

VIRGINIA CONSOLIDATED ANNUAL REPORT NARRATIVE

JULY 1, 2008 – JUNE 30, 2009

Delivery System

The Virginia Board of Education, serving as the State Board of Career and Technical Education, developed a State Plan for career and technical education (CTE) that provides programs and services for the following: local school divisions (LEAs), Virginia Community College System (VCCS), Woodrow Wilson Rehabilitation Center, Department of Correctional Education (DCE), Virginia Schools for the Deaf and Blind, Institutions of higher education for career and technical education, and apprenticeships programs jointly supported by the Virginia Department of Education (VDOE) and the Virginia Department of Labor and Industry (VDOL).

Implementation of State Leadership Activities

◆ Required Use of Funds

○ Assessment

- **Secondary:** Each LEA participates in an annual assessment of its local programs based on program improvement standards composed of two elements: performance standards and student follow-up. Data is provided to each school division based on programmatic results, so that school divisions can identify areas of improvement within specific programs. In addition to the program improvement aspect, a monitoring system has been developed to assess compliance with federal and state regulations. Each local school division must participate in this assessment every 6 years. The assessment is composed of three parts: self-assessment, review and implementation, and verification of corrective actions. Last year twenty-two (22) school divisions participated in this compliance assessment of their CTE programs. Virginia has also added a component to their Perkins Local Plan and Budget Application which provides the Office of Career and Technical Education with a “risk analysis” tool to determine where on-site evaluation visits and/or technical assistance are needed. This component must be signed by the local CTE administrator and superintendent. The Local Plan also now requires the school division to tie their achievement on performance standards to the use of Perkins funds. In looking specifically at the Technical Skills Performance Standard, the VDOE developed a formula for utilizing both program competencies and industry credentials to determine obtainment of technical skills. The 2008-2009 school year was the first online collection year and because of a data collection problem, the industry credentials have not been included in the 2S1 Technical Skills Attainment performance standard. If the problem can be eliminated, Virginia will submit an amended 2S1 report. If not, the industry credentials will be included in the 2009-2010 report
- **Postsecondary:** One of the major accomplishments of the VCCS Postsecondary Perkins Leadership initiatives in 2008-09 was revising definitions and methods of measurement for all federally imposed Postsecondary Perkins performance standards. As in previous years, the VCCS uses statewide databases to collect all data for reporting Perkins performance, and information technology experts as well as VCCS staff from IT and Institutional Research departments and the Director of Research, Workforce Development Services, were significantly vested in the project. Extensive data runs were conducted and analyzed to determine final methods to be used for Perkins IV reporting, and methods of measurement for each of the postsecondary performance standards were presented to key community college stakeholders including college presidents, college academic leaders, and college Perkins and Tech Prep officials. The VCCS provided Webinars and on site meetings to advise college teams of the new measures and approaches to measurement, and new Web pages targeted to Perkins performance were developed and housed on the VCCS Web

site. To further drive college attention to performance against Perkins IV measures, VCCS Workforce Development staff drove inclusion of key postsecondary Perkins performance measures in the new statewide VCCS strategic plan—Achieve 2015—as well as in key goals provided to the State Council for Higher Education (SCHEV).

Annual activities to assess and improve performance of local colleges included: annual status reports of Perkins activities and outcomes, continued integration of Local Improvement Plans in Perkins grant applications, and statewide technical assistance workshops for college Perkins teams for the purpose of reviewing previous performance outcomes of each college and developing strategies to address areas in which local colleges did not attain benchmarks. In 2008-09, the VCCS attained all negotiated benchmarks against postsecondary Perkins performance standards.

- **Developing, Improving or Expanding the Use of Technology**
 - **Secondary:**
 - **Technology Training and Industry Credentials** - Virginia provided multiple opportunities for CTE teachers to utilize and learn technology for the classroom. These opportunities included summer conferences attended by approximately 1500 teachers where hands-on computer labs were offered for a multitude of different applications, in addition, the VDOE continued offering in-service opportunities, which included relevant technology, for teachers to achieve industry credentials.
 - **Virginia's Educational Resource System Online (VERSO and VERSO II)** - The CTE Resource Curriculum Center continues to offer current, readily accessible information through this online curriculum management system. VERSO II stores each piece of information with metadata attached. The system generates reports that pull from this metadata and assembles it in a Web-based format. The data can be used multiple times in multiple formats and sent to multiple reports/locations on the Web.
 - **CanDo** - This year also saw the beginning of a pilot initiative that will allow teachers to utilize technology for tracking student attainment of competencies. This program was developed by Arlington County Public School CTE students, in conjunction with an industry partner.
 - **Online Classes** – Discussions continued concerning the development of online CTE classes to be offered via VDOE's Virtual Classroom program.
 - **Virginia View (Web site)** -- Regional workshops were conducted for counselors and educators and provided training on all new products and services including 7 sessions focusing on: New Users to Virginia Career VIEW, Updates to Virginia Career VIEW, Career Day Planning, Financial Aid Information for Counselors, Connecting Virginia Career VIEW information to Virginia SOLs and VA Counseling Standards, and VAWizard. Online training tutorials for students, educators, counselors, and job seekers were also continued.
 - **Trailblazers (Web site – UVA, Weldon Cooper Center)** – Resource Web site for teachers and administrators to access materials for addressing nontraditional issues and data relevant to CTE course and program planning.
http://www.ctetrailblazers.org/live_data/live_site_page.php
 - **Department of Corrections** – Enhanced the DCE's Knowledge Center to enable DCE employees' access to a wide variety of training and

developmental opportunities designed to promote both their professional and personal growth.

▪ **Postsecondary:**

- **VCCS New Horizons Conference:** Almost 700 VCCS administrators, faculty, and counselors participated in the 2008-09 New Horizons Conference, which is an annual three day professional development event dedicated to technology in teaching and counseling. The conference includes hands on workshops in classroom uses of technology including new instructional and office software as well as tools for on-line learning, on-line learning objects, certification preparation, career and college planning resources, and on-line communities.
- **Technology in College Career Centers:** VCCS administered Perkins Leadership funds provided five community colleges the opportunity to pilot use of on line jobs database systems to connect students and graduates to internships, cooperative education positions, and career positions. Each of the colleges participating in the two year demonstration project is assessing the impact of the database on student persistence, rates of participation in work-based learning, and post-graduation job placement and retention.
- **Virginia Education Wizard:** Perkins funds provided partial support for continued development and promotion of Virginia's Education Wizard. The Virginia Education Wizard has now served more than 200,000 unique visitors since its introduction in Spring, 2009. Virginia's Community Colleges launched the Wizard in March as a one-stop resource to help high school and college students and parents explore career paths, identify college programs to reach those goals and find ways to pay for continued education. The Wizard guides users from finding a career to earning the right job credentials or preparing for continued education. The Wizard's current features, which will be included in all future versions of the tool, include:
 - **Careers:** Users can take Interest and Values assessments to find careers that match their interests. They also can explore a specific job and get real-time details about the demand for those jobs and local salaries.
 - **Programs and Majors:** The Wizard details programs across Virginia's Community Colleges, including majors and careers. Users can investigate courses offered across the state – or just those at their nearest campus.
 - **Paying for College:** Users can find out what they can expect to pay at different colleges, and then get estimates on how much financial assistance they might receive. The site also details scholarships available solely for community college students.
 - **Transfer:** The Wizard outlines pathways to four-year degrees, including guaranteed admission to 25 Virginia institutions. The tool plans, tracks and prompts necessary steps for easy transfers.

Since the March 2009 unveiling of the Wizard more than 46,200 people have created Wizard accounts. The number of people using the Wizard is expected to grow in the coming months as the largest partnership in the history of Virginia public education—bringing together State Council for Higher Education (SCHEV), Virginia Department of Education (VDOE), and VCCS as well as other state level partners-- continues to expand the tool to meet the unique needs of those considering the Commonwealth's public four-year universities and

public school students beginning in the seventh grade. Wizard 2.0, scheduled to launch in the Spring 2010, will integrate valuable information from coalition partners and other high-quality data sources, including access to educational programs at community colleges and four-year universities and details about saving for college. Wizard 3.0, scheduled to launch Fall 2010, will allow students to create and store individual academic and career plans, as well as merge career pathways into those plans. Guidance counselors and teachers also will be able to create Wizard reports about their students.

○ **Professional Development**

- **Secondary:** Professional development was offered through all eight (Agricultural Education, Business & Information Technology, Career Connections, Family & Consumer Sciences, Health & Medical Sciences, Marketing, Technology Education, and Trade & Industrial Education) program areas via summer conferences and the Transition Conference offered in conjunction with the Special Education Unit of the VDOE. In addition, the Office of Career and Technical Education has worked with other instructional units within the VDOE to include CTE teachers in conferences on Financial Literacy, High School Educators' Symposium (in conjunction with the VA Society of Certified Public Accountants), Reduction of Dropout Rates and Rigor and Relevance of instructional programs.
 - **Curriki (Web site – UVA, Weldon Cooper Center)** – is an interactive Curriculum Wiki site distributing professional development materials and supporting regional Exchange teams.
 - **Virginia View** – provided outreaches/conferences for training and information on the Virginia View Web site resources.
 - **Keyboarding Workshops** – continued to offer training for non-business teachers to obtain subject endorsement for teaching keyboarding.
 - **DCE** – Continued training for teachers using the Residential Construction Academy (RCA) curriculum and training to improve instructional methods, classroom management, and recordkeeping.
 - **New Teacher Institute** – Each year a weeklong institute is held for new career and technical education teachers organized around 30 essential research-based competencies. The goal is to help highly qualified professionals transfer technical knowledge from workplace to the classroom. University of Virginia professors provide classroom instruction and upon completion, teachers receive three college credits toward their license to teach in public schools. Each year many professionals leave private industry to enter the teaching profession. Licensure for teaching in core areas is provided by issuing a provisional teaching license that allows three years to complete the educational requirements for a permanent teaching license. As a result, these individuals require intense staff development to assist in the move from industry professional to a licensed teacher. In 2008, 83 new teachers attended.
 - **Cooperative Education Workshop** - A workshop for all new CTE cooperative education coordinators was conducted in Richmond each summer. Participants represent Business and Information Technology, Marketing, Education for Employment, Family and Consumer Sciences, and Trade and Industrial Education. Virginia Department of Education staff and presenters attend to present topics as appropriate. Topics include all facets of cooperative education coordination, from

determining the need for programs to arranging employer appreciation activities.

- **New CTE Administrators Workshop** - A two-day workshop was held in Richmond July, 2008 for more than 30 new CTE administrators. Topics included: organization structure of CE, current Perkins Act, VERSO, CTE Resource Center, career clusters presentation, graduation requirement and industry certifications, CTE funding and requisitions, High Schools That Work, federal program monitoring, OCT, Tech Prep, CTERS update/CTEMS Local Plan, local regions, VACTE, VACTEA and other professional organizations, Virginia Career Education Foundation, and CTE Web sites. An additional CTE New Administrators Workshop was held in conjunction with the Virginia Association of Career and Technical Education Administrators conference with state staff as resource persons.
 - Planning meetings for the 2009 joint CTE professional development institute (held in Richmond in August, 2009, were held with participation from CTE educators, academic educators, administrators, postsecondary education, counselors, and business and industry representatives.
- **Postsecondary:**
- **Career Coaches Academy/Regional Career Coaches:** One of the most significant professional development activities organized and led by state Postsecondary Perkins leadership is the annual Career Coaches Academy. To improve the performance of its statewide, Perkins supported career coaches program that places community college career and college planning specialists in over 150 high schools throughout the Commonwealth, the Career Coaches Academy offers professional development in career clusters and pathways, state and regional jobs outlook, employer relations, career planning and coaching techniques, on line career and college planning resources, financial aid processes, scholarship resources, career assessments, and strategies for advising non-traditional and special population students. In Sept 2008, more than 100 career coaches, counselors, and supervisors participated in the Career Coach Academy. To further expand the content of the Career Coaches Academy, the VCCS has produced a “how to” manual for career coaches and their supervisors, the Career Coaches Handbook, which was reviewed and revised in 2008-09. The manual reinforces the content of the Academy. Additionally, to assist coaches in remaining current in career and college opportunities available to their students, the VCCS maintains an on-line community of practice for coaches through which they can consult with other coaches, pose questions, and learn of upcoming opportunities for career and college as well as professional development opportunities for themselves. Finally, another extension of the Career Coaches Academy was launched in 2008 through the development of a statewide network of regional career coaches. Each of the seven regional career coaches based in Virginia is responsible for organizing, in coordination with VCCS Perkins staff, a one day follow up to the Academy to address professional development needs that are regionally specific. Regional coaches meet quarterly with state leadership staff and also serve as liaisons to the state for career coaches in their region.
 - **HIRE Education Conference:** VCCS Workforce Development Services annually holds a HIRE Education Conference that brings together workforce and career pathways practitioners leading Perkins and Tech Prep, Apprenticeship Related Instruction, and Career Coaches programs as well as state and local leaders in CTE and adult education

and Workforce Investment Act and Workforce Investment Boards. This year, over 350 leaders and CTE practitioners attended the event which included training and updates on CTE program development and assessment, student and career services, economic and workforce development, and services to special populations.

- **Career Pathways Certification:** Postsecondary Perkins funds supported participation by more than 50 community college and school division administrators, counselors, and teachers in a national career pathways certification course provided by CORD that introduced participants to national issues in economic and workforce development, Perkins guidelines and policy, and effective practices in consortium leadership, career planning and coaching, employer engagement, professional development, and evaluation and assessment.

- **Integration of Academic and CTE**

- **Secondary:**

- **Correlation of Standards of Learning and CTE Curriculum** – Virginia continues to review every CTE course and correlate each task to the Virginia Standards of Learning for Mathematics, Science, English, and History/Social Science, where appropriate. This was originally mandated by former Governor Mark Warner, current State Senator in Congress. This initiative is completed by academic and CTE specialists. This information, a part of each task list and its attendant framework, is reviewed annually and revised as needed. **Career Pathway Development** – As Virginia is developing sample Programs of Study (Plans of Study) for each of the 79 identified career pathways, we are teaming academic and career/technical specialists. We are also developing career pathways that are identified as combined academic/CTE specialty area (i.e., Journalism – English, Business & Information Technology, and Trade & Industrial Education) or a Fine Arts/CTE specialty area (i.e., Graphic Design). Governor Kaine made a proposal to the Virginia State Board of Education to provide an academic and career plan for all students. Because the components he proposes closely resemble the career pathways plans of study, Career and Technical Education staff will be working with the academic staff to provide guidelines and a template that will become the standard for all students.
 - **Collaborative Lesson Plans** – The Office of CTE publishes and disseminates *Collaborative Lesson Plans* developed by Virginia teachers as a means of sharing examples of quality integrated instructional strategies. Each lesson helps students put learning into practice in the context of real world situations: preparing for a career, contributing to the community, or demonstrating effective consumer practices. Lessons are correlated to the Virginia Standards of Learning and challenge students to use a variety of critical thinking skills.
 - **High Schools That Work** — *High Schools That Work/Making Middle Grades Work* — *High Schools That Work (HSTW)* and *Making Middle Grades Work (MMGW)* are the Southern Regional Education Board's (SREB) comprehensive school improvement reforms that complement and support Virginia's educational goals. As a research- and assessment-based reform initiative, *HSTW/MMGW* uses a framework of goals, key practices, and key conditions to improve school practices, instruction, and student achievement in career/technical and core academic studies. *HSTW* and *MMGW* schools are selected through a grant application process and are funded by the federal 2006 Carl D. Perkins Act. Stand-alone sites received a

\$10,000 grant and required a 50 percent local match. A \$25,000 collaborative grant, with a 50 percent local match requirement, was awarded to *HSTW* sites partnered with a feeder *MMGW* site. During 2008-2009, twenty-six high schools and three middle schools from 15 school divisions received grant awards totaling \$305,000.

Virginia's major accomplishments in supporting schools to implement the *High Schools That Work/Making Middle Grades Work* design during 2008-2009 are listed below:

- The VDOE and SREB agreed to a three-year enhanced services contract (2009-2012) to provide off-site and on-site professional development and on-site coaching to Virginia's eight newest state-supported *HSTW/MMGW* sites (five high schools and three middle schools).
 - Under the VDOE's direction, eight state-led and three SREB-led three-day Technical Assistance Visits (TAVs) were completed during 2008-2009. Each state-led TAV included a follow-up visit to discuss the final TAV report with the school leadership.
 - The Office of Career and Technical Education and SREB worked in collaboration with the Office of School Improvement to coordinate coaching services to two *MMGW* sites.
 - A member of the VDOE Office of School Improvement served on all three of the *MMGW* TAVs.
 - The *HSTW/MMGW* State Coordinator participated in the SREB/VDOE Train-the-Trainer Leadership Module workshop in September 2008 on Building and Leading Effective School Improvement Teams.
 - A SREB-led leadership workshop on developing focus teams was offered on October 30, 2008.
 - The VDOE sponsored a two-day SREB-led 2008 *HSTW/MMGW* Assessment Data Workshop in November 2008.
 - A member of the VDOE Research and Strategic Planning team and an employee from the Office of School Improvement attended the data workshop in November 2008 to assist low-performing schools.
 - **Economic Education and Financial Literacy** – because of a new proposal to the Standards of Accreditations under review by the State Board of Education, certain CTE and academic staff are working together to provide guidelines, competencies, and Standards of Learning that will be required by all students if approved by the State Board of Education.
 - **Virginia Wizard** - The Virginia Education Wizard is a Web-based portal that has been developed and sponsored by the Virginia Department of Education, the Virginia Community College System, and the State Council for Higher Education, as well as other Virginia agencies to help students and potential students explore careers, find college majors, estimate and compare college costs, find and apply for financial aid and scholarships, plan their transfer from secondary to community colleges to four-year institutions, and apply for admissions to postsecondary education institutions. Plans are underway to expand the career assessment feature and to provide career pathway information for users.
- **Postsecondary:**
- An initiative that served to increase the rigor and relevance of secondary to postsecondary CTE programs of study was the review and revision to state Tech Prep policy that served to eliminate use by community colleges of articulated course credits based on end of course grades awarded by high school teachers in favor of dual-

enrollment and validated course credits through which college credits are awarded for high school course work only upon successful attainment by high school student of an approved certification or licensure.

- **Career Pathway Development** – Secondary and Postsecondary state staff work together to provide samples plans of study that include both academic and career and technical and other elective courses of study.
- **Non-Traditional and Other Special Populations:**
 - **Secondary:**
 - **Non-Traditional** – All local school divisions are required to address activities that they will implement to attract non-traditional students into their NTO programs. This is accomplished by the local plan’s CTEMS Schedule 2 B where the activities are outlined. In addition, school divisions that do not meet standards for participation, as well as completion and credentials, must develop an improvement plan addressing how they plan to meet the standards. Virginia has been very proactive in trying to provide support for non-traditional student participation, completion, and credentialing.
 - **TRAILBLAZERS PROJECTS** - Promoting Nontraditional Occupations in Virginia Career and Technical Education includes a variety of activities.
 - **Professional Development for Teachers and Administrators** - Trailblazers provides professional development opportunities to the Virginia Education Community through a range of activities and resources. Curriki.org is an open source site where workshop materials are readily available for the use of the community.
 - **Exchange Teams** – Collaborative groups based on Virginia’s eight Superintendents’ Regions. Through these groups, Professional Development opportunities and other support services are coordinated and presented to address issues related to nontraditional enrollment specific to their regions. This concept was introduced in spring of 2008.
 - **Trailblazers Newsletter** -Monthly Newsletter devoted to nontraditional issues. Each issue addresses a specific topic and provides guidelines and activities for teachers and administrators. **Trailblazers Website** – This is a resource website for teachers and administrators to access materials for addressing nontraditional issues and data relevant to CTE course and program planning.
 - **Curriki Open Source Website** - Interactive Curriculum Wiki site distributing professional development materials and supporting regional Exchange Teams.
 - **Support for School Division Efforts to Increase Nontraditional Enrollment and Completion** - Trailblazers supports individual schools and school divisions holding events and activities that promote nontraditional enrollment in Career and Technical Education NTO courses and programs. 2008-09 introduced the “Live Wires” project to the exchange teams. Divisions sponsoring “Live Wires” held events to recruit and retain students in NTO programs. Some of the events that continue as “CTE Best Practice in VA” include: The Alice Project; “Live Wires in Engineering”; NTO Career Expo; and Weekend, Spring, and Summer Camps.
 - **Event and Activity Planning** - Trailblazers began codifying lessons learned from pilot projects into sets of step-by-step

nontraditional activity guides for school divisions. These will be released in newsletters and via websites in the 2009-10 project year.

- **Workshops** – Trailblazers has developed several workshops to offer support to overcome barriers to NT enrollment – **Stereotype Threat**; local program improvement planning – **NAPE 5 step process (including: Data Collection and Analysis, CTE Sequencing / Completion / Credentialing, and ACP)**; GIS integration into curriculum – **GIS Training**; and the establishment of business partnerships – “**Grow Your Own**” **Awareness Campaign Reaching Beyond the Education Community** - Realizing that the problem of increasing nontraditional enrollment extends well beyond the educational community, Trailblazers reaches out to parent, community, and local business organizations. Activities include: **PTA Brochure** promoting career and technical education to parents, produced jointly with the Virginia PTA (funded through state funds). **Presentations** to Workforce Development Academy, Chamber of Commerce, Virginia Workforce Council, the Virginia Community College System, the Governor’s Workforce Staff, and many others.
- **Special Populations** – Data is collected on all federally identified special populations through Performance Standards. Each year local school divisions are provided with an **Annual Performance Report** by school and division that is to be utilized in planning the expenditure of Perkins funds to localities. Virginia also supports, helps to plan, and is involved in the **Transition Forum**, which specifically works with special needs populations. One of the Office of CTE staff is a member of the planning group.
- **The Virginia Transition Forum** – The Office of Career and Technical Education provides support for and participation in the Virginia Transition Forum which is produced by the Virginia Department of Education, Office of Special Education - Middle/Secondary Transition.
- **Postsecondary:**
 - **Non-traditional** - VCCS career coaches and their supervisors participated in statewide training on strategies to recruit and retain female students in high technology career fields. Perkins Leadership funds also provided a series of statewide career camps located at community colleges throughout the state in Summer 2009 that encouraged exploration by young men and women of non-traditional career fields and correlating college programs of study. Eight colleges and 463 students participated in this activity.
 - **Special Populations** - : In addition to providing funding for adaptive equipment and resource personnel (including interpreters and tutors) for special populations, the VCCS continued to develop and refine its evaluation and reporting instruments and processes for annual, on-site MOA reviews of colleges. Additionally, a major initiative in this area was the statewide expansion of Great Expectations, a program designed to improve college access and success rates for foster youth. The initiative targets youth ages 13-24 offering them a sequential sequence of support services including career coaching for individuals and small groups, learning communities at the community college level, intensive counseling and advising services, and scholarships.

- **Partnerships**
 - **Secondary/Postsecondary:**
 - **CompTIA/Microsoft IT Academy** – Virginia has renewed several statewide partnerships with industry certification entities. A partnership with CompTIA provides free vouchers for teachers, and discounts on student vouchers for selected information technology certifications. Access to “members only” Web resources is also a feature of the partnership. Virginia, in partnership with Microsoft, offers a statewide Microsoft IT Academy to CTE teachers as part of the Virginia Virtual Academy program.
 - **Automotive Youth Education Services (AYES)** -- The Office of Career and Technical Education continues its partnership with the Virginia Automobile Dealers Association and the Automotive Youth Educational Services (AYES), formerly known as the General Motors Youth Educational System (GMYES), to expand the AYES programs in Virginia. Virginia was one of the first states to adopt this partnership model that includes a manufacturer, retailer and educator all working together to give students the opportunity to develop skills needed for a successful career in auto technology. This partnership has enhanced both the curriculum and the equipment in auto service technology labs and provided students with mentoring experiences and internships in local auto dealerships. Virginia ranks number one in the number of student placements.
 - **Virginia Business Magazine** - The Office of Career and Technical Education’s partnership with Virginia Business Magazine provides a new streamlined program to help students learn the process of career choice. Components of this initiative include: the r u ready? career magazine for high school juniors, a teacher’s resource guide and lesson plan for use in the classroom, and a Parent’s Guide for assisting their children in planning for secondary education and beyond for all eighth graders.
 - **Project Lead the Way** - PLTW is a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. The primary courses are Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, and Engineering Design and Development. The grants provide matching funds to assist schools in fully implementing PLTW. The School of Engineering at Old Dominion University represents the state at the university affiliate for providing workshops and graduate courses to prepare teachers to implement PLTW. Technical update workshops are provided annually for teachers, administrators and guidance counselors. Virginia also began the investigation into offering the Project Lead the Way Biotechnology program for the future.
 - **Virginia Jump\$tart Coalition** - Named the 2008 State coalition of the Year, the Virginia Jump\$tart Coalition is a nonprofit, volunteer-driven organization representing more than 100 individuals and organizations in business, government, association/nonprofit and education who have joined together to improve the financial literacy of Virginians. Two members of the Virginia Department of Education— one representing Business and Information Technology and one representing History/Social Studies represent the VDOE on the coalition. The Business and IT specialist serves on the Board.

resources, both on-line and hard copy, these students are encouraged to strive for whatever career they desire. They utilize such programs VAWizard <https://www.vawizard.org/vccs/Main.action> and TrailBlazers http://www.ctetrailblazers.org/live_data/live_site_page.php to encourage students to identify their strengths and weaknesses and how to compensate and/or improve their areas of weakness to allow them to strive for their career choices. CTE teachers and administrators are encouraged to utilize professional development opportunities offered through the Virginia CTE professional organization summer conferences and High Schools That Work conferences/workshops which will help them to reach special populations and to help these students be successful in their endeavors. In addition to providing funding for adaptive equipment and resource personnel (including interpreters and tutors) for special populations, the Virginia Community College System continued to develop and refine its evaluation and reporting instruments and processes for annual, on-site MOA reviews of colleges. A major new initiative in this area of state leadership was the introduction in 2007-08 of a statewide campaign to improve college access and success rates for foster youth, an initiative that was collaboratively developed by the VCCS and the First Lady of Virginia. Called Great Expectations, the VCCS outreach program for foster youth ages 13-24 offers a sequential sequence of support services to the target population including career coaching for individuals and small groups, learning communities at the community college level, intensive counseling and advising services, and scholarships. This program continues.

○ **Offering Technical Assistance for Eligible Recipients:**

- **Secondary:** Among its many technical services, the Office of Career and Technical Services:
 - establishes, collects, and disseminates performance information to the local school divisions;
 - awards grants to local school divisions for such projects as High Schools That Work, Project Lead the Way, and STEM activities;
 - coordinates activities with other workforce agencies;
 - coordinates curriculum efforts through the Virginia Career and Technical Education Curriculum Center;
 - provides technical services to teachers and administrators;
 - provides presentations on career clusters/career pathways/programs of study; and
 - provides professional development for school personnel.
- **Postsecondary:** The Virginia Community College System provided technical assistance to its 23 community colleges:
 - establishes, collects, and disseminates performance information to the community colleges;
 - coordinates activities with other workforce agencies;
 - provides technical services to teachers, career coaches, and administrators;
 - provides presentations on relevant Perkins information to local community colleges; and
 - provides professional development for community college personnel.

◆ **Permissible Use of Funds**

- **Secondary:**
 - Virginia utilizes Perkins funds within the permissible group as needed to support such programs as the correlation of All Aspects of Industry with our curriculum, supporting career and technical student organizations, dual enrollment efforts with the community college, articulation agreement development, development of valid and reliable assessments of technical skills (industry credentialing,

developing and enhancing data systems to collect and analyze data (National Student Clearinghouse and Virginia Tech), career pathway and career cluster implementation and development, including program of study/academic and career plan training and development.

- **Developing valid and reliable assessments for technical skills:** VERSO, Virginia's Educational Resource System Online. VERSO is the state's first online curriculum management system and has been initially designed to accommodate CTE task lists, student competency records, and instructional frameworks. The system was enhanced in 2009 to be more user friendly. Each June, task lists and student competency records are posted in VERSO for the next school year. Educators are notified initially in July of the available instructional frameworks in VERSO. Additional listserv messages go out periodically throughout the year to inform registered users of new products in the system. These student competency and the accompanying student competency records are utilized as part of the "valid and reliable" assessment that Virginia programs utilize.
- **Industry Certification for teachers (Secondary and postsecondary effort):** as part of the "valid and reliable" assessment for technical skills, Virginia utilizes industry credentials. In order for the students to qualify for a verified credit through these industry credentials, the teachers must also have the appropriate industry credential (i.e., MOS Word, MOS Excel, ASE – Brakes, etc.). The state has provided both on-line training that is available 24/7 and also workshops that provide both training and testing for the teachers. These workshops are held around the state to keep teacher travel to a minimum. The performance requirement for school divisions went into effect this 2008-2009 school year which required more technical assistance and reporting efforts.
- **CanDo** is a Web-based data system that tracks student performance on CTE competencies. It was developed by Arlington County Schools—in association with SchoolTool—and built on open-source software. In November 2008, through a Superintendent's Memo, the Virginia Department of Education (VDOE), Office of Career and Technical Education Services invited school divisions to apply to participate in the CanDo Pilot Project. The state worked with Arlington to provide the competency tracking software to eight school divisions, one from each superintendent's region.
To test the functionality and capabilities of the CanDo student system, the pilot project operated for the second semester of the 2008-2009 school year. Each of the eight sites accessed their school division data from a dedicated server at the CTE Resource Center. Teachers evaluated the system, used its various features, and provided valuable feedback through surveys, the CanDo mailing list, and meetings. Day-to-day technical assistance was provided by the CTE Resource Center. Using participants' feedback and experience and knowledge gained by the CTE Resource Center, the VDOE planned CanDo Pilot Phase II, to be implemented in 2009-2010. Depending on the outcome of Phase II, CanDo may become available to all Virginia public schools.
- **All Aspects of Industry:** The VERSO system (above) was utilized to integrate AAI into all of the curriculum frameworks and competency/task lists for Virginia CTE. This system also allows teachers, with a click on the link, to access resources for instruction of AAI.
- **Enhancing Data Systems:** The Virginia Office of CTE is utilizing the National Student Clearing House to secure follow-up information

beyond the one year required of CTE completers. The 2002 graduates were analyzed and additional graduating years will be completed during the 2009 – 2011 school years.

- **Career Cluster and Career Pathway Development (secondary and postsecondary effort):** With the assistance of the Virginia CTE Curriculum Resource Center, development was begun to utilize photographs of graduates of Virginia’s CTE programs on career cluster posters that will be disseminated to all school divisions when completed. Resources were also utilized to develop “sample” templates to be posted on the VA CTE Web site for use by local school divisions. See <http://www.doe.virginia.gov/VDOE/Instruction/CTE/careerclusters/>. Perkins funds were also utilized to help support meetings held in the development of our new Governor’s Career and Technical STEM academies that were begun under an NGA grant.
 - **Dual enrollment and articulation agreements (secondary and postsecondary effort):** the above mentioned STEM academies are required to develop dual enrollment/articulation agreements with community colleges and/or colleges. In addition, dual enrollment is now the criteria used for determining Tech Prep students.
 - **Support of CTSO:** participation by local divisions in state and national student competition are supported as appropriate.
 - **Supporting occupational and employment information resources:** Continued to support the revision development of Virginia VIEW at the Grades 7 – Adult level. See <http://www.vacareerview.org/>.
 - **Supporting cooperative education:** Technical assistance is available to school divisions to assist cooperative education coordinators implement and enhance programs. A workshop is held annually in July to provide training to new cooperative education coordinators.
 - **Supporting entrepreneurship education across the program areas:** Continued to work through membership and partnership with the Consortium for Entrepreneurship Education. Helped to plan and implement the program for the national conference held in Norfolk, VA, November 7-10, 2009. See <http://www.entre-ed.org/>.
 - **Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business:**
 - *Virginia Teachers for Tomorrow:* This course introduces high school seniors to careers in education, through the Career Connections program. The primary elements of the curriculum components are *the learner, the school, and the teacher and teaching*. The components are intentionally broad in scope and provide a great deal of flexibility based on the career interest of a student. In addition to the fundamental curriculum components, all students are required to participate in an internship outside the Virginia Teachers for Tomorrow classroom. The internship may involve the pre-school level through grade 12.
 - *New Teacher Institute* (see description under Professional Development).
- ♦ **Progress in Developing and Implementing Technical Skill Assessments**
- **Secondary:**
 - **Program Areas for Which the State Has Technical Skills Assessments - All** of the programs offered in Virginia has technical skills assessments. Virginia’s technical skills assessment is made up of two parts. The first part of the

assessment is a validated and reliable student competency record which has been used for numerous years. The second part of the assessment is utilizing industry credentials that are either NOCTI assessments, state licensure exams, or industry pathway credentials such as Automotive Service Excellence or MOS.

- **Estimated Percentage of Students to be Reported:** 100% of the CTE completers (finished CTE program and graduated from high school) will be reported for the Student Competency Records. Due to the need to develop a data collection system, the second segment of the assessment will not be counted until the collection of the 2008 – 2009 CTE completer report. (The reporting has been delayed due to a problem with the data collection.) At that time, a minimum of 33% of CTE completers must be tested and pass at a 50% passing rate. The percentage of students to be tested and the percentage required to pass will increase each year until 100% or the CTE completers are tested and the divisions show continuous improvement in the pass rate or 100% pass the tests.
- **State’s Timeframe for Implementation:** Virginia plans to be at 100% testing rate of completers by the end of the Perkins Six Year State Plan.
- **Postsecondary:**
 - Annual activities to assess and improve performance of local colleges included: annual status reports of Perkins activities and outcomes, continued integration of Local Improvement Plans in Perkins grant applications, and statewide technical assistance workshops for college Perkins teams for the purpose of reviewing previous performance outcomes of each college and developing strategies to address areas in which local colleges did not attain benchmarks. In 2008-09, the VCCS attained all negotiated benchmarks against postsecondary Perkins performance standards.
- ◆ **Implementation of State Program Improvement Plans**
 - **Secondary:** Based on data reported, Virginia has met 90% of their agreed upon FAUPL and will see that LEAs utilize Perkins and local funding to work on the disaggregated groups which have not reached certain performance standards.
 - **Postsecondary: Not Required.**
- ◆ **Implementation of Local Program Improvement Plans**
 - **Secondary:** All LEAs are required to utilize Perkins dollars to work towards meeting performance standards when they fall below the required 90% and/or if any of the disaggregated groups are under the required percentage.
- ◆ **Tech Prep Grant Award Information**
 - In 2008-09, the Virginia Community College System (VCCS), in coordination with Virginia Department of Education, changed the state definitions of secondary and postsecondary students so that a secondary Tech Prep student in Virginia is who currently is enrolled and/or previously was enrolled in at least **one** dual-enrollment CTE class and a postsecondary Tech Prep student is a community college student who successfully completed at least **one** dual-enrollment CTE class while in high school. The change in the definition of a Tech Prep student was made, in part, to ensure the community college system’s ability to track students from secondary to postsecondary CTE programs in a state that does not yet have data sharing agreements between K-12 and higher education. By aligning Tech Prep and dual-enrollment CTE students, the VCCS is able to report on all national Tech Prep performance measures except those related to attainment of certifications and licensures through valid and reliable statewide databases including the VCCS and university student information systems and state employment records. Using

the new definition of a Tech Prep student, the Commonwealth had 16,446 secondary Tech Prep students in 2008-09 and 7,496 postsecondary students.

- In Virginia, there are 23 Tech Prep consortia, one for each community college service region. Each consortium develops, supports, and promotes career pathways for the emerging labor force that lead to high demand, high skills, or high wage careers. All 23 Tech Prep consortia are administered by community colleges. There are three tiers of funding awards ranging from \$95,829 to \$191,658 with level of funding determined by number and size of high schools served. As of 2008-09, all school divisions in Virginia are members of a Tech Prep consortium.
- In Virginia, Tech Prep Career Pathways (also called Tech Prep Programs of Study) in Virginia begin as early as Grade 9 and continue through an associate or baccalaureate degree or an apprenticeship program. The state requires that its approved Tech Prep Career Pathways not only include an integrated curriculum of core academic and career and technical education but also at least one CTE dual-enrollment class. Virginia's Tech Prep programs also include: opportunities to earn certifications and licensures; work-based learning including project based learning, internships, and co-ops; career coaching and career exploration; and transitional services to assist students in moving from secondary to postsecondary education. Typical transitional services include early college placement testing and follow up advising, training and testing for attainment of Career Readiness Certificates (CRCs), assistance with financial aid assistance, college tours, and other services.
- The largest single initiative of Tech Prep in Virginia is the statewide Career Coach program that is locally administered by college Tech Prep departments and, in many community colleges, partially funded by local Tech Prep grant awards. Career coaches are community college employees who are based in local high schools to assist students with career and college planning. Services provided by career coaches include: Facilitating the development of individual career plans and portfolios; Sharing information on careers and career pathways; Connecting students to early college programs such as dual-enrollment; Assisting in the successful transition of students from high school to postsecondary education or training including assistance with college admissions and financial aid processes.
- In 2008-09, over 100 career coaches based in high schools throughout the Commonwealth and employed by community colleges contacted more than 82,000 students, provided individual or small group services to more than 57,000 students, provided assistance with career assessments to more than 30,000 students, and helped 28,000 students develop career and college plans. High schools with a career coach in 2008-09 saw a statewide increase of 5% in students entering community colleges, 5% increase in dual-enrollments, and 4% increase in students entering postsecondary CTE programs of study as compared to normal growth for high schools without a career coach.

Virginia Community College System
Tech Prep Grant Awards

	Allocation
Blue Ridge CC	95,829.00
Central Virginia CC	95,829.00
Dabney S. Lancaster CC	95,829.00
Danville CC	95,829.00
Eastern CC	95,829.00
Germanna CC	95,829.00
J Sargeant Reynolds CC	95,829.00
John Tyler CC	95,829.00
Lord Fairfax CC	95,829.00
Mountain Empire CC	95,829.00
New River CC	95,829.00
Northern Virginia CC	191,658.00
Patrick Henry CC	95,829.00
Paul D. Camp CC	95,829.00
Piedmont Virginia CC	95,829.00
Rappahannock CC	95,829.00
Southside Virginia CC	95,829.00
Southwest Virginia CC	95,829.00
Thomas Nelson CC	95,829.00
Tidewater CC	143,743.00
Virginia Highlands CC	95,829.00
Virginia Western CC	95,829.00
Wytheville CC	95,829.00
TOTAL	2,347,810.00