2015 VACTEA Annual Conference

Career and Technical Education Update

Virginia Department of Education
Office of Career and Technical Education

Williamsburg, Virginia
October 15, 2015
2015 VACTEA Annual Conference

CTE State Performance Data Across-the-Board-Initiatives Program, Career Cluster Updates

CTE Program Monitoring

CTE Data Management

CTE Program Funding

Credentialing Scenarios
VDOE Communications

• Superintendent’s Memos
  Supts. Memos are disseminated every Friday

• CTE Directors’ Memos
  Directors Memos are disseminated to address critical topics

• Professional Development Video Series
  Technical assistance information for CTE administrator/Implementation
## Enrollment Trends by Career Cluster - Unduplicated

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>11,768</td>
<td>11,597</td>
<td>11,829</td>
<td>11,076</td>
<td>11,571</td>
<td>11,512</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>9,884</td>
<td>9,817</td>
<td>9,515</td>
<td>8,978</td>
<td>9,104</td>
<td>9,590</td>
</tr>
<tr>
<td>Arts, Audio-Video Technology and Communication</td>
<td>8,754</td>
<td>10,491</td>
<td>10,863</td>
<td>11,461</td>
<td>10,924</td>
<td>13,824</td>
</tr>
<tr>
<td>Business, Management and Administration</td>
<td>45,830</td>
<td>45,168</td>
<td>42,575</td>
<td>39,746</td>
<td>37,386</td>
<td>30,824</td>
</tr>
<tr>
<td>Education and Training</td>
<td>10,419</td>
<td>8,877</td>
<td>10,579</td>
<td>12,731</td>
<td>7,776</td>
<td>7,043</td>
</tr>
<tr>
<td>Finance</td>
<td>4,645</td>
<td>5,627</td>
<td>4,259</td>
<td>13,378</td>
<td>31,345</td>
<td>34,008</td>
</tr>
<tr>
<td>Government and Public Administration</td>
<td>9,940</td>
<td>11,291</td>
<td>11,667</td>
<td>12,317</td>
<td>12,922</td>
<td>12,437</td>
</tr>
<tr>
<td>Health Science</td>
<td>6,968</td>
<td>6,967</td>
<td>6,962</td>
<td>7,494</td>
<td>9,388</td>
<td>11,904</td>
</tr>
</tbody>
</table>
# Enrollment Trends by Career Cluster - Unduplicated (cont.)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality and Tourism</td>
<td>15,635</td>
<td>16,880</td>
<td>18,459</td>
<td>19,116</td>
<td>18,007</td>
<td>16,792</td>
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<tr>
<td>Human Services</td>
<td>34,568</td>
<td>34,094</td>
<td>36,572</td>
<td>39,941</td>
<td>38,379</td>
<td>31,556</td>
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<tr>
<td>Information Technology</td>
<td>32,731</td>
<td>30,775</td>
<td>29,692</td>
<td>31,471</td>
<td>29,686</td>
<td>27,511</td>
</tr>
<tr>
<td>Law, Public Safety and Security</td>
<td>3,403</td>
<td>3,621</td>
<td>3,624</td>
<td>4,164</td>
<td>4,454</td>
<td>5,394</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>3,967</td>
<td>3,682</td>
<td>4,354</td>
<td>4,711</td>
<td>5,203</td>
<td>4,866</td>
</tr>
<tr>
<td>Marketing Sales and Service</td>
<td>18,958</td>
<td>18,910</td>
<td>16,813</td>
<td>16,928</td>
<td>16,338</td>
<td>14,426</td>
</tr>
<tr>
<td>Science, Technology, Engineering and Mathematics</td>
<td>35,607</td>
<td>37,361</td>
<td>38,245</td>
<td>36,817</td>
<td>36,691</td>
<td>44,366</td>
</tr>
<tr>
<td>Transportation, Distribution, and Logistics</td>
<td>7,387</td>
<td>7,426</td>
<td>6,947</td>
<td>6,740</td>
<td>5,801</td>
<td>4,904</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>260,464</strong></td>
<td><strong>262,584</strong></td>
<td><strong>262,955</strong></td>
<td><strong>277,069</strong></td>
<td><strong>284,975</strong></td>
<td><strong>280,957</strong></td>
</tr>
</tbody>
</table>
Enrollment Trends (Duplicated)

CTE Enrollment Trends - Duplicated

Thousands

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>578,126</td>
</tr>
<tr>
<td>2011-12</td>
<td>584,172</td>
</tr>
<tr>
<td>2012-13</td>
<td>576,454</td>
</tr>
<tr>
<td>2013-14</td>
<td>572,110</td>
</tr>
<tr>
<td>2014-15</td>
<td>586,836</td>
</tr>
</tbody>
</table>
## CTE Student Enrollment Trends by Program Area - Unduplicated

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education</td>
<td>31,848</td>
<td>32,810</td>
<td>32,361</td>
<td>32,586</td>
<td>33,310</td>
<td>32,290</td>
<td>33,085</td>
</tr>
<tr>
<td>Business &amp; Information Technology</td>
<td>177,522</td>
<td>180,873</td>
<td>171,158</td>
<td>169,592</td>
<td>172,072</td>
<td>191,530</td>
<td>205,899</td>
</tr>
<tr>
<td>Career Connections</td>
<td>18,507</td>
<td>17,059</td>
<td>20,736</td>
<td>22,970</td>
<td>17,312</td>
<td>11,400</td>
<td>18,960</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>136,087</td>
<td>130,041</td>
<td>128,374</td>
<td>128,755</td>
<td>125,960</td>
<td>119,324</td>
<td>111,989</td>
</tr>
<tr>
<td>Health and Medical Sciences</td>
<td>10,741</td>
<td>11,303</td>
<td>11,881</td>
<td>11,962</td>
<td>12,024</td>
<td>14,069</td>
<td>15,249</td>
</tr>
<tr>
<td>Marketing</td>
<td>34,196</td>
<td>33,459</td>
<td>35,085</td>
<td>35,834</td>
<td>35,961</td>
<td>33,782</td>
<td>31,103</td>
</tr>
<tr>
<td>Military Science</td>
<td>12,047</td>
<td>13,879</td>
<td>15,546</td>
<td>17,776</td>
<td>18,542</td>
<td>19,675</td>
<td>19,830</td>
</tr>
<tr>
<td>Technology Education</td>
<td>128,293</td>
<td>122,982</td>
<td>123,645</td>
<td>125,745</td>
<td>123,109</td>
<td>118,135</td>
<td>114,815</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>39,059</td>
<td>39,002</td>
<td>39,340</td>
<td>38,952</td>
<td>38,164</td>
<td>35,221</td>
<td>35,906</td>
</tr>
</tbody>
</table>
# CTE Teachers by Program Area

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education</td>
<td>320</td>
<td>325</td>
<td>323</td>
<td>350</td>
<td>358</td>
</tr>
<tr>
<td>Business &amp; Information Technology</td>
<td>1333</td>
<td>1313</td>
<td>1324</td>
<td>1826</td>
<td>2239</td>
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<tr>
<td>Career Connections</td>
<td>210</td>
<td>297</td>
<td>281</td>
<td>292</td>
<td>417</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>957</td>
<td>924</td>
<td>942</td>
<td>984</td>
<td>1072</td>
</tr>
<tr>
<td>Health and Medical Sciences</td>
<td>264</td>
<td>244</td>
<td>255</td>
<td>318</td>
<td>398</td>
</tr>
<tr>
<td>Marketing</td>
<td>460</td>
<td>470</td>
<td>494</td>
<td>470</td>
<td>450</td>
</tr>
<tr>
<td>Military Science</td>
<td>226</td>
<td>235</td>
<td>250</td>
<td>255</td>
<td>254</td>
</tr>
<tr>
<td>Technology Education</td>
<td>923</td>
<td>924</td>
<td>938</td>
<td>973</td>
<td>987</td>
</tr>
<tr>
<td>Trade and Industrial Education</td>
<td>840</td>
<td>816</td>
<td>780</td>
<td>773</td>
<td>895</td>
</tr>
</tbody>
</table>

Note: 131 of the 3,091 NBCT in Virginia hold a CTE endorsement.
Virginia’s Credentialing Initiative

Pass Rates of Exams Attempted vs Earned

<table>
<thead>
<tr>
<th>Year</th>
<th>Attempted</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>56,600</td>
<td>36,719</td>
</tr>
<tr>
<td>2011-12</td>
<td>74,488</td>
<td>51,192</td>
</tr>
<tr>
<td>2012-13</td>
<td>97,445</td>
<td>66,220</td>
</tr>
<tr>
<td>2013-14</td>
<td>138,683</td>
<td>103,599</td>
</tr>
<tr>
<td>2014-15</td>
<td>166,974</td>
<td>128,850</td>
</tr>
</tbody>
</table>

Total Credentialing Exams Attempted
Total Number of Credentials Earned by Students

Pass Rates:
- 2010-11: 65%
- 2011-12: 66%
- 2012-13: 69%
- 2013-14: 68%
- 2014-15: 77%
Virginia’s Credentialing Initiative Trends

Virginia’s Credentialing Initiative

<table>
<thead>
<tr>
<th>Year</th>
<th>Thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>4,664</td>
</tr>
<tr>
<td>2011-12</td>
<td>28,586</td>
</tr>
<tr>
<td>2012-13</td>
<td>36,719</td>
</tr>
<tr>
<td>2013-14</td>
<td>41,329</td>
</tr>
<tr>
<td>2014-15</td>
<td>41,677</td>
</tr>
</tbody>
</table>

- Occupational Competency Skills
- State License
- Industry Certification
- Workplace Readiness
- Total Number of Credentials Earned by Students
- Total Number of CTE Completers
Workplace Readiness Skills for the Commonwealth Examination

- 2011-12:
  - Passed: 63.3% (13,122)
  - Did Not Pass: 36.7% (7,620)

- 2012-13:
  - Passed: 61.3% (21,315)
  - Did Not Pass: 38.7% (13,435)

- 2013-14:
  - Passed: 71.4% (28,349)
  - Did Not Pass: 28.6% (11,356)

- 2014-15:
  - Passed: 71.8% (33,665)
  - Did Not Pass: 28.2% (13,248)

Total:
- Passed: 71,936
- Did Not Pass: 34,877
- Total: 106,813
Completers Graduated with Standard and Advanced Studies Diplomas

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard Diploma</th>
<th>Advanced Studies Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>49% (20,173)</td>
<td>47% (19,373)</td>
</tr>
<tr>
<td>2011-12</td>
<td>49% (20,541)</td>
<td>46% (19,363)</td>
</tr>
<tr>
<td>2012-13</td>
<td>48% (19,596)</td>
<td>48% (19,699)</td>
</tr>
<tr>
<td>2013-14</td>
<td>47% (19,718)</td>
<td>49% (20,637)</td>
</tr>
<tr>
<td>2014-15</td>
<td>47% (18,261)</td>
<td>49% (18,967)</td>
</tr>
</tbody>
</table>

Approved alternative education programs
Weldon Cooper – UVA CTE Completer Follow-up Survey

2014 Graduates One Year Later

- **73%** Enrolled in Post Secondary Schools
- **13%** Employed Full-Time
- **7%** Employed Part-Time
- **3%** Military Service
- **2%** Out of Labor Force
- **2%** Unemployed
### Graduation Requirements for a Standard Diploma

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics¹</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science²,6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History and Social Sciences²¹</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Foreign Language, Fine Arts or Career and Technical Education²¹</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Economics and Personal Finance</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives²¹</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test²¹</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Career and Technical Education Credential²¹</td>
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<td></td>
</tr>
<tr>
<td><strong>Total²¹</strong></td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>

Industry Credentialing
Scenario 1

Economics and Personal Finance (EPF) - Graduation Requirement for all Students

- Course Selection:
  Economics and Personal Finance 6120 (36 weeks)

- Industry Credentialing Exam:
  - W!SE Financial Literacy, or
  - Workplace Readiness Skills for the Commonwealth Examination

- Students Earned:
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence - No
  - Eligible for one student-selected verified credit - No
    (EPF course not part of a CTE concentration)
Industry Credentialing Scenario 2

Economics and Personal Finance (EPF) - Graduation Requirement for all Students

- **Course Selections:**
  Personal Finance 6121 (18 weeks) and Economics 2801 (18 weeks)

- **Industry Credentialing Exam:**
  - W!SE Financial Literacy, or
  - Workplace Readiness Skills for the Commonwealth Examination

- **Student Earned:**
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence - No
  - Eligible for one student-selected verified credit- No
  (EPF course not part of a CTE concentration)
Industry Credentialing Scenario 3

Economics and Personal Finance (EPF) - Graduation Requirement for all students

- **Course Selection:**
  Virtual Virginia Economics and Personal Finance (6120)

- **Industry Credentialing Exam:**
  - W!SE Financial Literacy

- **Student Earned:**
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence - No
  - Eligible for one student-selected verified credit - No
  (EPF course not part of a CTE concentration)

11/2/2015
Industry Credentialing Scenario 4

Economics and Personal Finance (EPF) - Graduation Requirement for all Students

- **Course Selections**
  Personal Living and Finance - Mathematics 3120 (36 weeks) for students with an IEP and/or 504 Plan (Supts. Memo 011-14)

- **Industry Credentialing Exam:**
  - Workplace Readiness Skills for the Commonwealth Examination

- **Student Earned:**
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence - No
  - Eligible for one student-selected verified credit- No
  (EPF course not part of a CTE concentration)
Industry Credentialing
Scenario 5

Students Pursuing - Standard Diploma

• CTE Sequence:
  – Design, Multimedia, and Web Technologies (6630/36 weeks)
  – Design, Multimedia, and Web Technologies, Advanced (6631/36 weeks)

• Industry Credentialing Exam:
  – Interactive Media Assessment (NOCTI), or
  – Apple Certified Pro Examination

• Students Earned:
  – Industry Credential for the Standard Diploma graduation requirement - Yes
  – Program Sequence - Yes
  – Eligible for one student-selected verified credit - Yes

11/2/2015
Industry Credentialing Scenario 6

Student Pursuing - Standard Diploma

- **CTE Sequence:**
  - Medical Assistant I (8345/36 weeks)
  - Medical Assistant II (8346/36 weeks)

- **Industry Credentialing Exam:**
  - Certified Clinical Medical Assistant—CCMA, or
  - Workplace Readiness Skills for the Commonwealth

- **Students Earned:**
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence- Yes
  - Eligible for one student-selected verified credit - Yes

11/2/2015
Industry Credentialing Scenario 7

Student Pursuing a Standard Diploma – **Earning two verified credits**

- **CTE Sequence:**
  - Physical/Occupational Therapy I (8365/36 weeks)
  - Physical/Occupational Therapy II (8366/36 weeks)
  - Medical Assistant I (8345/36 weeks)
  - Medical Assistant II (8346/36 weeks)

- **Industry Credentialing Exam:**
  - Certified Physical Therapy Aide (CPTA) Examination,
  - Certified Clinical Medical Assistant Examination, and
  - Workplace Readiness Skills for the Commonwealth (supporting credential)

- **Students Earned:**
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence - Yes
  - Eligible for **one** student-selected verified credit AND **one** verified credit for either Science or History Social Science – Yes

11/2/2015
Industry Credentialing Scenario 8

**Student Pursuing - Advanced Studies Diploma**

- **CTE Sequence:**
  - Medical Assistant I (8345/36 weeks)
  - Medical Assistant II (8346/36 weeks)

- **Industry Credentialing Exam:**
  - Workplace Readiness Skills for the Commonwealth, or
  - Certified Clinical Medical Assistant—CCMA

- **Students Earned:**
  - Industry Credential for the standard diploma graduation requirement- Yes; however, **NOT required for an Advanced Studies Diploma**
  - Program Sequence- Yes
  - Eligible for **one** student-selected verified credit **ONLY** - *The second verified credit option (for science or history) does not apply to the Advanced Studies Diploma.*
Industry Credentialing Scenario 9

Student Pursuing - Standard Diploma

- **CTE Sequence:**
  - Air Force Military Science I (AF7913/36 weeks)
  - Air Force Military Science II (AF7916/36 weeks)

- **Industry Credentialing Exam:**
  - Armed Services Vocational Aptitude Battery (ASVAB) *(Armed Forces Qualification Test Score)*, CTE Director Memo 075-14

- **Students Earned:**
  - Industry Credential for the Standard Diploma graduation requirement - Yes
  - Program Sequence - Yes
  - **Eligible for one** student-selected verified credit - Yes

11/2/2015
Agriculture, Food & Natural Resources Cluster

The Virginia Department of Education and Virginia Department of Agriculture and Consumer Services conducted stakeholders meetings comprised of:

- Agriculture Business and Industry Representatives
- Educator Representatives
- Other Stakeholders and Public Policy Representatives

- **Purpose:** Review Agricultural Education secondary courses in the context of current and future workforce needs and make strategic decisions regarding Virginia’s program offerings.

- **National Standards** for Agriculture, Food and Natural Resources, revised 2015
Trends in Agriculture

- Productivity will increase and employment on the land will decrease
- Agriculture science and technology will drive increases in productivity
  - Genetically modified organisms, soil conservation, pest/nutrient management, and technology
- World population, affluence, and international trade will continue to grow
- Agriculture Business will continue to become more complex
- Agri-tourism will increase
- Demand for fresh, local, and organic food will grow
Information Technology Cluster

• Changes in funding procedures for Microsoft IT Academy
  – Supts. Memo #190-15
    (Superseded by CTE Directors’ E-mail on October 5, 2015)
  – School divisions may “opt out” of the individual purchasing model and return to the “group purchasing model”
  – Gmetrix Trainings and Webinars

• Cyber Security
  – White Paper
  – Cyber Security course development meetings in November and March
  – TechTober—Microsoft Certifications Contest
  – Partnership with Cyber Innovation Center (CIC)
Finance Cluster

- Curriculum Revision for Economics and Personal Finance 6120 and Personal Finance 6121 (new name for 6121)
- 2014-2015 Success of Implementation
  - **W!SE**—38 Virginia Schools in Top 100 list
    - 61,167 students tested; 50,731 passed; pass rate = 82.94%
    - 539 teachers tested; 478 passed; pass rate = 88.68%
    - New capabilities—automatic certificate and class roster generation
  - National Recognitions
    - Virginia is one of seven states to receive an “A” in a national study of state efforts to produce financially literate high school graduates
    - National FBLA-PBL first-place winner in Personal Finance competition, second and fifth in Economics.
• 2014-2015: 70 schools participated in the CLEP pilot for Business Law and Accounting

• 2015-2016: CLEP initiative – Business Management and Administration Cluster
  – Business Law (6131, 6132)
  – Finance Cluster
  – Accounting (6320, 6321)

• 2016-2017: Information Technology Cluster
  – Computer Information Systems
Southern Region Education Board (SREB)

2015 Counseling for Careers Workshops

• November 18 - Culpeper County – Eastern View High School
• November 20 - Botetourt County – Greenfield Education and Training Center
• December 8 - Cumberland County – Luther P. Jackson Education Center
• December 10 - Williamsburg/James City County – Warhill High School
Human Services Cluster

• New Course – Food Science and Dietetics
  – Implementation 2016-2017
  – Food Science Credential
  – Completer Sequence
  • Nutrition and Wellness
  • Culinary Arts
Creating Excellence Recognition Program

**Awards**
1. Advisory Committee
2. Business and Industry Partnership
3. Program

**Dates**
- March 18, 2016 – Applications due to VDOE
- April 7, 2016 – Judging Panel
- May 2, 2016 – VDOE notifies regional award recipients
- June 9, 2016 – Awards Luncheon
New Teacher Institute

Date: July 11 – 15, 2016

Location: Richmond, Virginia

Licensure: The New Teacher Institute satisfies the Curriculum and Instructional Procedures professional studies requirement for teacher licensure.

Course: University of Virginia, PSED 6503-Effective Teaching Strategies
• Future Educators Association (FEA) Rebranding, Supts. Memo #196-15

• State conference hosted by volunteer school divisions: Supts. Memo #248-15
  • 2016 Virginia Beach City Public Schools
    ✓ March 12, 2016, Floyd E. Kellam High School
  • 2017 Manassas City Public Schools
  • 2018 Prince William County Public Schools
Health Science Cluster

Virginia Board of Health Regulatory Standards

- **Virginia Board of Nursing**
  - Licensed Practical Nursing, Supts. Memo #319-13 and Supts. Memo #242-15
  - NCLEX Exam
  - Nurse Aide, Supts. Memo #221-15
  - NNAAP and Pearson VUE

- **Virginia Board of Dentistry**
  - Dental Assistants
  - Dental Assisting National Board Credential

- **Virginia Board of Pharmacy**
  - Pharmacy Technicians
  - Virginia Pharmacy Exam- National Board Exam

- **Virginia Board of Medicine**
  - Surgical Technicians
  - NCCT Surgical Tech Exam
Health Science Cluster

Virginia Department of Health Regulatory Standards

http://www.vdh.virginia.gov/oems/

- Emergency Medical Technician I,II, III, Supts. Memo #165-14
- Emergency Medical Responder
- Exam:
  - Emergency Medical Telecommunications, Supts. Memo #121-15
  - Emergency Telecommunication Certification (NAED)
Health Science Cluster

Regulatory Agencies and Instructor Standards (Implementation Tips)

• APG alert box

• Regulations program requirements

• Submission of information to the Office of Teacher Licensure

• Allied health endorsement non-clinical track

• New Health and Medical Science credentials (e.g., Sports Medicine, Emergency Telecommunications, Patient Care Technician)
2016-2017 Curriculum Revisions and Course Changes

- Eliminate Advanced Travel and Tourism (8167) and Advanced Hotel Marketing (8162) and replace with new courses:
  - Travel and Tourism Marketing and Sales (8169)
  - Hotel Management and Operations (8159)
Marketing Cluster
College Level Examination Program (CLEP) Initiative

2015-2016 Implementation

• Aligned curriculum for Marketing Management course (8132) to prepare students for Principles of Marketing CLEP examination

• CLEP vouchers may be purchased directly from College Board using approved CTE credentialing funding.
Science, Technology, Engineering, and Mathematics (STEM) Cluster

2015-16 Strategic Review of Technology Education

Purpose: Direct program changes that will meet the needs of the 21st Century workplace.

- September 25: Industry Focus Group Meeting
- October 16: Educator Focus Group Meeting
Science, Technology, Engineering, and Mathematics (STEM) Cluster

2015 Manufacturing Technician 1 (MT1)
Training for Trainers (teachers)

Refer to Supts. Memo #211-15

Location: Richmond

- November 4-6
- December 9-11
Science, Technology, Engineering, and Mathematics (STEM) Cluster

Virginia Energy Workforce Consortium (VEWC)

Promoting Energy and Power (8448)
  • Provides Energy Industry Fundamentals (EIF) certificate
Course Title: Entertainment Design and Technology

Available: 2016-17 school year

Suggested Grades: 10, 11, & 12

Course Description:

Students will learn and apply skills in various areas related to the creative process of live production. They will explore scenic design and construction, lighting design and technology, and live sound reinforcement. Students will learn techniques used by professionals working in the industry through hands-on experiences. They will investigate job opportunities and careers in the dynamic and growing industry of live entertainment.
Human Services Cluster

Cosmetology I, II, & III
Barbering I, II, & III

Joint Review by the Virginia Board of Cosmetology, and Virginia Department of Education

• Business and Industry Technical Panel
  January 28, 2016
• Teachers Curriculum Development Team
  February 19, 2016

Both meetings will be held at the CTE Resource Center in Henrico, Virginia.
Program: Auto Body Technology I, II, & III

**HB 1616**: Career and technical education alignment with National certifications. Requires each sequence of courses constituting a career and technical education program completion to be aligned with state or national program certification and accreditation standards, if such standards exist.

- National Automotive Technician Education Foundation (NATEF) Accreditation
- I-CAR Instructor Certification
CTE Program Improvement Review

- CTE Civil Rights

- CTE Federal Program Monitoring (Perkins IV)

- Resources: 2015-2016 Professional Development Video Training Series for Administrators
  - Session 4: July 16, 2015
    - Part I – Civil Rights Review
    - Part II – CTE Federal Monitoring Review
CTE Civil Rights Compliance Review

Virginia Department of Education’s Obligation to Review and/or Assist School Divisions Regarding Federal Civil Rights Laws

- Supts. Memo #262-15

- School Divisions identified for Onsite Review
  - Colonial Heights City
  - Gloucester County
  - Powhatan County
  - Warren County

- Resources:
  http://www.doe.virginia.gov/federal_programs/civil_rights/index.shtml
CTE Federal Program Monitoring Review System

- Supts. Memo #261-15
- School Divisions identified for Onsite Review
  - Amelia County
  - Colonial Heights City
  - Essex County
  - Gloucester County
  - Goochland County
  - Lee County
  - Warren County

- Resources:
Manual Sections

• Due Dates
• Perkins IV Performance Standards and Measures Accountability System
• Instructions and Procedures for Data Reporting
• Reference Tables in Appendices include SCED codes
Master Schedule Collection (MSC) and Student Enrollment Demographic Form (SEDF)

Fall MSC Collection Window opens
October 15, 2015

Report is due by
January 30, 2016

End-of-Year MSC Collection due
September 30, 2016

SEDF:
1. Enrollment size and demographic data for Perkins CAR 6S1 Non-traditional enrollment by CTE Serving Division
2. Teacher maximum instructional minutes (54,000 minutes)
3. Class size reporting for maximum size restrictions on courses regulated by OSHA and state regulations
4. Program enrollment information by division and school for development of CTE Local plans
5. Student enrollment in schools, including Governor’s STEM Academies and Governor’s Health Science Academies
6. Biennium SOQ add-on funding
CTE Credential Collection and Completer Follow-up Survey

- CTE Credential Collection: July 31, 2016
- Final Completer Demographic Report: July 15, 2016 and August 26, 2016
- Annual Performance Report: January 2017
- Federal Reporting EdFacts, CAR 5S1: December 2016
- Credential Report Card: December 2016
- Local Plan: December 2016

Learning that works for Virginia CTE
Substantially Approvable Perkins Local Plan

- Title 34: Education, PART 76 - STATE-ADMINISTERED PROGRAMS, §76.708
  - Requires local school division to submit its Perkins Local Plan application to the Virginia Department of Education in "substantially approvable form" in order to obligate Perkins funds.
- State may not authorize an applicant for a subgrant to obligate funds until the later of the following two dates:
  - Date that the State may begin to obligate funds under §76.703 (July 1, 2015); or
  - Date that the applicant submits its application to the State in substantially approvable form.
Federal CTE Funding

Carl D. Perkins Career and Technical Education Act of 2006

- $23,902,660 - SY 2015-2016 Title I Federal Funds
- 1.14 percent overall funding increase ($268,412) from SY 2014-2015


- Supts. Memo #076-15
- $17,308,173.15 secondary education funding for school divisions
- $232,428.97 school division funding increase from SY 2014-2015
SY 2015-2016 State Funding for CTE Programs

School Year 2015-2016

- **$1,800,000** – CTE Equipment, [Supts. Memo #181-15](#)

- **$1,331,464** – Industry Certification Examinations, Licensure Tests and Occupational Competency Assessments, [Supts. Memo #179-15](#)

- **$308,655** – Workplace Readiness Skills for the Commonwealth Examinations (may be used for any Board-approved industry certification preparation and testing), [Supts. Memo #180-15](#)

- **$1,500,000** – Information Technology Industry Certifications and Related Testing Preparation Resources, [Supts. Memo #190-15](#) (Revised Supts. Memo pending.)

- **$298,021** – CTE Resource Center

- CTEFR - VDOE Single Sign-On for Web Systems (SSWS) report application to allow school divisions and regional centers to directly submit the CTEFR actual expenditures for the prior school year 2014-2015 for:
  - Occupational Preparation Expenditures – State and Local Funds
  - Adult Education Expenditures – State and Local Funds
- CTEFR online SSWS report application and data entry

NOTE: Supts. Memo expected to be posted in October 30, 2015
Perkins Use of Funds for CTSO’s

CTSO Student Competition

Perkins Funds May Only Be Used For Special Populations, and Student Enrollment in Non-traditional Fields

✓ Registration
✓ Travel
✓ Lodging
✓ Meals

Perkins Funds May Not Be Used for Non-CTSO Contest.
Perkins funds may only be used to support (1) participation of students who are determined to be eligible members of special populations and participants of non-traditional fields; and, (2), Perkins funds may be used to support one CTSO chapter advisor, per school, per organization to accompany students who are determined to be eligible members of special populations and participation of students in non-traditional fields that attend a regional, state and/or national conferences. Local chapter funds or school division funds would be needed to support such activities as the FCCLA Chapter Advisor Summit.
Travel expenses for conferences should include (if applicable):

• Traveler’s last name;
• Conference name, location, and date(s);
• Conference registration fees;
• Hotel rate before taxes and fees;
• # of nights lodging, # of rooms, and # of people in each room;
• Hotel parking fees;
• Meal date, type of meal (breakfast, lunch, dinner), and dollar amount (less meals provided at conference);
• # of miles, mileage rate, and dollar amount for mileage (or indicate if a school/rental vehicle was used); and
• Reimbursements should be submitted on a monthly basis (or no greater than quarterly).

• **NOTE:** This information may need to be broken down into multiple line items to ensure all required information is provided.
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