I. Implementation of State Leadership Activities

A. Required Uses of Funds

i. Assessment

Secondary

Data from the 2007 West Virginia Higher Education Policy Commission report indicate that only about fifty-eight percent of the state's high school graduates pursue postsecondary studies. About eighteen percent of students entering instate colleges in 2007 had to enroll in remedial course work in language arts and thirty-one percent in mathematics. Employers indicate that a large number of high school graduates entering the workforce are deficient in basic academic and workplace readiness skills. The core indicators of performance and the measures adopted for their implementation are directed towards addressing these needs and form the basis of the state's career/technical education reform efforts. These efforts include a major data driven focus on student and school performance on the Perkins core indicators, including end-of-course testing in all core CTE courses, ACT WorkKeys assessments of all CTE completers, and positive placement in employment or continuing education. Each career/technical education provider (LEA) is held accountable for meeting standards in each of these performance areas and receives targeted technical assistance to address deficiencies.

Postsecondary

The WV Council for Community and Technical College Education continues to utilize the American College Testing (ACT) WorkKeys assessment program to determine the academic achievement of students completing career-technical programs. The WorkKeys assessment was developed to assess the academic skills needed in specific occupational areas and is a good instrument to determine if the community and technical colleges are effective in providing students with the necessary academic skills to be successful on the job. The *Applied Mathematics* and *Reading for Information* components of WorkKeys were initially utilized. The community and technical college system began utilizing the *Locating Information* assessment during spring 2005. This particular assessment will enable community and technical colleges to better assess the development of problem solving skills of program completers.

ii. Technology in Career and Technical Education

Secondary

The state recognizes the need to improve and expand the use of technology in career and technical education programs. Therefore, major expenditures of both federal and state funds have been targeted to the purchase of state-of-the-art equipment for instruction. During the regular 2008 Session, the Legislature appropriated nearly two million dollars for replacement and modernization of instructional equipment. Every school year, eligible recipients use Perkins funds for instructional equipment purchases. Eligible recipients have used federal, state, and local funding sources to ensure that students receive training on the types of equipment they will encounter upon entry into the workforce.

More than half of the eligible recipients have initiated new programs designed to provide students with training that will enable them to work in the rapidly expanding Information Technology industry and to maximize the opportunities for the state's graduates, including members of special populations, to compete for these high technology and telecommunications jobs. Since the state's economy chronically lags behind that of the rest of the country, this is considered an excellent means of enhancing the quality of the state's labor force.

Postsecondary

Efforts have continued to expand the use of technology in delivering community and technical college education programs. Projects have been funded through leadership funds that provide professional development activities for faculty and enhance career opportunities for students. Professional development activities have been funded for faculty in the areas of Information Technology, Engineering Technology, Web CT and workforce development. The activities have prepared faculty to secure certifications and obtain skills enabling them to utilize new technologies for course delivery.

In addition, funds have been provided for faculty to develop courses for on-line delivery that provide opportunities for skill enhancement and are made available to all community and technical colleges in the system. Training has been provided to adjunct faculty to increase the capacity of community and technical colleges to increase on-line course delivery. Thirty-seven faculty have participated in the training during the past year.

Funds have continued to be made available to provide faculty with the skills to develop web-based courses enabling our community and technical colleges to collaboratively offer programs statewide. The strategy is to provide faculty with the basic knowledge to be utilized to develop a wide range of courses for web-based delivery that will increase access to career-technical education. Special population and nontraditional students have equal opportunities to take advantage of these opportunities.

Projects funded through Statewide Leadership funds that advanced the use of technology are:

- On-line tutoring programs
- WorkKeys Train the Trainer certification workshops for individuals responsible for proctoring WorkKeys exams
- Engineering and Technology Exploration Summer Academy for high school students
- Established a credential for WV Women Works! Step Up for Women (SUfW) basic carpentry training certification that will lead to nationally recognized certification
- Began the approach of infusing the following strands as part of a general education core into the AAS in Technical Studies and Occupational Development degree programs
    - Communication
    - Computation
    - Collaboration

- Critical Thinking
- Competition

- Develop career-technical program curriculum into a modular and electronic format to be placed on a state-level electronic database that allows for sharing among all community and technical colleges, thus saving program development costs.

iii. Professional Development

Secondary

The Department of Education conducted or funded professional development activities on a regional and statewide basis. Major areas of emphasis included occupational updating, content standards and objectives, core content testing, and literacy and numeracy in the career/technical curriculum. Business and industry provided training for many teachers in various program areas. Teachers also traveled out of state in program areas where it was cost effective. Workshops provided teachers with knowledge of today's workplace and its needs. Additional professional development activities were sponsored by Office of Career and Technical Instruction staff in the following areas:

Annual Conference of CTE Educators: Agriculture 69
Annual Conference of CTE Educators: Business/Mktg/Entre..... 76
Annual Conference of CTE Educators: FACS 65
Annual Conference of CTE Educators: Health Occupations 85
Annual Conference of CTE Educators: Hospitality 35
Annual Conference of CTE Educators: Engineering & Technical... 70
Annual Conference of CTE Educators: Technology Education 50
WVUIT Pre- and In-Service for CTE Educators..... 50
Pro Desktop 3D Modeling Workshop..... 14
Formula/Teams/Auto desk Inventor Workshop 15
Business and Marketing Occupational Updating 30
FBLA/PBL State/Regional/National Conferences..... 1,050
Finance University-Economic & Financial Ed. for Teachers..... 50
Business, Marketing, Entrepreneurship CSO Workshop..... 180
Adult Business Education CSO Workshop …… 12
DECA State/Regional/National Conference 610
TIS Trainings …… 45
REAL Training …… 45
Entrepreneurship Brown Bag Briefing …….. 40
WV HEAT ProStart Teacher Advisory Council 10
ProStart Hospitality Cup Competition 65
Hospitality Careers Seminar for Guidance Counselors 30
Character Counts..... 15
Agricultural Ed Secondary Curriculum Development..... 35
Agriculture/Agribusiness Travel Course 8
Agricultural Education Program and Policy Update..... 45
Spring FFA Governing Body..... 36
Agricultural Research Methods..... 6
FFA Winter Leadership Conference 265
FFA State Convention and Leadership Conference 832
Agricultural Education Career Development Events..... 916
FFA National Convention..... 535
National Agricultural Education Inservice 3

National Assoc of Ag Educators Region VI Conference ……. 69
HOSA National Leadership Conference 109
HOSA State Leadership Conference 600
Authorization for Health Care Fundamentals …… 3
Re-Authorization for Health Care Fundamentals 10
HOSA Postsecondary Leadership Conference 150
HOSA Secondary Fall Leadership 120
Health Science Technology Education Cluster Conference ……100
CSO Revision Workshops ……... 24
EKG/Phlebotomy Certification ……. 10
WV Skills USA State/National Conferences 655
ACDS Update Seminar 30
ACDS New Curriculum Training 25
New Teacher Seminar (WVU Tech) 53
Content Standards for T & I 60
AYES Teacher Update Training 2
Ford/AAA Student Auto Skills 175
Occupational Update Training …… 38
WVTSA Winter Advisory Conference …… 10
WVTSA Spring Conference ……. 285
WVTSA National Conference …… 96
Content Standards and Objectives, Drafting …… 18
PLTW Counselors' Conference …….. 24
PLTW Make-Up Counselors' Conference …… 12
West Point Bridge Design Teacher Workshop …….. 28
Tech Ed New Teacher Training …….. 12
ACDS Workshop …… 22
ACDS Orientation …… 12
ACDS Update Seminar.....30
ACDS New Curriculum Training 14
ACDS Night Classes End-of-Course Tests 1102
FCCLA Leadership Conference..... 12
FCCLA Fall Leadership Meeting ……. 98
FCCLA State Meeting …… 70
FCCLA National Meeting …… 22
Teacher Cadet Workshop …….. 3
Teacher Cadet Workshop 2 …….. 5
CERRA Conference …….. 8
Criminal Justice Conference ……. 5
WV HEAT ProStart Teacher Advisory Council …… 12
ProStart Hospitality Cup Competition …… 65
WorkForce WV Conference – What is WV HEAT? …… 20
WorkForce WV Conference – The World is Flat ……. 50
WVABCA Trade Show – WV HEAT Program Awareness ……. 150
WV HEAT Program Awareness – Tourism Day at the Legislature … 136
Governor's Conference on Tourism – HEAT Program Awareness .. 300
WV HEAT Glade Springs Culinary Day ……. 408
WV HEAT Culinary Day at Fairmont State …… 200

Hospitality Education and Training staff provided training to incumbent workers in the following areas:

WV Welcome/Customer Service 98
TIPS.....60

ServSafe 183
WV HEAT Food Safety 23
General Customer Service 30
Supervisor Training..... 203

Public service training included the following:

1,625	EMT classes with 20,241 students
696	Fire training classes with 10,968 students
83	Environmental classes with 1,317 students
39	Law enforcement classes with 674 students
157	Hazardous materials (Haz-Mat) classes with 2,767 students
234	Homeland security classes with 4,055 students
1	Terrorism Prevention class with 14 students
5	Instructor courses with 85 students
75	Other public service classes with 3,360 students

Postsecondary

Leadership funds have been utilized for professional development activities in a variety of areas. Projects have been funded that assist faculty in becoming efficient in utilizing the latest technology in the classroom and upgrading of skills to instruct in several different areas. In addition, funds have been expended to better prepare community and technical colleges to deliver customized vocational programs to employers and better serve the adult population through innovative programming and retaining that population.

Examples of professional development activities funded included:

- Assessment tools provided by The Council for Adult & Experiential learning (CAEL) in evaluating current policies and practices for servicing adult learners
- Use of I-Stream, a web-based professional development tool
- Developmental education workshops for faculty
- Workforce Development Institute
- West Virginia Community College Association
- Teresa Farnum & Associates conducted workshops on adult recruitment and retention
- Workshop by Ed Barlow on “Creating a Competitive Workforce for WV”

iv. Support for Career and Technical Education Programs

Secondary

Federal funds were utilized to support and coordinate integration of academic and technical studies through the state’s participation in the Southern Regional Education Board *High Schools That Work* (HSTW) initiative. During 2007-2008, 72 high schools and career-technical centers, representing 54 percent of all secondary schools statewide, were formal SREB-*High Schools That Work* sites. An emphasis on high expectations and integrated studies prevails in these schools, as evidenced by improved achievement of career bound students, revisions in the state and local graduation requirements that

place increased emphasis on career clusters and concentrations, career decision making, and contextual learning. State career and technical education staff serve as liaisons to each of the schools, provide targeted technical assistance and staff development, and coordinate on-site technical assistance reviews of the schools on a three-year rotation. In 2007-2008, 35 technical review visits were conducted, including 18 to 21st Century HSTW sites.

Postsecondary

Leadership funds have been utilized for curriculum development projects for the development of programs that integrate academic and vocational-technical education and are shared with all community and technical colleges in the system, the development of on-line career-technical programs that are available statewide, on-line tutorial programs for career-technical students, workshops on student retention, purchase of software to gage occupational demand for program development, and occupational profiling to determine WorkKeys score requirements.

v. Nontraditional Training and Employment

Secondary

During the 2007-08 school year, a professional consultant was employed, through Perkins funding, to promote nontraditional education programs. All local educational agencies and community and technical colleges have designated a nontraditional education coordinator.

Specific programs in West Virginia that promote nontraditional education and training include Step Up West Virginia programs and West Virginia Women Work! which is a state organization affiliated with Women Work! – The National Network for Women's Employment. These programs actively recruit women to participate in training that incorporates assertiveness, elimination of sexual harassment, isolation, and discrimination on the job. The curriculum is designed to include both technical and academic skills necessary for success on the job. Job-seeking and job-keeping skills are also taught. Woven logically throughout these content areas are gender equity issues.

Based upon state data in technical and adult education, there was increased recruitment in nontraditional education. The strategic plan for nontraditional education in West Virginia continued to be focused on retention of nontraditional education students. A statewide technical assistance workshop was held for the nontraditional education coordinators in each of the fifty-five counties and the seven multi-county technical and adult education centers, as well as the community and technical college personnel assigned to work with nontraditional students.

The state endeavors, through nontraditional education services, to remove attitudinal barriers so that all students can enter and succeed in career and technical education programs.

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Postsecondary

Activities were funded that assisted in the development of technology and on-line programs that provided additional opportunities for nontraditional students to participate in career-technical programs. In addition, activities were funded that improved the delivery of developmental education, academic advising and counseling for the nontraditional student. All career-technical programs offered through the community and technical colleges are available to non-traditional students.

vi. Partnerships

Secondary

Partnership development activities provide a thorough and efficient education through the involvement of parents, businesses, labor, community organizations, colleges and universities, etc. Partnerships help create increased opportunities for student learning and development within and outside the school environment. The foundation for partnerships exists in the state statutes for local school improvement councils, county steering committees, and community college consortia.

The Office of Technical and Secondary Program Improvement was established within the Department of Education to:

- Develop, promote, and expand local, regional, and state partnerships under the direction of the West Virginia Department of Education; expand experiential learning opportunities for students;
- Provide system and school leaders with current knowledge of education policies and system/school improvement initiatives that increase student achievement;
- Develop expertise and structures within schools and systems to facilitate communications and provide technical assistance to all secondary schools;
- Provide technical assistance to Local School Improvement Councils; and
- Provide technical assistance and leadership in all the SREB initiatives.

Postsecondary

All career-technical academic programs supported with Perkins funds utilized employer groups during development and delivery. The participation of these advisory committees assures that technical skills are being taught in the programs to meet the demands of the workplace. State level initiatives have taken place that coordinates the delivery of statewide programs at different community and technical college sites. These efforts have been in partnership with a cluster of employers with a common need. Activities that involve participation between community and technical colleges and the public school system to encourage matriculation to postsecondary education have been funded. In addition, legislation was passed that created Community and Technical College Consortia consisting of community and technical colleges

and public school career-technical education that will enhance partnership development between the two systems.

vii. Correctional Institutions and Institutions for the Disabled

Secondary and Postsecondary

The Office of Institutional Education Programs administers programs for juveniles in residential treatment centers and for juveniles and adults in regional jails and state correctional facilities and for postsecondary programs through the Division of Corrections. Education programs at ten institutions are fully accredited by the Correctional Education Association (CEA). CEA accreditation represents national recognition of excellence in the operation of education programs in correctional institutions. Ten institutions, in conjunction with Associated Builders and Contractors, Incorporated, are offering national certification in the core curriculum through the National Center for Construction Education and Research.

The West Virginia School for the Deaf and the Blind serves the education needs of hearing- and sight-impaired students statewide. Perkins funds were used to support the upgrading of career-technical programs and for professional development activities for faculty in order to upgrade their skills in the use and application of technology.

viii. Special Populations

Secondary

West Virginia's public school system is working to ensure that all students graduate from high school with the academic and technical skills necessary to successfully make the transition to the modern workplace and/or further education and training at the postsecondary level, with as many graduates as possible prepared to enter high skill, high wage, and high demand occupations. All of the state's local educational agencies continued their participation in recruitment and placement efforts and the monitoring of activities for students who are members of special populations. Students were assessed for interest, ability, and learning styles. Where appropriate, they were provided with counseling services, curriculum and/or equipment modification, resource personnel, basic skills instruction, and instructional aids and devices. All students, including those who are members of special populations, were taught to the same challenging academic proficiencies as were taught for all other students. All state performance standards, whether required by state education legislation or the Perkins Act, apply to all students, including special populations.

Postsecondary

Funds supported activities that strengthened efforts in academic advising, counseling, job placement and retention. All of these programs impacted the delivery of services to special populations. All new academic program development, including those utilizing web-based delivery courses, will provide additional opportunities for special populations. Equipment modifications or special services to enhance the learning process were provided when needed. The same assessment and accreditation standards

utilized for the general student population were applied to special population groups.

ix. Technical Assistance for Eligible Recipients

Secondary

The Division of Technical and Adult Education has a long tradition of commitment to the provision of technical assistance to local educational agencies (LEA) so that they may improve programs and curriculum to better serve students. During the 2007-2008 school year, staff members provided direct technical assistance to the 55 county school systems, the seven multi-county centers, and correctional institutions. Technical assistance included program reviews and evaluations, new teacher assistance, career and technical student organization leadership events, assistance with new program development, and modernization of existing programs.

Postsecondary

Technical assistance activities are provided through the WV Council for Community and Technical College Education staff, and supported by the expenditure of Leadership Funds. Assistance was provided in the areas of assessment of core indicators, addressing student retention in technical programs, academic program assessment, improving the delivery of developmental education programs for the academically disadvantaged student, developing adult completion degree programs and developing career pathways for training programs to be converted to college credit programs.

B. Permissible Activities

i. Improvement of Career Guidance and Counseling

Secondary

The state's major initiative to improve career guidance and counseling was continued during the 2007-08 school year through the efforts of the full time School Counseling Coordinator in the Division of Technical and Adult Education. The coordinator, in her second year on the job, worked in collaboration with other staff members to improve delivery of career guidance and counseling statewide through a series of workshops and training sessions, as well as increased networking with education stakeholders.

These efforts included:

- Three Regional School Counselor Workshops: Approximately 540 school counselors attended.
- An Inaugural School Counselor Summer Institute: Approximately 120 school counselors attended the Institute held in collaboration with the WV School Counselor Association, Fairmont State University, and Pierpont Community and Technical College.
- School Counselor Listservs: Listservs continue to be updated and serve as a communication link for 850+ school counselors across the state to share relevant up-to-date information instantaneously.

- Learning, Individualized Needs, Knowledge, and Skills (LINKS): LINKS was developed during the 2007-2008 school year to enhance 21st Century learning and provide a comprehensive approach to career development. The LINKS curriculum is being piloted in the 14 21st Century High Schools That Work sites during the 2008-2009 school year and is targeted to go statewide during the 2009-2010 school year.
- Workshops: One- and two-day workshops were held in nine counties on State Board Policy 2315 and the ASCA National Model utilizing tools developed by the Division of Technical and Adult Education to assist school counselors in planning, implementing, evaluating, and documenting preventive, comprehensive school counseling programs. Approximately 200 school counselors participated.

Postsecondary

Workshops on retention of students were supported through the expenditure of Leadership Funds. In addition, counselor workshops were conducted through the Tech Prep initiative.

ii. Support for Career-Technical Student Organizations

Postsecondary funds were expended to support student participation in the Phi Theta Kappa International Honor Society.

iii. Improve or Develop New Career-Technical Courses

Funds have been utilized to develop and/or improve the delivery of postsecondary courses in career-technical programs and various skill sets that lead to skill competencies.

II. Progress in Developing and Implementing Technical Skill Assessments

Secondary

The state currently has six secondary occupational clusters: arts and humanities; engineering/technical; business/marketing; health services; human services; and, science and natural resources. Within these clusters there are 84 occupational concentrations designed to prepare students for entry into 21st century employment and/or continuing postsecondary education and training. Each concentration has four required courses based upon content standards and objectives (CSOs), which are aligned with industry-recognized standards where available and appropriate. Test item banks are available for each of these required courses. Technical skill attainment has been assessed for the past several years through the use of on-line end-of-course tests of all students enrolled in these required courses.

The state has determined that to more accurately measure the technical skill attainment of occupational concentration completers, a new performance-based assessment will be implemented in the spring of 2009. Students who successfully complete the four required courses in the 84 occupational concentrations will undergo a practical performance evaluation under the supervision of a review committee made up of business and industry members who are practitioners in the students' concentrations. The

performance test will be based upon the major skill components drawn from the content standards and objectives (CSO) of the four required courses of the concentration. Approximately 40% of the occupational concentrations are expected to participate and all completers in those concentrations will be assessed. By the spring of 2010, 100% coverage of secondary occupational concentrations with the revised system of technical skill assessment will be accomplished and reported in the December 2010 CAR.

Postsecondary

Phase I of the development of a technical skill assessment has been completed (see charts below). The Community and Technical College System of West Virginia currently administers licensure examinations and external administered assessments that lead to an industry, national or state recognized credential or certification. For those career-technical programs not having a valid licensure or external administered assessment, the successful completion of a capstone course at the conclusion of the program will be utilized for those programs that require a capstone experience.

The awarding of a certificate or associate degree will be utilized for those career-technical programs not having an external assessment or a capstone course experience.

The Community and Technical College System of WV will implement Phase II by 2013. All career-technical programs will have an external assessment in place by 2013. Currently, 26% of career-technical program completers are required to complete a national or state licensure examination. Sixteen percent (16%) of career-technical programs completers are administered an external assessment that will lead to an industry, national or state credential.

For all career-technical programs currently not having a valid external assessment, a capstone experience will be utilized. Future planning for utilizing a capstone course experience will be developed in two phases:

1. Those career technical programs not having a valid external assessment will validate the capstone experience by tying the capstone course experience competencies to industry standards by administering a state developed end-of-course assessment. The end-of-course assessment will be developed with the input of industry, thus reflecting industry standards.

2. Initially, those career-technical programs not having a valid external assessment or a capstone course experience, will utilize program completion as technical program assessment. Course completion as an assessment will be phased out, and a capstone course experience with an end-of-course assessment will become the technical assessment for the program.

The implementation of the capstone experience for those career-technical programs not having a valid external assessment will be complete by June 30, 2013.

Assessment: National / State Licensure Examination *Implementation Date: Complete*

Degree Program	Assessment
Airframe / Aerospace Electronics Tech	Federal Aviation Administration Exam
Aviation Maintenance Technology	Federal Aviation Administration Exam
CISCO Certified Network Associate	CISCO Certified Network Associate
Dental Hygiene	National Board Dental Hygiene
Electrical Engineering Technology	Journeyman License
Emergency Medical Services / Paramedic Certificate	National Registry of Emergency Medical Technicians
Health Care Technology – Electrocardiography	National Health Career Exam for Electrocardiography Certification
Health Information Technology	Registered Health Information Technician Exam
Information Technology	A+, Network+, IC3, Microsoft Certified Systems Engineer
Information Technology / Network Security	Microsoft Certified Systems Engineer - 4 Exams
Information Technology / Network Systems Admin.	Microsoft Certified Systems Engineer - 7 Exams
Licensed Practical Nurse	National Council Licensure Exam – Practical Nursing
Massage Therapy	American Massage Therapy Association Exam
Medical Laboratory Technology	Medical Laboratory Technical Examination
Microsoft Certified Systems Engineer	Microsoft Certified Systems Engineer - 7 Exams
Nuclear Medicine Technology	National Registry – Nuclear Medicine Technologist
Paralegal	Certified Legal Assistant Exam
Physical Therapist Assistant	American Physical Therapy Association Exam
Radiologic Technology	American Registry of Radiologic Technologists Exam
Respiratory Therapy	Kettering / Certified Respiratory Therapist Exam
Surgical Technology	Surgical Technologists Certification Examination

Assessment: External Administered Assessments that Lead to an Industry, National or State Recognized Credential *Implementation Date: Complete*

Degree Program	Assessment
Administrative Professional Technology	Certified Professional Secretary and Microsoft Office Specialist
Community Behavioral Health Technology	Certified Psychiatric Rehabilitation Practitioner, National Certification and Counselor in Service, Certified Addiction Counseling
Culinary Arts	National Restaurant Association Educational Foundation Certification
Laboratory Science	Medical Laboratory Technical Exam
Medical Assisting	Certificated Medical Assistant or National Registry – Certified Medical Assistant
Office Technology Management	Office Proficiency Assessment & Certification Testing
Pipe Welding	Certification provided through the WV Department of Education - Gas Metal Arc Welding, Gas Tungsten Arc Welding, Shielded Metal Arc Welding, Flux Core Arc Welding (standards are set by the American Society of Mechanical Engineers)
Plate Welding	Certification provided through the WV Department of Education - Gas Metal Arc Welding, Gas Tungsten Arc Welding, Shielded Metal Arc Welding, Flux Core Arc Welding (standards are set by the American Welding Society)
Refrigeration, Air Condition, and Heating	Refrigeration Service Engineering Society Certification Exam
Technical Studies - Machinist Option	National Incident Management System Level 1 Exam

III. Implementation of State Program Improvement Plans

Secondary

Section 123(a)(1) of Perkins IV requires secondary accountability for the 2007-2008 program year in core indicators 1S1, 1S2, and 4S1. As indicated in the accountability forms that comprise part of this CAR, each of the adjusted levels of performance were exceeded and no state improvement plan is required. However, an examination of the disaggregated data indicates performance gaps for several populations and this will require continuous effort through appropriate targeted staff development to close those gaps.

Postsecondary

Perkins IV did not require postsecondary accountability data for the 2007-2008 program year. Therefore, a state program improvement plan will not be implemented for the 2007-2008 academic year.

IV. Implementation of Local Program Improvement Plans

Secondary

In accordance with Section 123(b)(1) of Perkins IV, the state evaluated the career and technical education activities of each eligible recipient. Each was found to have exceeded the required adjusted level of performance in core indicator 4S2. Ten eligible recipients fell short of meeting at least 90% of the adjusted levels of performance in core indicators 1S1 and 1S2 and are required to develop and implement improvement plans with special consideration given to performance gaps identified under Section 113(b)(4)(C)(ii)(II) of Perkins IV and in consultation with those entities required by the Act. As this is the first performance data under Perkins IV, a baseline for determining trends begins with this collection. Performance gaps among disaggregated categories of students at the local level are reflective of those gaps indicated in the state summary reported in the accountability forms that comprise part of this CAR.

Postsecondary

Perkins IV did not require postsecondary accountability data for the 2007-2008 program year. Therefore, the WV Council for Community and Technical College Education will not require community and technical colleges to develop and implement a local improvement plan for the 2007-2008 academic year.

V. Tech Prep Grant Award Information

West Virginia opted to keep the tech prep funding stream separate. The distribution of tech prep funds to local tech prep consortia remains under the purview of the eligible agency, the Council for Community and Technical College Education. Since 1998, the Council has distributed tech prep funds to local consortia on a competitive basis.

Local tech prep consortia consist of at least one community and technical college and the public high schools in the college's service area. Employers act as an advisory group to the consortia. The mission of each consortia is to provide students an effective and efficient transition from high school to postsecondary education in their pursuit of a high skill, high wage occupation.

The impact of the tech prep initiative in West Virginia has been phenomenal. It has produced an increase in the number of tech prep students going on to postsecondary education, quality resources for parents, initiatives that focus on reducing college developmental rates, and creative programs that assist students in securing career and financial aid information.

Tech Prep Pathways

West Virginia Senate Bill 300 established a secondary curriculum design that focuses on career clusters and pathways. There are six cluster areas and each cluster offers specific career pathways. Each pathway provides two levels of preparation – professional and skilled. The skilled level is the tech prep component and leads to multiple options for associate degrees and in some instances, apprenticeships. The program of study for the tech prep career pathway requires (in addition to the high school graduation requirements) four technical core courses that are directly related to the career pathway with at least two of these courses being articulated to a postsecondary certificate or degree. These courses were identified using the national career pathway standards and through collaboration with postsecondary and local business/industry personnel.

EDGE

West Virginia has incorporated the tenets of articulation into the EDGE (Earn a Degree-Graduate Early) initiative. All community and technical colleges have developed seamless pathways (through curriculum alignment activities with secondary education) in collaboration with secondary education for the skilled/tech prep pathways. At least two courses in the pathway are considered EDGE (articulated) courses and offer immediate free college credit to students who successfully complete the courses. The EDGE initiative is conducted through the community and technical college's central office and is available statewide to all students participating in the tech prep pathways.

Competitive Grants

Grant awards are made to consortia on a competitive basis. The Council for Community and Technical College Education appoints a grant review committee to determine the awards. The committee consists of representatives from postsecondary and secondary education, and business and industry. The criteria for determining tech prep grant awards are the twenty key components of a comprehensive tech prep program as identified by the state tech prep office. For 2009-2010, West Virginia will use the NATPL Evaluation Rubric as the criteria for determining grant awards.

Accountability Data

West Virginia has set the baseline data and agreed upon performance indicator levels for Tech Prep. The indicators will become part of the competitive grant criteria for 2009-2010.

2008-2009 Tech Prep Grant Awards

Tech Prep Consortium	Recommended Grant Award
Eastern Tech Prep Consortium	**$100,000**
Blue Ridge CTC and Berkeley, Morgan and Jefferson Counties	
Mid-Ohio Valley Tech Prep Consortium	**$90,000**
WVU at Parkersburg, Wood, Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, and Wirt Counties	
North Central Tech Prep Consortium	**$97,000**
Pierpont CTC and Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor, and Upshur Counties	
Northern Tech Prep Consortium	**$96, 000**
WV Northern CTC, Hancock, Brooke, Ohio, Marshall, Wetzel and Tyler County Schools, RESA 6	
Potomac Highlands Tech Prep Consortium	**$84,000**
Eastern WV CTC and Grant, Hampshire, Hardy, Mineral, Pendleton, and Tucker Counties and the WV Schools for the Deaf and Blind	
Southeastern Tech Prep Consortium	**$90,000**
New River CTC and Greenbrier, McDowell, Mercer, Monroe, Pocahontas, Raleigh, and Summers Counties	
Southern Mountains Tech Prep Consortium	**$90,000**
Southern WV CTC and Boone, Lincoln, Logan, McDowell, Mingo, Raleigh, and Wyoming Counties	
Western Tech Prep Consortium	**$100,000**
Marshall CTC and Wayne, Cabell, and Mason Counties	
Whitewater Tech Prep Consortium	**$86, 000**
WV Tech CTC, WV State CTC, and Clay, Fayette, Kanawha, and Putnam Counties	