

Consolidated Annual Report, Program Year 2013 - 2014 Virginia

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Implementing competency-based curriculum – Virginia's Educational Resource System Online (VERSO), is the state's Web-based curriculum management system, which accommodates CTE task lists, student competency records, and instructional frameworks. The CTE Resource Center manages the VERSO system, and each June, posts the task lists and student competency records for the next school year and notifies educators of this new information through a listserv message. Additional e-mail messages go out from the Center periodically throughout the year to inform registered users of new resources. The student competency records are a critical component of the “valid and reliable” assessment for Virginia's CTE courses/programs. VERSO also identifies third-party state licenses, tests, and certifications that are associated with each CTE courses and that contribute to the assessment component of technical skills attainment.

CanDo – This Web-based data system that tracks student performance of CTE competencies was developed by Arlington County Schools—in association with SchoolTool—and was built on open-source software. The CanDo system pilot project began in the second semester of the 2008-2009 school year with eight school divisions participating. The VDOE offered the second phase of the pilot in 2009-2010. Five school divisions participated in this phase of the pilot, which required school divisions to configure and house the data locally. Additionally, because there were no restrictions on the use of CanDo, several school divisions independently and voluntarily implemented the system outside of the pilot. All participating school divisions had access to training and technical support by the CTE Resource Center. In the summer of 2012, major enhancements were programmed for CanDo, which would allow for multiple year tracking of competency attainment. By June 30, 2014, 34 school divisions were using the system, with two more slated to implement CanDo in the near future.

Developing valid and reliable assessments for technical skills – Industry Certification for teachers – As part of the “valid and reliable” assessment for technical skills, Virginia utilizes industry credentials and occupational competency assessments as part of the graduation requirement. In order for the students to qualify for a verified credit through 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 online training that is available 24/7 and also workshops that provide both training and testing for the teachers. The performance requirement for school divisions has been in effect since the 2008-2009 school year, and it has required more technical assistance and reporting efforts.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Enhancing Data Systems – For certain research projects, the VDOE uses the National Student Clearing House to secure follow-up information beyond the one year required of CTE completers.

Consolidated Annual Report, Program Year 2013 - 2014 Virginia

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary

Each LEA participates in an annual assessment of its local programs based on program improvement standards composed of two elements: performance standards and CTE follow-up survey of program completers. Data is vided to each school division based on programmatic results, so that school divisions can identify areas of improvement in specific programs. In conjunction with the program improvement component, a monitoring system is in place to assess compliance with federal and state regulations. Each school division must participate in this assessment every six years. The assessment is composed of three parts: self-assessment, review and implementation, and verification of corrective actions. During 2013-2014, twenty-two (22) school divisions participated in this compliance assessment of their CTE programs. Virginia has also added a component to the Perkins CTE Local Plan and Budget Application which provides the Office of Career and Technical Education with a “risk analysis” tool to determine where on-site program evaluation reviews and/or technical assistance are needed. This component must be validated by the local CTE administrator and superintendent. The Local CTE Plan also requires the school division to correlate their achievement on performance standards to the use of Perkins funds. For the Technical Skills Performance Standard (2S1), the VDOE has transitioned from the use of a formula that combines the attainment of program competencies and state-approved industry credentials to measuring the number of industry credentials earned by CTE program completers. The industry credentials were first included in the 2009-2010 report.

Postsecondary

Entering its final year, the Virginia Community College System's strategic plan, Achieve 2015, is a six year system plan that includes measures related to credential attainment and service to special populations, including low income, minorities, and first generation college students. The local colleges are required to submit annual plans to improve upon goals and college presidents are evaluated on progress towards meeting those goals.

The State Council for Higher Education in Virginia (SCHEV) monitors wage and earnings outcomes for graduates of all programs including CTE. This provides reviews of earnings and employment 18 months post-graduation. Additionally, VCCS has a SCHEV approved strategic plan that includes specific goal related to CTE for improved student retention and program completion.

Ongoing efforts to assess and improve postsecondary Perkins performance at the community colleges includes quarterly status reports of Perkins activities and outcomes, continued integration of local improvement plans in grant applications, and technical assistance for college faculty and personnel for the purpose of reviewing previous performance outcomes for each college and developing strategies to address areas where local colleges can better achieve and exceed performance benchmarks.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary

Technology Training and Industry Credentials – Virginia provided multiple opportunities for CTE teachers to learn more about technical skills and industry certifications for the classroom. These opportunities included: participation in an ongoing DOE sponsored virtual academy where CTE teachers participated using online courseware and industry certification testing; several “testing only” academies were provided statewide where CTE teachers earned industry certifications; summer professional development conferences provided training and were attended by approximately 1,500 teachers; the majority of the conferences offered hands-on computer labs whereby teachers trained and/or tested earning additional industry credentials.

Virginia's Educational Resource System Online (VERSO) - The CTE Resource Center continues to offer current, readily accessible information through this online curriculum management system. VERSO stores each piece of information with metadata attached. The system generates reports that pull from this metadata and assembles the results in a Web-based format. The data can be used multiple times in various formats and sent to multiple reports/locations on the Web. The 16 career clusters drive the entire system, which better aligns Virginia CTE courses with the national clusters that are used at the federal level for organizing and reporting all data pertaining to CTE.

Career Planning Guide (CPG) and Administrative Planning Guide (APG) – In collaboration with the state CTE specialists, developed and managed by the CTE Resource Center, the CPG and APG use much of the online VERSO data to provide students, parents, and school counselors with a system for exploring career interests and scheduling correlated courses and to provide educators with the course-specific data for administering all state-approved CTE courses in local school divisions.

CanDo – The CanDo software, developed by Arlington County Public Schools in collaboration with School Tool, an industry-based foundation, allows teachers to use technology to track student attainment of course competencies. This online system is available to all school divisions in Virginia, with training and support provided by the CTE Resource Center. As of June 30, 2014, 34 school divisions are using the system, with two more slated to implement CanDo in the near future.

Online Classes – The Virginia Department of Education has developed an online version of the Economics and Personal Finance course. It covers all the Standards of Learning for Economics and Personal Finance and reflects the corresponding curriculum framework. This course is accessible through the Virtual Virginia program and is available to all school divisions as online, face-to-face, or blended instruction. The course is structured in two primary parts: (1) a series of media-rich instructional modules that employ underlying engines that make instruction engaging and learning relevant for students and (2) an overarching simulation/game that helps students practice acquired skills and knowledge. The course can be used in a self-paced, self-contained manner or to supplement teacher instruction.

Trailblazers (Blog and Web site) – University of Virginia, Weldon Cooper Center) – Resource Web site for teachers and administrators to access materials for addressing nontraditional issues and occupational and employment information and resources relevant to CTE course development and program planning. <http://www.ctetrailblazers.org/>

Virginia Education Wizard (a multi-agency collaboration) – The Virginia Education Wizard is a web-based portal that has been developed to help students explore careers, find college majors, estimate and compare college costs, find and apply for financial aid and scholarships, plan their transition, and apply for admissions to postsecondary education institutions. Interests, skills, and values assessments are available and provide career pathway information for users. During 2013-2014 there were 568,239 hits to the website and 53,630 K-12 accounts were created.

Postsecondary

New Horizons Conference: The VCCS annually conducts a state-wide, three-day professional development conference for faculty, counselors, and administrators in the use of technology to improve in-class instruction and to expand effective instruction and outreach through on-line distance learning and multimedia methodologies.

The Virginia Education Wizard: Developed and managed by the VCCS, the Virginia Education Wizard is highly integrated state-wide web based portal designed to assist both secondary and postsecondary students in career and college advising. Designed with career pathways in mind, the Wizard is a free and effective service for students to assist in career exploration and career direction.

Career Coach Academy: This three-day program provides the VCCS career coaches who serve in more than 150 public high schools throughout Virginia with training on new and developing technologies to improve effectiveness in providing students with comprehensive career services including career exploration and career pathways.

Experiential Learning: Cooperative education, internships, and other forms of on-the-job exposure and training are provided at all 23 Virginia community colleges. Collaborations with professional associations, industrial organizations, and community groups such as workforce investment boards and local chambers of commerce have proved to be an effective means by which to initiate and develop relationships with Virginia's business and industry sectors.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

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 professional development conferences. A total of 1,500 teachers participated in content specific professional development. In addition, the Office of Career and Technical Education has worked with other instructional units within the VDOE to include CTE teachers in conferences and video conferences on Economics, Financial Literacy, Reduction of Dropout Rates, College Access and Success and Academic and Career Plan Implementation.

Video-Streamed Training Series for CTE Administrators – Fifteen training sessions were conducted during the 2013-2014 school year for new and experienced CTE administrators. These sessions replace the typical two-day annual training for new CTE administrators. The goal is to support CTE administrators throughout the school year with sustained professional development on the responsibilities of the CTE administrator and identify resources.

Trailblazers (Blog and Web site – University of Virginia, Weldon Cooper Center) – Professional development materials on nontraditional, occupational, and employment topics distributed via blog and website.

Virginia Career VIEW – Resource web site that supports the following Virginia Department of Education initiatives: Virginia College and Career Readiness; and promotes career development materials in the following areas: Engaging Parents in Career Exploration, Academic Career Plan - STEM Toolkits; Total website hits: 125,088,057; Average hits per day: 344,396; Average users per day: 2,941 Total visiting users: 675,333.

Keyboarding Methodology Workshops – offered in conjunction with summer conference (55 participants).

IT Fundamentals Workshops – offered in conjunction with summer conference to offer training for teachers interested in teaching IT Fundamentals (45 participants).

Economics and Personal Finance – offered training during the summer and fall professional association conferences for economics and personal finance instruction (80 participants).

Microsoft IT Academy – offered four face-to-face hands-on computer training opportunities for teachers and administrators for certification in conjunction with the professional association summer professional development conferences – approximately 80 participants; offered two regional training workshops for teachers and administrators – 40 participants.

Project Based Learning - The Virginia Department of Education (VDOE), in partnership with the Southern Regional Education Board (SREB), began a three-year Project Based Learning (PBL) Initiative, June 2014. The professional development initiative aims to increase rigor and relevance through problem-based pedagogical methods of instruction and learning in Career and Technical Education (CTE) courses. The year one pilot phase was offered exclusively to Governor's STEM and Health Sciences Academies.

The initiative will assist school teams in redesigning the instruction in one CTE course in a specific program of study each year by developing and using two PBL units of study, developing and implementing projects that engage CTE students in meeting course standards, and in developing end of project assessments as appropriate for each course. The initiative will develop the skills and capacities of school/district leaders from participating schools to use this process with other schools to improve high-wage, high-demand career programs across the state.

Four academies, two each of Governor's STEM Academies and Health Science Academies, with a total of 16 CTE and academic teachers, participated in the first cohort year. In June, 2015, as the second year of cohort one begins, a new cohort will be added to start year one of the PBL initiative.

New Teacher Institute – A weeklong institute is held annually for new career and technical education teachers. The goal is to help highly qualified professionals transfer technical knowledge from workplace to classroom instruction. The institute is led by University of Virginia professors and upon completion of the course requirements; teachers receive three graduate credits toward their Virginia teaching license. Licensure for teaching 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 professionals require intense staff development to assist in the transition from industry professional to a licensed teacher. In 2013, 53 new teachers participated in the New Teacher Institute.

Academic and Career Plan (ACP) – The requirement for the Academic and Career Plan became effective with 7th grade students beginning in the 2013-2014 academic year. School counselors, CTE educators, instructional personnel, and division leaders have requested training in best practices related to academic and career planning, utilizing career clusters, career pathways, and the Virginia Education Wizard. Conducted 11 ACP professional development sessions at various conferences, academies, and division meetings – approximately 250 participants. Conducted two, full-day workshops in collaboration with the Southern Regional Education Board (SREB) entitled “Counseling for Careers: The New Paradigm.” The workshops were held in Roanoke (3/24/13) and Richmond (3/25/13) and over 100 school counselors, CTE teachers and administrators attended. Conducted a three-part video streaming series for school counselors and CTE educators. The sessions were entitled Implementing the Academic and Career Plan of Study, Part I (7/11/13), Career Development and Academic and Career Plans of Study, Part II (12/12/13), and Career Development and Academic and Career Plans of Study: Connecting Secondary and Postsecondary, Part III (2/3/14).

Virginia Education Wizard – provided three outreaches/conferences for training and information on the Virginia Education Wizard Web site resources – approximately 55 participants. Educators at all levels have attended training sessions related to college and career planning, creating and accessing accounts, and developing student accounts. Training sessions have included information related to recent enhancements to the overall functionality of the Wizard and in creating and maintaining Academic and Career Plans electronically through the Wizard.

Postsecondary

New Horizons Conference: This annual three-day conference is the largest single professional development for community college faculty, advisors and administrators in Virginia. This conference is held annually in April. In addition to VCCS faculty and staff, the conference also attracts business and industry leaders, state legislators and cabinet members. The conference focuses on improving instruction and student services through the expanded use of technology in teaching, counseling, and administration. The conference agenda is based on scientifically based research and data to improve instruction. It is the primary source of training for VCCS personnel in the use of Blackboard, the primary method of on-line course delivery. The conference also provides training in the effective use of Internet programs, data bases, and software for career advising, college advising, job placement, and the development of instructional materials. Annually, this conference attracts the largest number of private educational vendors to the state.

HIRE Education Conference: The annual HIRE Education conference was held for the 13th consecutive year in December 2013. Of critical concern to career and technical education, this professional development opportunity focuses on various ways that education can interact and collaborate with public and private sector employing organizations and associations. More than 400 attendees explored and examined trends, strategies, and programs that assist individuals and business/industry in improving workforce skills to remain competitive in a global marketplace. Attendees included representatives from VCCS colleges, workforce investment boards, economic development, business and industry, and other workforce partners interested in expanding business and employment opportunities in Virginia.

The Virginia Workforce Professionals Academy: Until this year, this large annual meeting which brings together high school career coaches, middle college career coaches, adult career coaches, career coach supervisors, high school and community college administrators and WIA professionals was known as the Career Coach Academy. The conference content concentrates on career pathways, effective coaching strategies, career and college resources, outreach strategies, etc. The academy is the VCCS' major annual professional development for high career coaches. Academy follow-up is provided through regional career coach meetings. Additionally, a career coach certification program has been fully implemented in partnership with the Virginia Community College Workforce Alliance.

Ongoing Professional Development: In addition to the above annual meetings, there are regional meetings for career coaches and for college campus Perkins administrators to insure that Perkins performance standards are being emphasized and that progress is being monitored. CTE faculty are provided with professional development opportunities, both with on-campus and in-service training and with national organizations and associations. A number of on campus workshops addressing underrepresented genders in CTE programs were held with the professional organization, Women in Trades and Technology, at community college campuses and is being expanded next year.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Secondary

Non-Traditional – All local school divisions are required to address activities that they will implement to attract non-traditional students into their Nontraditional Occupations (NTO) programs. This is provided in the local plan's CTEMS Schedule 3 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. Trailblazers and Blog, Website, and Newsletter – 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. A monthly Newsletter covering nontraditional and labor market information is sent to administrators and teachers. Each issue addresses a specific topic and provides information, guidelines and recommendations for teachers and administrators.

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 CTE office staff member serves as a member of the planning group.

Postsecondary

MOA compliance reviews are conducted annually at selected community colleges to insure that facilities, procedures, and opportunities provide for equitable representations of special populations. Responsible VCCS staff attends the four-day training provided by the Office of Civil Rights annually each April.

The Virginia Institute for Excellence program provides funding for the development of programs of study that meet the state's need for workforce education and training in emerging career fields. Annually, funds are awarded to local community colleges to stimulate the development and improvement of non-credit and credit CTE programming.

All 23 of the local community colleges have staff identified to serve as advocates for special population applicants and students. These designees are responsible for resolving complaints, insuring adherence to anti-discriminatory policies and that such policies are publically available.

The main process for quality assurance of VCCS CTE programs is the system-wide annual review and assessment process. Subsequently, as relates directly to Perkins, there are additional reviews for each of the individual VCCS colleges system wide.

Each local college actively participates with external populations with interests in supporting, initiating, and expanding CTE programs. Such active involvement benefits CTE programs and students by providing workforce relevance, materials and equipment acquisition, student and graduate employment, internships, cooperative education, mentoring, and curriculum development.

The VCCS is very proactive in integrating career exploration and planning through Career Pathways beginning at the middle school level and continuing through postsecondary. This is evidenced by the Governor of Virginia creating a position within his office to oversee the institutionalization of Career Pathways throughout the state's public education system including both academic and CTE career paths.

A primary focus of the previously mentioned annual New Horizons conference is the integration of academics and skills training in high tech career programs and the presentation of scientifically based research and data for the improvement of instruction.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary

Virginia has full inclusion of students with special needs in both academic and elective courses, which includes Career and Technical Education (CTE). Special education teachers collaborate with CTE teachers and administrators to help ensure that special education students have the opportunity to participate in CTE classes offered within the school/division according to goals in their Individualized Education Plan (IEP). Technical assistance to teachers is provided through the cooperation of the special education and CTE offices within the VDOE. They utilize such resources as Virginia Career VIEW, <http://www.vaview.org>, Virginia Education Wizard, www.vawizard.org, and TrailBlazers http://www.ctetrailblazers.org/live_data/live_site_page.php. CTE and special education teachers and administrators are encouraged to attend professional development opportunities offered through the Virginia Department of Education. CTE professional associations' summer conferences, the Virginia Transition Forum, webinars, and video streaming sessions assist CTE and Special Education personnel in the implementation of best practices when assisting students with academic and career planning.

In addition to providing funding for adaptive equipment and resource personnel (including interpreters and tutors) for special populations, the VCCS utilizes the Virginia Education Wizard online tool to assist students with disabilities to access secondary and postsecondary and position them to gain employment upon graduation. During the 2013-2014 school year, of the 284,977 CTE students, 149,244 special populations students have full access to the approximate 350 CTE credentialing tests.

Postsecondary

Please reference comments regarding MOA and the Virginia Institutes of Excellence program included in 4R above.

Summer camps and workshops are effective methods to introduce special populations and underrepresented gender populations to career and educational opportunities in non-traditional fields. Such programs have been provided at VCCS campuses for middle and high school students exposing participants to STEM career opportunities such as engineering and engineering technology, various electrical and mechanical trades, and health sciences such as nursing and emergency medical technician among others. External organizations such as the Virginia Manufacturers Association and the Virginia Energy Council are actively involved.

PLUGGEDINVA is an example of a targeted program to support special populations and to direct their progress towards in-demand, high wage positions in Virginia (see 6R below).

The previously mentioned, the Virginia Education Wizard is an effective on-line program to assist all students, special population students included, in conducting career and college exploration for in-demand opportunities and to assist them in decision making and direction.

The VCCS provides funding for adaptive equipment and resource personnel, including interpreters and tutors for special population students.

6. During the reporting year, how did your state offer 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 Making Middle Grades Work and STEM activities; coordinates transition activities with post secondary institutions; coordinates activities with other workforce agencies; coordinates curriculum efforts through the Virginia Career and Technical Education Curriculum Resource 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.

Conducted a three-part video streaming series for school counselors and CTE educators. The sessions were entitled Implementing the Academic and Career Plan of Study, Part I (7/11/13), Career Development and Academic and Career Plans of Study, Part II (12/12/13), and Career Development and Academic and Career Plans of Study: Connecting Secondary and Postsecondary, Part III (2/3/14).

Provided three outreaches/conferences for training and information on the Virginia Education Wizard Web site resources – approximately 55 participants. Educators at all levels have attended training sessions related to college and career planning, creating and accessing accounts, and developing student accounts. Training sessions have included information related to recent enhancements to the overall functionality of the Wizard and in creating and maintaining Academic and Career Plans electronically through the Wizard.

Responded to inquiries from school divisions on the selection of appropriate industry certification exams administered to students as they align to pathway courses for a certain occupation/career path.

Postsecondary

The Virginia Education Wizard developed under the leadership of the VCCS is a direct result of collaboration and partnership between and among the VCCS, the Virginia Department of Education, the State Council of Higher Education, and the Virginia Employment Commission, as well as other organizations.

PLUGGEDINVA, is a career pathways program that provides adult learners with a contextualized GED curriculum integrated with industry-specific technical training as a means to develop essential workplace skills for entry-level jobs in targeted high demand industries. The pathways progress from the GED credential to a Career Readiness Certificate to industry recognized certifications and beyond. The partnership for this program includes the VCCS, Virginia Commonwealth University, and the Virginia Department of Education’s Office of Adult Education and Literacy.

Partnerships involved with the VCCS in developing, promoting, and presenting the summer camps and workshops noted in 5R above include NASA, Women in Technology, the Virginia Manufactures Association, the Virginia Energy Workforce Council, and others.

The VCCS provides technical assistance to its 23 community colleges including the following:

1. Collecting and disseminating performance progress information.
2. Coordinating formal and informal collaborative activities between the local colleges and other workforce agencies and organizations.
3. Providing professional development opportunities for community college personnel.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

220000

Number of students participating in Perkins CTE programs in state correctional institutions:

7466

Describe the CTE services and activities carried out in state correctional institutions.

Secondary

Virginia Department of Corrections

The Virginia Department of Corrections (VADOC), Division of Education serves as a local education agency for incarcerated adults housed in state operated adult correctional facilities throughout the state of Virginia. All academic and career and technical education (CTE) teachers meet state certification and endorsement standards. Programs are geared toward helping individuals realize their potential through educational programs to become productive members of society when released from facilities. During the past year VADOC continued operating a number of dual enrollment programs through a partnership with the Virginia Community College System (VCCS). This included Business Software Applications, Computer Systems Technology, CAD/Drafting, Masonry, Commercial Foods, and HVAC. VADOC now has agreements in six adult facilities for 16 programs. Agreements continue that enable the schools to provide testing from Pearson VUE for CompTIA A+, Certiport for the Microsoft Office Specialist, and NOCTI for the Residential Construction Academy for several programs to include Carpentry, Plumbing, Building Maintenance Repair, Electricity, and HVAC trade areas.

As part of VADOC's efforts to expand post secondary opportunities, apprenticeship programs were expanded. A total of 756 apprentices were registered with a total of 104 apprentices completing their programs. A variety of programs are available, depending on the opportunities for establishing them at a particular prison.

Industry based certifications continued to be emphasized in spite of the difficulty of offering some of the exams inside prisons. Last year VADOC had a total of 2,191 industry based certifications. This represents a 24 percent increase over the previous year. These credentials provide external verification of student skills. Students are not allowed direct Internet access. This makes certification testing much more involved, especially if it is computer based.

During the 2013-2014 school year, the VADOC offered CTE programs to adult inmates at 29 adult correctional facilities in 39 different program areas in three occupational trade areas. Educational evaluation and assessments are conducted at reception centers. During the 2013-2014 school year, VADOC had 7,193 adult enrollments with 2,042 course completions. Students enroll at any point in the year rather than at a specific time of the year. This is necessary because of the constant entry and exit of offenders into and out of the system, and the transfer of offenders within the system.

During the 2013-2014 school year, the VADOC CTE central office administration continued to conduct on-site school evaluations of adult CTE programs. These evaluations are designed to look at all aspects of the instructional program and operating procedures to ensure that programs are operating in an appropriate and safe manner, and that they comply with all established standards.

Virginia Department of Juvenile Justice

The Virginia Department of Juvenile Justice/Division of Education (DJJ/DOE) serves as an independent school district and operate under the auspice of Yvonne B. Miller High School. DJJ/DOE operates in cooperation with the Virginia Department of Juvenile Justice in the provision of Career and Technical E

As part of DJJ/DOE's efforts to expand postsecondary opportunities, apprenticeship programs were expanded. A total of 4 apprenticeships (not currently active) are registered in the Culinary Arts Area in our youth facilities. A variety of programs are available, depending on the opportunities for establishing them at a particular prison.

Industry based certifications continued to be emphasized in spite of the difficulty of offering some of the exams inside prisons. Last year DJJ/DOE had a total of 27 industry based certifications. These credentials provide external verification of student skills.

During the 2013-14 school year, the DJJ/DOE offered CTE programs to juvenile inmates at five juvenile correctional facilities in 22 different courses in 16 occupational trade areas (to include secondary, middle, and special programs as appropriate). Educational evaluation and assessments are conducted by the Juvenile Reception and Diagnostic Centers.

DJJ/DOE also went through one reduction in force (RIF) during the end of the 2013-14 school year. During the RIF, one of the five Yvonne B. Miller High School's on the following campus, Cedar Mountain (Culpeper Juvenile Correctional Facility) closed due to the state budget-cutting measure. The students at the site were transferred to another youth correctional facility unless they met the requirements of release to return home. Students who relocated to another facility were reenrolled in the same CTE programs in which they were previously enrolled or that coincided with the CTE programs in which they were enrolled in at Cedar Mountain. There was a total of four CTE programs that were abolished as a result of the facility closing. The four programs that were effected by the facility closing included Business Software, Commercial Foods, Barbering, and Horticulture. DJJ/DOE had a total of 272 youth who were enrolled in Career and Technical Education programs as of May 25, 2014 with a total of 67 students who earned credentials in a CTE course and 52 students who completed a postsecondary program.

During the 2013-2014 school year, the DJJ/CTE central office administration continued to conduct on-site school evaluations of juvenile CTE programs. These evaluations are designed to look at all aspects of the instructional program and operating procedures to ensure that programs are operating in an appropriate and safe manner, and that they comply with all established standards.

Postsecondary

During fiscal 2013-2014, in excess of 2500 inmates of Virginia's correctional facilities qualified for a Career Readiness Certificate certifying their basic workplace skills and received this nationally recognized credential designed to assist job seekers. These assessments were offered by the VCCS through Southside Community College with funding support from the Virginia Department of Corrections.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Perkins funds were not used to support state institutions serving individuals with disabilities.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary

Family and Consumer Science programs were offered in 1,849 schools (middle and high schools) with a total enrollment of 119,191 (duplicated counts).

Training sessions were offered during the Family & Consumer Sciences summer professional development conference. All workshops were aligned to the related career cluster.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2013 - 2014

Virginia

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary

Correlation of Virginia Standards of Learning (SOL) and CTE Instructional Resources and Guides – Virginia academic and CTE specialists continue to review every CTE course and correlate each task to the SOL for Mathematics, Science, English, and History/Social Science, where appropriate. Since its gubernatorial mandate in 2002, this academic standards correlation has been a part of each CTE task list and its attendant framework. Whenever a CTE course is revised, the academic correlations are also reviewed and adjusted as needed.

Virginia Education Resource System Online Resources – Within VERSO there are many resources that integrate academic and CTE instruction. First, the tasks for each CTE course in Virginia are correlated to the four core academic SOL, when appropriate. Courses in VERSO also have a variety of resources that address academic and CTE integration, including process/skill questions, scenarios, and lesson ideas.

Career Pathway Development – Virginia has developed sample career pathways programs of study (plans of study) for each of the 79 nationally identified career pathways. We also have teamed academic and career/technical specialists to develop career pathways programs of study that are identified as a 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). In 2011, a checklist was developed to better guide stakeholders in the development of local sample plans of study that meet all Perkins criteria. The checklist is available on the CTE Website (http://www.doe.virginia.gov/instruction/career_technical/career_clusters/) along with the state sample templates. The Web pages for clusters and pathways were expanded in 2013-2014 to provide individual pages for each of the 16 clusters. The pages contain descriptions, occupational data, programs of study samples, and marketing resources. All CTE courses are aligned with one or more career clusters and career pathways within those clusters and are available online in a variety of guidance documents for stakeholders.

Academic and Career Plan (ACP) – Career and Technical Education staff continue to work with academic specialists, stakeholders, and other educators throughout the Commonwealth to provide guidance and resources for the new Academic and Career Plan (ACP) initiative implemented as a graduation requirement beginning with the 2012-2013 school year. Guidelines have been developed and resources for the implementation and maintenance of the plan are available to educators, parents, and students in the Commonwealth. The ACP meets the Perkins criteria for a career pathway program/plan of study.

The Workplace Readiness Skills for the Commonwealth and Examination – Virginia has included workplace readiness skills in every CTE course since 1999. In June 2010, the Office of CTE announced the revision of these skills, which was undertaken with assistance from UVA's Weldon Cooper Center, the Career and Technical Education Consortium of States (CTECS), and the CTE Resource Center. After an extensive literature review, research, and compilation of a revised list of skills, business/industry representatives from across the Commonwealth validated the updated list. The new 21 skills then were incorporated in the content of every CTE course as the first 21 tasks, effective for the 2010-2011 school year. These skills are correlated to the Virginia Standards of Learning and are accompanied by extensive teaching resources. During 2010 - 2011, information and activities pertaining to sustainability were infused throughout the 21 skills. The VDOE in collaboration with CTECS developed a credentialing exam to complement the updated 21 Workplace Readiness Skills, Workplace Readiness Skills for the Commonwealth Examination. The Board of Education approved this credential as a "stand-alone" examination towards a student-selected verified credit at its February 17, 2011, meeting. This online examination was field tested and became effective beginning spring 2011. It is designed to measure the 21 workplace readiness skills that are a required component of each CTE course. Students may earn a student-selected verified credit by passing this examination. The Workplace Readiness Skills for the Commonwealth Examination is an optional credentialing test that can be administered with any CTE course. In 2014, 39,705 students participated in this test and 28,349 (71.40 percent) passed. The maximum score possible is 100 of which the students' mean score was 76.96.

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. A \$25,000 collaborative grant, with a 50 percent local match requirement, was awarded to HSTW sites partnered with a feeder MMGW site. Veteran HSTW sites received a \$5,000 sustainability grant with no local match required. During 2013-2014, five high schools and four middle schools from five school divisions received grant awards totaling \$36,000.

Economic Education and Financial Literacy – Effective with the ninth grade class entering in 2011/2012, all students must earn one credit in Economics and Personal Finance as a graduation requirement. Through collaboration with CTE, History and Social Science, and Mathematics, Standards of Learning have been developed for the Economics and Personal Finance course and approved by the Board of Education; and course competencies have been developed and approved by teachers and a business and industry panel. Curriculum Frameworks for CTE teachers and for History and Social Studies teachers have been developed and posted on a shared Economics and Personal Finance Web site. An interactive online resource Web site, TeachingMoneyVa.org, has been developed through collaborative efforts of CTE teachers and supervisors, academic teachers and supervisors, the Richmond Federal Reserve Bank, professional association representatives, and members of the financial services community.

An online version of the Economics and Personal Finance course has been developed and is available at no cost to public school divisions through Virtual Virginia. The online course is also available as i-books for purchase by local divisions or as a free PDF for download. All of these efforts involve academic and CTE teachers.

Virginia Education Wizard – A function within the Wizard allows educators to create and maintain Academic and Career Plans (ACP) electronically. Administrators can create reports from the data stored in student accounts for planning and administrative purposes.

Postsecondary

The Career Coach Academy and its focus on career counseling and guidance are discussed in the previous Required Use section.

Collaboration with organizations such as the Institute for Women in Trades, Technology, and Science; the Virginia Manufacturers Association, the Virginia Energy Council, NASA, and other external groups have greatly assisted the local colleges in exposing underrepresented populations to education and career opportunities through summer camps and mentoring programs.

The VCCS' Virginia Education Wizard on-line, statewide, career and education planning portal offers students at all levels career exploration and direction and has become the major tool for guidance and advising personnel in assisting students in making education and career choices. Perkins funds are used to help further expand and maintain the Wizard's capabilities.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Secondary

Automotive Youth Education Services (AYES) – The Office of Career and Technical Education Services 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 provide students the opportunity to develop skills needed for a successful career in automotive technology. This partnership has enhanced both the curriculum and the equipment in auto technology labs and provided students with mentoring experiences and internships in local auto dealerships.

Virginia Business Publications LLC – R U College & Career Ready Magazine – The Office of Career and Technical Education’s partnership with the 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? magazine for high school sophomores, a teacher’s resource guide with lesson plans for use in the classroom, and a Parent’s Guide to assist 7th grade students with college and career preparation.

Project Lead the Way (PLTW) – 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 core courses are Introduction to Engineering Design and Principles of Engineering. Students can take specialization courses of Digital Electronics, Computer Integrated Manufacturing, Civil Engineering and Architecture, Biotechnical Engineering, Aerospace Engineering and Engineering Design and Development. These provide pathways for students to narrow their interests. Grants provide matching funds to assist schools in fully implementing PLTW. The School of Engineering at Old Dominion University represents the state as the university affiliate for providing graduate courses to prepare teachers to implement PLTW. Technical update workshops are provided annually for teachers, administrators and guidance counselors. Local school divisions have begun offering the PLTW Biomedical Sciences program.

Microsoft IT Academy – The Virginia Department of Education continues its partnership with Microsoft to provide the IT Academy (ITA) program a second year. The ITA program offers many unique 21st century education benefits and fully prepares students to obtain internationally recognized IT industry certifications. The IT Academy is being made available statewide to all high schools and regional CTE centers at no direct cost to school divisions. The IT Academy provides online courseware which has been correlated to 28 CTE state-approved courses and major training resources.

Governors STEM Academies – The Office of Career and Technical Education provided leadership and coordination of activities with the Office of Instruction, the Virginia Secretary of Education, the Virginia Career Education Foundation and the State Council of Higher Education for Virginia to continue the Governor’s Science, Technology, Engineering, and Mathematics (STEM) Academies which also include the CTE Exemplary Program evaluation process. Twenty-three academies have been approved since the beginning of the initiative of which six academies were approved for implementation in 2013-2014.

Governor’s Health Sciences Academies – The Office of Career and Technical Education provided leadership and coordination of activities with the Office of Instruction, the Virginia Secretary of Education, the Virginia Career Education Foundation and the State Council of Higher Education for Virginia to provide the Governor’s Health Science Academy initiative which also includes the CTE Exemplary Program evaluation process. Nine academies have been approved since the beginning of the initiative of which one academy was approved for implementation in 2013-2014.

Virginia Jump\$tart Coalition – 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 from Business and Information Technology and one from History and Social Studies—represent the VDOE on the coalition. The Business and IT specialist serves on the Board.

Financial Services Group – A group of business and industry representatives has provided knowledge, assistance, and financial support for the economics and personal finance initiative. Member organizations of the group provide funding for the online instructional resources Web site and for the major portion of funding for the Virtual Virginia online Economics and Personal Finance course. Members of this group also participate in curriculum revision initiatives for Career and Technical Education in Virginia.

Virginia Society of Certified Public Accountants (VSCPA) – Representatives from the VDOE work with the VSCPA annually to plan and present a Financial Literacy Summit for secondary teachers. Over 200 teachers participated in 2013 and 2014.

Virginia Credit Union League – Several credit unions have made available regional training with emphasis on instructional resources to help with instruction in the Economics and Personal Finance course. The Credit Union League also provides training and start-up kits for the statewide Banking in the Schools program.

Genworth Foundation/EverFi – Genworth Foundation has committed to provide every secondary school in Virginia numerous interactive instructional resources, including My Money, My Future and My Digital Life, for the next year. Representatives from Genworth and EverFi have also met with VDOE staff to provide instructional resources updates and have exhibited and presented sessions at several professional association conferences.

Virginia Council on Economic Education—Virginia Council on Economic Education provided workshops and professional development for teachers in preparation for teaching the Economics and Personal Finance course and preparing to take the teacher credential for Personal Finance (W!SE). During the 2013-2014 year, 14 institutes were held and 316 teachers were trained. Training was also provided through this partnership for teachers to use the Stock Market Game in their classrooms; and 100 teachers were trained and participated in the Stock Market Game.

Longwood University-The Office of Career and Technical Education (VDOE) worked closely with Longwood University to develop and implement a dual enrollment Economics and Personal Finance course. The pilot was offered during the summer and was a tremendous success. Plans are to continue and expand this dual enrollment offering.

Northern Virginia Community College— The Office of Career and Technical Education (VDOE) worked closely with Northern Virginia Community to develop a dual enrollment Economics and Personal Finance course. The course is still waiting for approval and acceptance by the local school divisions but is ready for implementation. Other community colleges have started the process with support from Northern Virginia Community College and technical support from the Office of Career and Technical Education.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Secondary

Academic and Career Plan (ACP) – The requirement for the Academic and Career Plan became effective with 7th grade students beginning in the 2013-2014 academic year. School counselors, CTE educators, instructional personnel, and division leaders have requested training in best practices related to academic and career planning, utilizing career clusters, career pathways, and the Virginia Education Wizard. Conducted 11 ACP professional development sessions at various conferences, academies, and division meetings – approximately 250 participants. Conducted two, full-day workshops in collaboration with the Southern Regional Education Board (SREB) entitled “Counseling for Careers: The New Paradigm.” The workshops were held in Roanoke (3/24/13) and Richmond (3/25/13) and over 100 school counselors, CTE teachers and administrators attended. Conducted a three-part video streaming series for school counselors and CTE educators. The sessions were entitled Implementing the Academic and Career Plan of Study, Part I (7/11/13), Career Development and Academic and Career Plans of Study, Part II (12/12/13), and Career Development and Academic and Career Plans of Study: Connecting Secondary and Postsecondary, Part III (2/3/14).

Virginia Education Wizard – over 90 presentations related to training, using a combination of online and in-person sessions, were conducted during the 2013-2014 school year. Educators at all levels have attended training sessions related to college and career planning, creating and accessing accounts, and developing student accounts. Training sessions have included information related to recent enhancements to the overall functionality of the Wizard and in creating and maintaining Academic and Career Plans electronically through the Wizard.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Secondary

REVISED: MARCH 13, 2015

Plans of study have been developed for each of the 16 career clusters and 79 career pathways. School divisions are required to submit at least one new or revised plan of study annually with their local Perkins plan. The plans of study provide a framework for secondary to postsecondary transition including a requirement to identify courses within a given pathway that prepare students for stackable industry credentials, associate degrees or other community college technical program certifications and/or baccalaureate programs.

Each of the 132 school divisions has established a dual enrollment and/or articulation agreement with at least one of the 23 community colleges or universities. These agreements include permissive use of Perkins funds for secondary students to participate in dual or concurrent enrollment programs to acquire postsecondary credit and to overcome other barriers affecting rural students and special populations.

Additionally, the 23 STEM academies, which includes students from 45 school divisions; and 9 Health Science academies, which include students from 20 school divisions, are required to develop plans of study that include dual enrollment/articulation agreements with community colleges and/or universities.

During the 2013-14 school year, 14,546 students participated in CTE dual enrollment courses. Of this number, 4,692 were CTE completers/graduates.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary

Participation by local divisions in state and national student competition is supported as appropriate.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Secondary

All Aspects of Industry (AAI) – The VERSO system (above) integrates AAI into all of the high school curriculum frameworks and competency/task lists for CTE in Virginia. VERSO also provides teachers access to instructional resources for AAI.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Secondary

Beginning in the 2012-13 school year, and continuing through the 2013-14 school year, an in-depth review of Work Based Learning in Virginia to expand opportunities for students. Based on the review and recommendations, the revised Work-Based Learning (http://doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml) was implemented effective July 2014.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Secondary

Career Cluster and Career Pathway Development (secondary and postsecondary effort) – With the assistance of the CTE Resource Center, the VDOE developed a set of career cluster posters, representing each of the 16 career clusters and featuring graduates of Virginia’s CTE programs. These have been made available to all school divisions. Additionally, the graduates’ photographs have been incorporated into the Resource Center’s Web site.

The Virginia Education Wizard, a coalition of Virginia educational agencies, is supporting the continued development of the innovative online college and career planning tool (www.vawizard.org). The Wizard is available to every student in Virginia and provides career assessment results according to Career Clusters. Wizard version 3.0 allows students to create and store academic and career plans, as well as merge career pathways into those plans.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Secondary

Entrepreneurship education is integrated into all CTE programs. Training and best practices sessions were provided during the program area summer conferences.

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

Secondary

Virginia Teachers for Tomorrow: This program introduces high school seniors to careers in education. 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. During 2013-2014 school year, 531 students participated in the Virginia Teachers for Tomorrow program.

New Teacher Institute – A weeklong institute is held annually for new career and technical education teachers. The goal is to help highly qualified professionals transfer technical knowledge from workplace to classroom instruction. The institute is led by University of Virginia professors and upon completion of the course requirements; teachers receive three graduate credits toward their Virginia teaching license. Licensure for teaching 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 professionals require intense staff development to assist in the transition from industry professional to a licensed teacher. In 2013, 53 new teachers participated in the New Teacher Institute.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary

Through the Trailblazers project, staff of the UVa, Weldon Cooper Center, Demographics & Workforce Group assisted VDOE Office of Career and Technical Education Services and administrators in individual school divisions to use and interpret national, state, and regional occupational employment data for course and program planning and student advising.

Professional Development for Teachers and Administrators – Staff provided professional development presentations on occupations and employment at state and regional meetings. In addition, they worked closely with the Office of Career and Technical Education Services staff to provide occupational and employment data used in the assessment of Virginia’s workplace readiness skills.

Support for Course and Program Planning – Staff work one-on-one with division administrators to prepare and assess employment information relevant to course and program planning and development.

Support for Employer Partnership – Staff work with school divisions to develop and expand employer partnerships.

Trailblazers Blog, Newsletter, and Website – These resources keep teachers and administrators informed about labor market issues and provide resources to maintain and improve employer connections.

Virginia Department of Education, in partnership with the Virginia Community College System, the State Council for Higher Education in Virginia, and other Virginia agencies, continue to support the Virginia Education Wizard. The Web-based portal serves Virginia students at the Grades 5 – Adult level with post secondary and career-related resources. www.vawizard.org.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Secondary

Secondary career and technical education (CTE) prepares students for many of the jobs in Virginia forecasted to experience the fastest growth in the coming years. Completion of certain skill sets and coursework enables students to participate in the Virginia Board of Education-approved external assessments that test essential employability and technical skills. High school students may earn 1) Virginia-issued professional license required for entry into a specific occupation, 2) full industry certification validating essential skills of a particular occupation from a recognized industry, trade, or professional association, 3) pathway industry certification which may consist of multiple entry-level certificates leading toward "full" certification, and 4) occupational competency skill assessment based on a standardized assessment for a specific skill set in a technical area.

Currently, more than 350 industry certification examinations, licenses, and occupational competency assessments have been approved by the Virginia Board of Education. These certifications are reviewed and approved annually; new ones are added and others may be removed if they are outdated and no longer meet the work force needs. Experienced CTE teachers and industry panels are involved in the annual review process and provide recommendations to the Board of Education.

2013/2014 School Year

Total Credentialing Exams Attempted - 138,683

Total Credentials Earned by Students - 103,599

Attainment Rate - 75%

Annual Goal - Each year, for the next three years, the number of credentials passed will increase by 5%.

Postsecondary

The VCCS does not systematically track technical skills attainment per USDOE negotiated agreement. The measure used is the number of CTE concentrators who accumulate a GPA of 2.5 or better during the reporting year. The VCCS is currently meeting the performance measure for 1P1.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	32021	40602	78.8655731244766
Postsecondary Students	53205	70775	75.1748498763688

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS has completed a system-wide update of its nontraditional crosswalk of CTE programs of study for each of its 23 colleges.	VCCS Administrator, Postsecondary Perkins Programs	07-18-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS Administrator, Postsecondary Perkins programs will provide presentations to the counselors for the Great Expectations program at each of their four regional meetings on the career opportunities for nontraditional students in CTE career fields.	VCCS Administrator, Postsecondary Perkins programs and the Director of the Great Expectations Program	10-02-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS Administrator, Postsecondary Perkins Programs will make a presentation to the VCCS Middle College adult career coaches and counselors.	VCCS Administrator, Postsecondary Perkins Programs and the Director of the VCCS Middle College Program	10-01-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS Administrator, Postsecondary Perkins Programs will conduct 5P1 and 5P2 information sharing and progress status for all of the local college Perkins administrators at	VCCS Administrator, Postsecondary Perkins Programs	10-02-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	the VCCS Workforce Professional Academy. The VCCS Administrator, Postsecondary Perkins Programs will conduct 5P1 and 5P2 information sharing and progress status for all of the local college Perkins administrators at the HIRE Education Conference.	VCCS Administrator, Postsecondary Perkins Programs	12-20-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Individual college site visits are being scheduled with VCCS colleges struggling to meet Perkins 5P1 and/or 5P2 measures.	VCCS Administrator, Postsecondary Perkins Programs	01-30-15
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	All 23 colleges in the VCCS system are being required to individually submit their own quarterly reports as to their progress towards meeting all Perkins measures, especially 5P1 and 5P2.	Local Perkins Administrators and VCCS Administrator, Postsecondary Perkins Programs	06-15-15
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Summer Camps at local community colleges to promote nontraditional enrollment in programs.	Local Perkins Administrators	06-30-15
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Mountain Empire Community College conducted an Advanced Technology Institute for 20 high school regional guidance counselors, 2 MECC career coaches, 2 MECC student success coaches, and 3 MECC counselors to inform them of nontraditional occupational and technical programming available to regional students.	MECC Local Perkins Administrator and CTE department chairs.	08-01-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	New River Community College launched a marketing campaign in September and created an advisory group aimed at increasing nontraditional enrollments and completions in CTE programming. Anticipate employing a new Director of ASLP, Expanded Outreach. Ongoing project.	NRCC Local Perkins Administrator	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Wytheville Community College: Provided a nontraditional student recruitment and retention workshop for 25 counselors, advisors, faculty, and high school career coaches. The workshop was conducted by Joan Runnheim Olson for Women in Technology.	WCC Local Perkins Administrator	09-04-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southside Community College: Women in Tech Educators Online Training: SCC has enrolled ten members of their faculty and staff in this course which includes three hours per week of instruction for ten weeks. Weeks 1-5 for recruitment of nontraditional gender training and weeks 6-10 for retention of nontraditional students in STEM and CTE programs. This voluntary training is going into its fourth week with all 10 faculty still enrolled.	SCC Local Perkins Administrator	12-12-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southside Community College: A two day on-campus professional development workshop with the National Institute for Women in Trades, Technology, and Science was conducted for 43 college administrators, faculty members, counselors, adult career coaches, and high school career coaches on recruiting and retaining nontraditional students.	SVCC Local Perkins Administrator	10-10-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Northern Virginia Community College: Scheduled a series of faculty, staff, and student workshops promoting recruitment and retention of nontraditional students in STEM programming.	NVCC Local Perkins Administrator	05-30-15
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southwest Virginia Community College: To employ a parttime Outreach Specialist to provide marketing materials and outreach to encourage	SWCC Local Perkins Administrator	12-31-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	prospective and current students to take advantage of nontraditional career opportunities. Mountain Empire Community College: Employ personnel support to enhance recruitment efforts to identify nontraditional opportunities within the college's service area.	MECC Local Perkins Administrator and Vice President of Academic Affairs	07-16-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Northern Virginia Community College: FCC Women's History Month Tech Fair 2014, collaboration between the FCC and NVCC Annandale campus for a two-day program featuring STEM opportunities and careers at FCC headquarters in Washington DC, attended by approximately 300 middle school girls over the two days. Consideration is currently under way to repeat this successful effort in March 2015.	NVCC Local Professional Administrator	03-06-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Piedmont Virginia Community College: Employ a CTE Program Liaison with specific focus on recruitment and retention of nontraditional students.	PVCC Local Perkins Administrator and the Vice President of Academic Affairs	10-10-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Germana Community College: Girl Scout Tech Day, 25 girls attended plus eight scout leaders and teachers.	GCC Local Perkins Administrator	10-25-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Piedmont Virginia Community College successfully developed and produced two videos to assist in the recruitment and retention of nontraditional genders to CTE programs.	Local PVCC Perkins Administrator	07-31-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Virginia Western Community College: Developed a new public relations/ recruitment video for its Mechatronics programs prominently featuring nontraditional students (females) visually and verbally.	VWCC Local Perkins Administrator and Mechatronics faculty	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Danville Community College: Has completed the production of a series of eight videos for use in social media and cable advertisements featuring DCC students in nontraditional programs (a male in Early Childhood Programs; a female in Automotive Engine Analysis, etc.) Additionally, a female student in Precision Machining is featured on a DCC highway billboard.	DCC Local Perkins Administrator	10-31-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Blue Ridge Community College special evite invitations sent to 102 undecided students to attend sessions to introduce them to nontraditional career opportunities.	BRCC Local Perkins Administrator	10-23-14
5P1	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southwest Virginia Community College: will be producing a new video to profile successful females currently working in nontraditional fields within their service region.	SWCC Local Perkins Administrator	12-31-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Tidewater Community College: Day Trip to NASA: to introduce female students to NASA's operations and the various careers with NASA and in aerospace industries.	TCC Local Perkins Administrator and the Director of the TCC Women's Center	09-01-15
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Tidewater Community College: Women in Engineering: Meet and Greet women-only by invitation meeting with 12 new female engineering students was intended to assist participants in forming learning communities and to enable them to meet engineering faculty, female engineers from local business and industry, and other enrolled female engineering students.	TCC Local Perkins Administrator and engineering faculty	08-20-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS has completed a system-wide update of its nontraditional crosswalk of CTE	VCCS Administrator, Postsecondary	07-18-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS Administrator, Postsecondary Perkins programs will provide presentations to the counselors for the Great Expectations program at each of their four regional meetings on the career opportunities for nontraditional students in CTE career fields.	Perkins Programs VCCS Administrator, Postsecondary Perkins programs and the Director of the Great Expectations Program	10-02-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS Administrator, Postsecondary Perkins Programs will make a presentation to the VCCS Middle College adult career coaches and counselors.	VCCS Administrator, Postsecondary Perkins Programs and the Director of the VCCS Middle College Program	10-01-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	The VCCS Administrator, Postsecondary Perkins Programs will conduct 5P1 and 5P2 information sharing and progress status for all of the local college Perkins administrators at the VCCS Workforce Professional Academy.	VCCS Administrator, Postsecondary Perkins Programs	10-02-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	e VCCS Administrator, Postsecondary Perkins Programs will conduct 5P1 and 5P2 information sharing and progress status for all of the local college Perkins administrators at the HIRE Education Conference.	VCCS Administrator, Postsecondary Perkins Programs	12-20-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Individual college site visits are being scheduled with VCCS colleges struggling to meet Perkins 5P1 and/or 5P2 measures.	VCCS Administrator, Postsecondary Perkins Programs	01-30-15
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	All 23 colleges in the VCCS system are being required to individually submit their own quarterly reports as to their progress towards meeting all Perkins measures, especially 5P1 and 5P2.	Local Perkins Administrators and VCCS Administrator, Postsecondary Perkins Programs	06-15-15
5P2	Nontraditional CTE Female	Tidewater Community College:	TCC Local Perkins	08-20-14

Core Indicator	Disaggregated categories of Students and Nontraditional CTE Male Students	Action step to be implemented	Staff member Administrator and engineering faculty.	Timeline
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Virginia Highlands Community College: Retaining Nontraditional Students in CTE Programs. Joan Runnheim Olson, a nationally recognized authority on nontraditional pathways, enrollment and retention conducted a workshop for VHCC faculty, counselors, and administrators.	VHCC Local Perkins Administrator	08-20-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	New River Community College launched a marketing campaign in September and created an advisory group aimed at increasing nontraditional enrollments and completions in CTE programming. Anticipate employing a new Director of ASLP, Expanded Outreach. Ongoing project.	NRCC Local Perkins Administrator	06-30-15
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Wytheville Community College: Provided a nontraditional student recruitment and retention workshop for 25 counselors, advisors, faculty, and high school career coaches. The workshop was conducted by Joan Runnheim Olson for Women in Technology.	WCC Local Perkins Administrator	09-04-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southside Community College: Women in Tech Educators Online Training: SCC has enrolled ten members of their faculty and staff in this course which includes three hours per	SCC Local Perkins Administrator	12-12-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	week of instruction for ten weeks. Weeks 1-5 for recruitment of nontraditional gender training and weeks 6-10 for retention of nontraditional students in STEM and CTE programs. This voluntary training is going into its fourth week with all 10 faculty still enrolled.	SVCC Local Perkins Administrator	10-10-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southside Community College: A two day on-campus professional development workshop with the National Institute for Women in Trades, Technology, and Science was conducted for 43 college administrators, faculty members, counselors, adult career coaches, and high school career coaches on recruiting and retaining nontraditional students.	NVCC Local Perkins Administrator	05-30-15
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Northern Virginia Community College: Scheduled a series of faculty, staff, and student workshops promoting recruitment and retention of nontraditional students in STEM programming.	SWCC Local Perkins Administrator	12-31-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Southwest Virginia Community College: To employ a parttime Outreach Specialist to provide marketing materials and outreach to encourage prospective and current students to take advantage of nontraditional career opportunities.	PVCC Local Perkins Administrator and the Vice President of Academic Affairs	10-10-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Piedmont Virginia Community College: Employ a CTE Program Liaison with specific focus on recruitment and retention of nontraditional students.	TCC Local Perkins Administrator and the Director of TCC Women's Center	12-31-14
5P2	Nontraditional CTE Female	Tidewater Community College: Engineering Lunch and Learn, a panel of established female engineers speak to incoming female engineering students.	Local PVCC Perkins	07-31-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	Students and Nontraditional CTE Male Students	College successfully developed and produced two videos to assist in the recruitment and retention of nontraditional genders to CTE programs.	Administrator	
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Virginia Western Community College: Developed a new public relations/ recruitment video for its Mechatronics programs prominently featuring nontraditional students (females) visually and verbally.	VWCC Local Perkins Administrator and Mechatronics faculty	09-30-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Danville Community College: Has completed the production of a series of eight videos for use in social media and cable advertisements featuring DCC students in nontraditional programs (a male in Early Childhood Programs; a female in Automotive Engine Analysis, etc.) Additionally, a female student in Precision Machining is featured on a DCC highway billboard.	DCC Local Perkins Administrator	10-31-14
5P2	Nontraditional CTE Female Students and Nontraditional CTE Male Students	Blue Ridge Community College special evite invitations sent to 102 undecided students to attend sessions to introduce them to nontraditional career opportunities.	BRCC Local Perkins Administrator	10-23-14

Local Program Improvement Plans

Postsecondary

Did not meet 5P1 - 21 of the 23 Community Colleges

Did not meet 5P2 - 17 of the 23 Community Colleges

VCCS has instituted a quarterly reporting format and requirement for the 23 local community colleges which requires them to provide the system office with progress achieved during the proceeding quarter relative specifically to each of the postsecondary Perkins performance standards.