner –** VP, Patient Care Services	2800 Godwin Blvd Suffolk, VA 23434	757-934-4811 (P) 757-934-4284 (F)
9	Starr Motors	**Joe Bonney –** Service Director	2584 Pruden Blvd. Suffolk, VA 23434	757-539-0214

FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: The Pruden Center for Industry & Tech.

Primary Contact

Name: Corey L. McCray

Title: Director

Address: 4169 Pruden Blvd.
Suffolk VA. 23434

Telephone: 757-925-5651 **Fax:**

E-Mail: Cornccray@prudencenter.net

Type of Entity/Institution/Organization: Regional Career & Technical Education school

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Corey L. McCray
Typed Name

Director
Position Title

Signature

11/7/07
Date

FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: City of Suffolk, Dept. of Economic Development

Primary Contact

Name: Kevin Hughes

Title: Sr. Business Development Manager

Address: 127 E Washington St Suite 200
Suffolk, VA 23434

Telephone: 757-514-4043 **Fax:** 757-923-3638

E-Mail: khughes@city.suffolk.va.us

Type of Entity/Institution/Organization: City government

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Kevin Hughes
Typed Name

Sr. Business Development Manager
Position Title

Kevin Hughes
Signature

11/7/07
Date

FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Hampton Roads Partnership

Primary Contact

Name: Andrew M. Sinclair

Title: Program Specialist

Address: 430 World Trade Center
Norfolk, VA 23510

Telephone: 757-625-4696 **Fax:** 757-625-4684

E-Mail: asinclair@hrp.org

Type of Entity/Institution/Organization: 501c6 Public/Private Non Profit

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

E. Dean Dickens III
Typed Name

President/CEO
Position Title

Signature

11.2.07
Date

FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Isle of Wight County Schools

Primary Contact

Name: Reuben A. Johns

Title: Coordinator of Instruction

Address: 820 West Main Street
Smithfield, VA 23430

Telephone: 757-365-1602 **Fax:** 757-365-0970

E-Mail: rjohns@iwcs.k12.va.us

Type of Entity/Institution/Organization: Educational: K-12

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Dr. Michael W. McPherson
Typed Name

Michael W. McPherson
Signature

Division Superintendent
Position Title

10/31/2007
Date

FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Suffolk Public Schools

Primary Contact

Name: Gail V. Bess

Title: Coordinator of Career and Technical Education and Adult Education

Address: 100 North Main Street

Suffolk, VA 23434

Telephone: (757) 925-6760 **Fax:** (757) 925-6751

E-Mail: gaibess@spsk12.net

Type of Entity/Institution/Organization: Education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Milton R. Livertsen, Ed.D.
Typed Name

Superintendent
Position Title

Deran R. Whitney, (designee)
Signature

November 9, 2007
Date

FIRST Advisory Council Identification Form

The Pruden Center for Industry and Technology

Partner School Division/Institution/Organization: The Pruden Center's Foundation

Primary Contact

Name: Charles William Cary, II (Bill)

Title: President

Address: 9063 Eclipse Dr.
Suffolk, Va 23433-1609

Telephone: 757-238-2564 **Fax:** —

E-Mail: thecarypamily@yahoo.com

Type of Entity/Institution/Organization: advisory council

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation and evaluation of the proposed Governor's Career and Technical Academy, FIRST.

Charles W Cary, II
Typed Name

President
Position Title

Charles W Cary, II
Signature

1/29/2008
Date

FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: Isle of Wight County Schools

Primary Contact

Name: Joanne Ferraioli

Title: Computer Resource Specialist

Address: 820 West Main Street
Smithfield, VA 23430-1034

Telephone: 757.365.4100 **Fax:** 757.365.4222

E-Mail: jferraio@iwse.k12.va.us

Type of Entity/Institution/Organization: Educational

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Joanne M. Ferraioli
Typed Name

ITRT
Position Title

Signature

April 10, 2008
Date

FIRST Advisory Council Identification Form

The Pruden Center for Industry and Technology

Partner School Division/Institution/Organization: Tidewater Community College

Primary Contact

Name: Marie Baker

Title: Professor of Early Childhood Education

Address: 7000 College Dr.
Portsmouth Va 23703

Telephone: 822-3388 **Fax:** 822-2184

E-Mail: mbaker@tcc.edu

Type of Entity/Institution/Organization:

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation and evaluation of the proposed Governor's Career and Technical Academy, FIRST.

A. Marie Baker — **Typed Name**

A. Marie Baker — **Signature**

Professor of ECE — **Position Title**

Jan 28, 2008 — **Date**

FIRST Advisory Council Identification Form

The Pruden Center for Industry and Technology

Partner School Division/Institution/Organization: Sentara Obici Hospital

Primary Contact

Name: Phyllis C. Stoneburner

Title: Vice President, Patient Care Services

Address: 2800 Godwin Boulevard
Suffolk, Virginia
23434

Telephone: 757-934-4811 **Fax:** 757-934-4284

E-Mail: pcstoneb@sentara.com

Type of Entity/Institution/Organization: Acute Care Hospital

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation and evaluation of the proposed Governor's Career and Technical Academy, FIRST.

Phyllis C. Stoneburner	Phyllis C. Stoneburner
Typed Name	Signature
Vice President, Patient Care Services	January 30, 2008
Position Title	Date

FIRST Advisory Council Identification Form

The Pruden Center for Industry and Technology

Partner School
Division/Institution/Organization: Starr Automotive Corp

Primary Contact

Name: Joe Bonney

Title: Service Director

Address: 2584 Pruden Blvd
Suffolk, VA 23434

Telephone: 539-0214 **Fax:**

E-Mail: service@starrmotors.com

Type of
Entity/Institution/Organization: New Car Dealership

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation and evaluation of the proposed Governor's Career and Technical Academy, FIRST.

Joe Bonney
Typed Name

Joe Bonney
Signature

Service Director
Position Title

1-31-08
Date

Appendix D

Memoranda of Agreement

Appendix D: Memoranda of Agreement

	Agency Name	Partner Representative	Address	Phone
Lead Partner	The Pruden Center Task Force	**Corey McCray -** Director	The Pruden Center 4169 Pruden Blvd. Suffolk, VA 23434	757-925-5651 (P) 757-925-5639 (F)
1	Suffolk Economic Development/City of Suffolk	**Kevin Hughes** - Sr. Business Development Manager	Economic Development 127 E. Washington Street, Suite 200 Suffolk, VA 23434	757-514-4040 (P) 757-923-3628 (F)
2	Tidewater Community College	**Dr. Michael D. Summers**- VP Academic/ Student Affairs	Tidewater Community College – Norfolk Admin Offices P.O. Box 9000 Norfolk, VA 23509	757-822-1112 (P)
3	Tidewater Community College	**Marie Baker -** Prof. of Early Childhood Education	7000 College Dr. Portsmouth, VA 23703	757-822-2388 (P) 757-822-2184 (F)
4	Hampton Roads Research Partnership (HRRP)	**Andrew Sinclair** - Program Specialist	430 World Trade Center Norfolk, VA 23510	757-625-4696 (P) 757-625-4684 (F)
5	Isle of Wight Public Schools	**Reuben Johns** – Coordinator of Instruction	Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436	757-357-0849 (P)
6	Isle of Wight County Public Schools	**Joanne Ferraioli –** Technology Resource Facilitator	Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436	757-625-4222
7	Suffolk City Public Schools	**Gail Bess** - Coordinator of Career and Technical Education	Suffolk City Public Schools 100 N. Main St. P.O. Box 1549 Suffolk, VA 23434	757-925-6750 (P) 757-925-6751 (F)
8	MYMIC LLC (M and S Company)	**Dr. Thomas Mastaglio** President / CEO	200 High St., Suite 308 Portsmouth, VA 23704	757-391-9200 (P) 757-391-9098 (F)
9	Isle of Wight County Government /Chamber of Commerce	**Constance Rhodes** - President	Isle of Wight Chamber of Commerce P.O. Box 38 Smithfield, VA 23436	757-357-3502 (P)
10	Isle of Wight County Government	**W. Douglas Caskey** - Administrator	Isle of Wight County P.O. Box 80 Isle of Wight, VA 23392	757-357-3191 (P)
11	Sentara Obici Hospital	**Phyllis Stoneburner –** VP, Patient Care Services	2800 Godwin Blvd Suffolk, VA 23434	757-934-4811 (P) 757-934-4284 (F)
12	Starr Motors	**Joe Bonney –** Service Director	2584 Pruden Blvd. Suffolk, VA 23434	757-539-0214
13	Alion Science and Technology	**Brain Teer –** Division Manager	7021 Harbor View Blvd. Suffolk, VA 23435	757-851-5670
14	SAIC	**Jason Booth –** Senior Contracts Representative	7021 Harbor View Blvd. Suffolk, VA 23435	757-638-1238

MEMORANDUM OF AGREEMENT

PARTNER and *The Pruden Center for Industry and Technology* (The Center) agree to enter into this Agreement to support the **FIRST** (**F**ostering **I**nnovation and **R**elevance through **S**TEM and **T**rades) Governor's Career and Technical Academy.

In General

The Center is a regional CTE center serving Isle of Wight County and the City of Suffolk. The Center is the principal partner in the **FIRST** (**F**ostering **I**nnovation and **R**elevance through **S**TEM and **T**rades) Governor's Career and Technical Academy proposal. The Center desires to both reconfigure existing programs to Schools of Career and Technical Education and add additional STEM programs, concentrating in applications of electronic drafting, modeling & simulation, and Geographic Information Systems (GIS). The resulting FIRST Schools of Career and Technical Education would include:

1. *School of Information Technology* (Oracle, CIW, PC Technology, Modeling & Simulation Program Support Specialist and GIS)
2. *School of Health Careers* (EMT, Veterinary Assistant, Nurse Aide)
3. *School of Automotive Technology* (Auto-Service Technology, Auto-Collision Repair)
4. *School of Public Service* (Early Childhood Education, Culinary Arts, Cosmetology)
5. *School of Construction Trades* (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students' educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7- 16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above-referenced project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/vision.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback in regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.

Section I: Criterion C

The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credit.
4. Establish and facilitate a FIRST Advisory Council and career cluster councils.
5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Assure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/ implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology Principal Partner	CITY OF SUFFOLK Partner
NAME: Corey McCray TITLE: Director	NAME: Selena Cuffee-Glenn TITLE: City Manager
Signature	Signature
DATE: 4/9/08	DATE: April 2, 2008

MEMORANDUM OF AGREEMENT

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Tidewater Community College
Partner

NAME: Michael D. Summers
TITLE: Vice President for Academic & St. Affairs

Signature

DATE: 4-9-08

2

MEMORANDUM OF AGREEMENT

PARTNER and *The Pruden Center for Industry and Technology* (The Center) agree to enter into this Agreement to support the **FIRST** (**F**ostering **I**nnovation and **R**elevance through **S**TEM and **T**rades) Governor's Career and Technical Academy.

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Hampton Roads Partnership
Partner

NAME: E. Dana Dickens III
TITLE: President/CEO

Signature

DATE: 4/9/08

MEMORANDUM OF AGREEMENT

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Isle of Wight County Public Schools
Partner

NAME: Reuben A. Johns
TITLE: Coordinator of Instruction

Signature

DATE: _____

MEMORANDUM OF AGREEMENT

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5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Assure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
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14. Work collaboratively with advisory/ implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Isle of Wight County Public Schools
Partner

NAME: Joanne M. Ferraioli
TITLE: Computer Resource Teacher

Signature

DATE: April 10, 2008

MEMORANDUM OF AGREEMENT

PARTNER and *The Pruden Center for Industry and Technology* (The Center) agree to enter into this Agreement to support the **FIRST** (**F**ostering **I**nnovation and **R**elevance through **S**TEM and **T**rades) Governor's Career and Technical Academy.

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3. *School of Automotive Technology* (Auto-Service Technology, Auto-Collision Repair)
4. *School of Public Service* (Early Childhood Education, Culinary Arts, Cosmetology)
5. *School of Construction Trades* (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students' educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7- 16 program of study.

Partner Responsibilities

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2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/vision.
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The Pruden Center for Industry and Technology Priheipal Partner	**Suffolk Public Schools** Partner
NAME: Corey McCray TITLE: Director	NAME: Gail Bess TITLE: Coordinator of CTE
Signature	Signature
DATE: 4/9/08	DATE: 4/9/08

MEMORANDUM OF AGREEMENT

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

MYMIC LLC
Partner

NAME: Thomas W. Mastaglio
TITLE: President

Signature

DATE: 4/09/08

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Isle of Wight - Smithfield - Windsor Chamber of Commerce
Partner

NAME: Constance A. Rhodes
TITLE: President

Signature

DATE: 4/9/08

MEMORANDUM OF AGREEMENT

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Isle of Wight County
Partner

NAME: W. Douglas Caskey
TITLE: County Administrator

Signature

DATE: April 9, 2008

MEMORANDUM OF AGREEMENT

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Section I: Criterion C

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The Pruden Center for Industry and Technology	Sentara Obici Hospital
Principal Partner	Partner
NAME: Corey McCray	NAME: Phyllis C. Stansbury
TITLE: Director	TITLE: Vice President, Patient Care Service
Signature	Signature
DATE: 4/9/08	DATE: 2/25/08

MEMORANDUM OF AGREEMENT

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NAME: Corey McCray
TITLE: Director

Signature

DATE: 4/9/08

Starr Motors
Partner

NAME: Joe Bonney
TITLE: Service Manager

Signature

DATE: 4-9-08

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9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/ implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology Principal Partner	Alion Science & Technology Partner
NAME: Corey McCray TITLE: Director	NAME: Brian Teer TITLE: Division Manager
Signature	Signature
DATE: 4/9/08	DATE: 3/3/08

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MEMORANDUM OF AGREEMENT

PARTNER and *The Pruden Center for Industry and Technology* (The Center) agree to enter into this Agreement to support the **FIRST** (**F**ostering **I**nnovation and **R**elevance through **S**TEM and **T**rades) Governor's Career and Technical Academy.

In General

The Center is a regional CTE center serving Isle of Wight County and the City of Suffolk. The Center is the principal partner in the **FIRST** (**F**ostering **I**nnovation and **R**elevance through **S**TEM and **T**rades) Governor's Career and Technical Academy proposal. The Center desires to both reconfigure existing programs to Schools of Career and Technical Education and add additional STEM programs, concentrating in applications of electronic drafting, modeling & simulation, and Geographic Information Systems (GIS). The resulting FIRST Schools of Career and Technical Education would include:

1. *School of Information Technology* (Oracle, CIW, PC Technology, Modeling & Simulation Program Support Specialist and GIS)
2. *School of Health Careers* (EMT, Veterinary Assistant, Nurse Aide)
3. *School of Automotive Technology* (Auto-Service Technology, Auto-Collision Repair)
4. *School of Public Service* (Early Childhood Education, Culinary Arts, Cosmetology)
5. *School of Construction Trades* (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students' educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7- 16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above-referenced project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/vision.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback in regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.

SAIC specific responsibilities may include: advisory assistance and services, as well as supporting strategy development, attend meetings, advise on curriculum, and participate in practical exercises for students.

With respect to the services offered, SAIC makes no warranties, expressed or implied, including any implied warranties of merchantability or fitness for any particular purpose. In no event shall either Party be liable to the other for any punitive, exemplary, special, indirect, incidental or consequential damages (including, but not limited to, lost profits, lost revenues, lost business opportunities, loss of use or equipment down time, and loss of or corruption to data) arising out of or relating to this Agreement, regardless of the legal theory under which such damages are sought, and even if the Parties have been advised of the possibility of such damages or loss.

The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credit.
4. Establish and facilitate a FIRST Advisory Council and career cluster councils.
5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Assure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/ implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology Principal Partner	Science Applications International Corporation Partner
NAME: Corey McCray TITLE: Director	NAME: Jason A. Booth TITLE: Senior Contracts Representative
Signature	Signature
DATE: 4/9/08	DATE: March 4, 2008

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Appendix E

Statement of Assurances

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 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 provided in this proposal is correct, that the filing of the proposal 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.

Corey McCray	Director – The Pruden Center
Typed or Printed Name of Authorized Official	Title
	4/9/08
Signature of Authorized Official	Date

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Appendix F

Fiscal Agent Certification

Virginia Department of Education
Governor's Career and Technical Academy
Planning Grant Recipient Lead Agency and Fiscal Agent Certification
2007-2008

Submission of this form is required in order to receive the planning grant funds. The information provided will be used for official communication with the partnership during the planning grant phase of the grant award.

Lead Agency (must be a public entity): The Pruden Center for Industry & Technology (Regional)

Program Title: FIRST: Fostering Innovation and Relevance Through STEM and TRADES

Primary Partnership Contact Person: **Note: This person will serve as the point of contact for the partnership and will be known as the partnership director.**

Name: Corey L. McCray

Title: Director (The Pruden Center) **E-Mail:** coreymccray@prudencenter.net

Address: 4169 Pruden Blvd. Suffolk, VA 23434

Telephone: 757-925-5651 **Fax:** 757-925-5639

I herein certify that the information on this form is correct and that I am the duly authorized primary contact for the Governor's Career and Technical Academy planning grant. I further certify that I will comply with all requirements of the Commonwealth of Virginia pursuant to carrying out the grant award in accordance to the grant application as approved by the Virginia Department of Education.

Corey L. McCray
Typed or Printed Name of Authorized Partnership Primary Contact

Director, The Pruden Center for Industry & Technology
Title

Signature of Authorized Partnership Primary Contact

January 4, 2008
Date

Fiscal Agent Contact Person: **Note: This person must have legal authority to receive the grant funds and administer the funds under the direction of the partnership director.**

Name: Suffolk Public Schools, Michael Brinkley (Fiscal Agent for the Regional Pruden Center)

Title: Executive Director of Finance **E-Mail:** michrinkley@spsk12.net

Address: 100 North Main Street P.O. Box 1549 Suffolk, VA 23439

Telephone: 757-925-6754 **Fax:** 757-925-6763

I herein certify that the information on this form is correct and that I am the duly authorized fiscal agent for the Governor's Career and Technical Academy planning grant. I further certify that I will comply with all requirements of the Commonwealth of Virginia pursuant to carrying out the grant award in accordance to the grant application as approved by the Virginia Department of Education.

Milton R. Liverman, Ed.D
Typed or Printed Name of Authorized Fiscal Agent

Superintendent
Title

Signature of Authorized Fiscal Agent

January 4, 2008
Date

Please return this form by January 7, 2008, to: Elizabeth Russell, Director, Office of Career and Technical Education Services, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120 ; E-mail: Elizabeth.Russell@doe.virginia.gov; Telephone: (804) 225-2051; Fax: (804) 371-2456.

Appendix G

Career Development Plan

FIRST Career Development Plan

Name: _____ **Date** _____

School: _____

I have researched the following careers:

Job Title	Education Required

My career choice is: _____

I have set the following career and educational goals for myself:

Short Term Goal(s)	
Middle Term Goals(s)	
Long Term Goal	
Ultimate Goal	

I will begin to work on employability/occupational skills by pursuing the _____ Career Pathway.

I will begin to work on my postsecondary education and career goals by pursuing the _____ Diploma.

I will complete educational requirements and develop job skills through participation in the following activities.

	Extracurricular/Volunteer Activities	**Work-Based Learning and Work Experiences**	**Education/Training Program of Study**
High School (9-10)			
High School (10-12)			
College/Educational Program			

I will enroll in the following courses during my high school career.

	9th Grade	10th grade	11th Grade	12th Grade
English				
Math				
Social Studies				
Science				
CTE Pathway				
Foreign Language				
Arts				
Health and PE				
Electives				

I will revisit my plan each year to determine if I am still "on track" or if changes are needed.

_____ Check 1 _____ Check 3

_____ Check 2 _____ Check 4

Student Signature: _____ **Parent Signature** _____

I have researched requirements for the postsecondary education program that I prepare to pursue and will track my progress.

Entrance Requirements	Met (Date and Grade)

Appendix H

Programs of Study

Career Cluster: STEM
Career Pathway: Engineering and 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**						Inventions and Innovations	Computer Applications
	8		Algebra I			Technological Systems	Foreign Language I	Keyboarding Applications

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

	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 English 9 Honors	Geometry Geometry Honors	Earth Science	World History	Foreign Language II	Health and PE 9	Basic Technical Drawing	
	10	English 10 English 10 Honors	Algebra II Algebra II Honors	Biology Biology Honors	World History II World History II Honors	Foreign Language III	Health and PE 10	Engineering Drawing	
	11	English 11 English 11 Honors	Pre-Calculus Dual Credit (Math 163/164)	Biology AP/ Dual-Credit (Bio 101/102) or Chemistry Chemistry Dual-Credit (Chem. 111/112)	US History US History Honors US History Dual-Credit (His 121/122) US History AP			Modeling and Simulation Support Specialist I (3 credits)	

	Grade	English[5]	Math[5]	Science[5]	S.S. [5]	Required Courses or Recommended Electives and/or CTE Courses			
	12	English 12 English 12 Honors English 12 Dual-Credit (Eng 111/112) English 12 AP	Calculus Dual – Credit (Math 273/274) Calculus AP	Physics or Chemistry Chemistry Dual-Credit (Chem. 111/112)	US/VA Government US Government AP			Modeling and Simulation Support Specialist II (3 credits)	

	Postsecondary Placement Assessments (*Reading, Writing, and Math*)								
POSTSECONDARY Community College *Career Placement*	**Year 1 1st Semester**	College Composition I - Eng 111	Intro to Computer Applications – ITE 115	Unix I – ITN 171	Software Design – ITP 100	Pre-Calculus I – MTH 163			
	Year 1 2nd Semester	Probability and Statistics – BUS 216	Technical Report Writing – ENG 131	Introduction to Network Concepts – ITN 101	Java Programming – ITP 120	Introduction to Modeling and Simulation – ITP 193			
	Year 2 1st Semester	Systems Analysis and Design – ITP 251	Modeling and Simulation Protocols – ITP 293	Cooperative Education in ITP – ITP 297	Approved IT Elective	Social Science Elective			
	Year 2 2nd Semester	Modeling and Simulation Applications – ITP 293	Cooperative Education in ITP – ITP 297	Preparation for Employment – SDV 106	Health/PE	Humanities Elective	Social Science Elective		
4-year Institution	**University/College:** Tidewater Community College (Baccalaureate Transfer Program is available at Old Dominion University.) **Degree or Major:** Associate of Applied Science Degree: Technical Studies					**Key**	Required Course Dual Credit or Articulated course (HS to CC) Dual Credit or Articulated Course (HS to 4-year)		

[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
IC3	**Computer Applications 6611**				
MOS	**Computer Applications 6611**	**Keyboarding Applications 6152**			
Certified SolidWorks Professional (SolidWorks Corporation)	**Modeling and Simulation Program Support Specialist I and II**				

CAREER PATHWAY SUPPLEMENTAL INFORMATION

TOPIC: Work-Based Learning (Mentoring, Internships, Job Shadowing, and Service Learning)

JOB SHADOWING

Job shadowing is a short-term, career-exploration form of work site experience in which the student "shadows" (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of work site assignment given to students and is less intensive than mentoring, internship, and service learning.

MENTORING

Mentoring is a relationship between an experienced person (the mentor) and a less experienced person, such as a student (the mentee), in which the mentor provides guidance, support, feedback and skill instruction to the mentee. School-coordinated mentoring is more complex than job shadowing but tends to be less demanding and possibly shorter in duration than an internship or service learning.

INTERNSHIP

An internship is a planned, progressive, structured educational activity or program that enables students to practice and develop career-related skills in a real workplace environment. An internship is more complex than job shadowing and mentoring when they are offered as separate programs.

Appendix H

Career Cluster: Information Technology
Career Pathway: Interactive Media
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 I				Foreign Language I	Keyboarding Applications

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).

	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 English 9 Honors	Geometry Geometry Honors	Earth Science	World History	Foreign Language II	Health and PE 9	IT Fundamentals	
	10	English 10 English 10 Honors	Algebra II Algebra II Honors	Biology Biology Honors	World History II World History II Honors	Foreign Language III	Health and PE 10	Computer Information Systems	
	11	English 11 English 11 Honors	Pre-Calculus Dual Credit (Math 163/164)	Biology AP/ Dual-Credit (Bio 101/102) or Chemistry Chemistry Dual-Credit (Chem. 111/112)	US History US History Honors US History Dual-Credit (His 121/122) US History AP			Geospatial Technology I	

	Grade	English[5]	Math[5]	Science[5]	S.S. [5]	Required Courses or Recommended Electives and/or CTE Courses			
	12	English 12 English 12 Honors English 12 Dual-Credit (Eng 111/112) English 12 AP	Calculus Dual – Credit (Math 273/274) Calculus AP	Physics or Chemistry Chemistry Dual-Credit (Chem. 111/112)	US/VA Government US Government AP			Communications Systems	

Option I: Baccalaureate Transfer Program – Geography/Certificate in GIScience is available at Old Dominion University.									
POSTSECONDARY Community College *Career Placement*	**Year 1 1st Semester**	College Composition I - Eng 111	Intro to Computer Applications – ITE 115	History Elective	College Success Skills – SDV 100	Pre-Calculus I – MTH 163			
	Year 1 2nd Semester	College Composition II – Eng. 112	History Elective	Statistics – MTH 240	Principles of Public Speaking – SPD 100	Foreign Language			
	Year 2 1st Semester	Humanities/Social Science Elective	Foreign Language	Lab Science	Social Science Elective				
	Year 2 2nd Semester	Humanities/Social Science Elective	Foreign Language	Lab Science	Social Science Elective				
4-year Institution	**University/College:** Tidewater Community College (Baccalaureate Transfer Program – Geography/Certificate in GIScience is available at Old Dominion University.) **Degree or Major:** Associate of Arts: Liberal Arts					**Key**	Required Course Dual Credit or Articulated course (HS to CC) Dual Credit or Articulated Course (HS to 4-year)		

[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

Option II: Career Studies: Land Surveying

POSTSECONDARY Community College *Career Placement*	**Year 1 1st Semester**	Topographic Drafting – CIV 116	Surveying I – CIV 171	Geographic Information Systems I	Pre-Calculus I – MTH 163				
	Year 1 2nd Semester	Civil Engineering Drafting – CIV 115	Surveying II – CIV 172	Global Positioning Systems for Land Surveying – CIV 256	Mapping Standards – VA Rules and Statutes and Surveying Law – CIV 257	Photogrammetric and Remote Sensing – CIV 258	Virginia Coordinate Systems – CIV 259		
4-year Institution	**University/College:** Tidewater Community College **Degree or Major:** Career Studies: Land Surveying						Required Course Dual Credit or Articulated course (HS to CC) Dual Credit or Articulated Course (CC to 4-year)		

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Industry Certifications available upon completion of identified courses	Course Title	Course Title	Course Title	Course Title	Course Title
IC3	**Computer Applications 6611**				
MOS	**Computer Applications 6611**	**Keyboarding Applications 6152**			
ArcGIS Desktop	**Geospatial Technology I 8243**				

CAREER PATHWAY SUPPLEMENTAL INFORMATION

TOPIC: Work-Based Learning (Mentoring, Internships, Job Shadowing, and Service Learning)

JOB SHADOWING

Job shadowing is a short-term, career-exploration form of work site experience in which the student "shadows" (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of work site assignment given to students and is less intensive than mentoring, internship, and service learning

MENTORING

Mentoring is a relationship between an experienced person (the mentor) and a less experienced person, such as a student (the mentee), in which the mentor provides guidance, support, feedback and skill instruction to the mentee. School-coordinated mentoring is more complex than job shadowing but tends to be less demanding and possibly shorter in duration than an internship or service learning.

Appendix I

Exemplary Standards Program Certification

Certification of Intent for Program Participation

Governor's Exemplary Standards Award Program

Background:
The Pruden Center for Industry and Technology administration, staff and stakeholders plan to take necessary measures to move the organization and each of its programs toward "Exemplary Status". During the school-year 2005-2006, staff members put together program area notebooks displaying documentation of progress in regards to the Exemplary Standards Award Program for CTE. The notebooks were reviewed by a collaborative task force of business/industry, government and educational partners in an effort to ensure continuous improvement of the quality of individual CTE programs and to ensure that programs were meeting the expectations of higher education and business. Staff members, after receiving ratings and feedback, composed a Program Improvement Plan outlining steps to be taken toward improving areas of deficiency. Progress is being monitored toward goals and progress will be evaluated as a component of the annual teacher evaluation process. As a component of The Pruden Center for Industry and Technology instructional program, the FIRST Governor's Career and Technical Academy will additionally participate in the Governor's Exemplary Standards Award Program for CTE.

Certification:
As certified by the signature of the authorized representative of the FIRST Governor's Career and Technical Academy Planning Committee, The Pruden Center for Industry and Technology will participate in the Governor's Exemplary Standard Award Program.

Authorized Representative

4/9/08
Date

Director
Title

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Appendix J

Documentation of Insurance

Appendix J

Appendix L

Virginia Municipal Self Insurance Association
Virginia Municipal Liability Pool

2007-08 Renewal Cover Page to Member Agreement

Pruden Center for Industry and Technology **MEMBER# 43**

I. Coverages and Limits of Liability

[X] Local Government Liability	
Each Occurrence Limit	$1,000,000
Damages to Premises Rented to You	$100,000
Medical Expense Limit	$10,000
[X] No Fault Property Damage	$10,000
[ ] Deductible	$
[X] Automobile Liability	$1,000,000 Combined Single Limit
[ ] Deductible	$
[X] Uninsured Motorists	$25,000/$50,000/$20,000
[X] Automobile Medical Payments	$10,000
[X] No Fault Property Damage	$10,000
[X] Automobile Physical Damage	
[X] Comprehensive	Actual Cash Value per vehicle per schedule
[X] Collision	Actual Cash Value per vehicle per schedule
[X] Deductible/Comprehensive	$100
[X] Deductible/Collision	$250
[X] Excess Liability	$3,000,000

Local Government Liability is on a "occurrence" basis for all claims that occur and are reported or the period fron July 1, 2007 to July 1, 2008 subject to the Coverage Forms.

Automobile Liability and Automobile Physical Damage are on an "occurrence basis" for all occurrences from July 1, 2007 to July 1, 2008 subject to the Coverage Forms.

Excess Liability, if checked, for the period July 1, 2007 to July 1, 2008 subject to the Coverage Forms.

With respect to Local Government Liability and Automobile Liability the Pool will retain coverage on $1,000,000 per occurrence on each line of coverage subject to a Pool retention of $1,000,000. Excess Coverage is 100% reinsured to the extent it is selected by the member and reflected here. Automobile physical damage coverage is reinsured excess of $150,000. The limit of the reinsurance is the replacement cost of the vehicle

[X] Property Coverage
[X] Boiler and Machinery Coverage
[X] Fidelity/Crime/Surety Coverage

Property Coverage and Boiler and Machinery Coverage, if checked, is provided for all occurrences from July 1, 2007 to July 1, 2008, pursuant to the attached declaration pages, member agreement and coverage forms.

For the period of July 1, 2007 to July 1, 2008 Property Coverage reinsurance is purchased excess of a $500,000 retention on a per occurrence basis. The windstorm occurrence limit is $1,000,000. Boiler and Machinery Coverage is reinsured with a $25,000 retention.

Fidelity, crime and surety coverage will be a part of the VMLP. This coverage is reinsured with a $300,000 retention.

II. Contribution

$21,336 due July 1, 2007. See Declaration Pages attached to Coverage Forms for contributions by individual coverage lines. The contribution was determined based on actuarially approved rates. In the event of a deficit in the Pool's fund, additional assessments may be imposed by the Members' Supervisory Board.

III. Servicing Company
Virginia Municipal League.

IV. Virginia Insurance Guaranty Association
A local government group self-insurance pool is not protected by the Virginia Insurance Guaranty Association against default due to insolvency. In the event of insolvency, members and persons filing claims against members may be unable to collect any amount owed to them by the Pool regardless of the terms of the member agreement. In the event the Pool is in a deficit position, a member may be liable for any and all unpaid claims against such member.

V. Rejection of Higher Uninsured Motorists Limits of Coverage
The Member has read this "Renewal Cover Page to Member Agreement", the Business Automobile Policy of Insurance and the Business Automobile Coverage / Renewal Declarations. The Member acknowledges that it is possible to purchase Uninsured Motorists Coverage at limits equal to your policy's Liability Coverage limits unless the Member rejects these higher limits of Uninsured Motorist Coverage and/or Underinsured Motorist Coverage and selects lower limits as described below.

If your policy's Liability Coverage Limit(s) exceeds the minimum limits required by Virginia law of (1) split limits of $25,000 for each person, subject to $50,000 for each accident with respect to bodily injury, and $20,000 for each accident with respect to property damage; or (2) a combined single limit of $70,000 for each accident, you may reject Uninsured Motorists Coverage Limits(s) equal to your policy's Liability Coverage Limit(s) and select lower Limit(s) of Uninsured Motorists Coverage. However, you may not select Uninsured Motorists Limits less than the minimum Liability Coverage Limit(s) required by Virginia law.

The Member hereby rejects Uninsured Motorist and/or Underinsured Motorist Coverage in the Limit(s) equal to the Member's Liability Coverage Limit(s) stated in the Renewal Cover Page to Member Agreement, the Business Auto Policy, and/or the Business Automobile Coverage/Renewal Declarations, and hereby selects the lower Limit(s) of Uninsured Motorist and/or Underinsured Motorist Coverage set forth in the Renewal Cover Page to Member Agreement, the Business Auto Policy, and/or the Business Automobile Coverage/Renewal Declarations.

(Signature of Authorized Member Representative)

11/20/07
(Date)

Appendix K

FIRST Academy Implementation Budget

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	0		*	52,000	9,000
2. Employee Benefits---2000			*	6,928	
3. Purchased/Contractual Services---3000	40,000		*		
4. Internal Services---4000	4,000		*		4,500
5. Staff Development---5000	8,000		*		5,000
6. Summer Component Activities---5000	10,000		*		
7. Travel---5000	7,000		*		
8. Contractual Services---5000	10,000		*		
9. Materials and Supplies---6000	21,000		*		
10. Equipment---8000		** 29,500	*	** 7,000	
11. Facilities---8000			*	18,000	32,000
B. Indirect Costs			*		
Total	100,000	29,500	*	83,928	50,500

*The Pruden Center is a regional center. Each participating division pays a percentage of the operating budget based on enrollment and Capital outlay based on ownership. Perkins funds are received by owning divisions and are included in each divisions annual funding but are not specifically earmarked as Perkins funds.

**** Equipment funds designated include $26,000 state technology funds, $3,500 state equipment funds, and $7,000 required local match for state equipment funds.**