I. Implementation of State Leadership Activities

A. Required Uses of Funds

    i.   Assessment

    Secondary

Data from the 2008 West Virginia Higher Education Policy Commission report indicate that only 58.8 percent of the state's high school graduates pursue postsecondary studies. About 16 percent of students entering instate colleges in 2008 had to enroll in remedial course work in language arts and 28 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 toward 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-concentration performance assessments of CTE completers, ACT WorkKeys assessments of 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 2009 Session, the Legislature appropriated nearly two million dollars for replacement and modernization of instructional equipment. This action was taken in a time of considerable economic uncertainty, providing clear evidence of the Legislature's commitment to the importance of technology in career and technical education programs statewide. 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. Forty-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 course training for adjunct faculty members

- WorkKeys Train the Trainer certification workshops for individuals responsible for proctoring WorkKeys exams

- Presentation to the Community and Technical College System of West Virginia on "eMarketing": Hype or the Reality of Marketing for the Future

- Wind Energy and Turbine Technology Forum

- 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.

- Workshops conducted by Unysis Corporation for the development of curriculum in health information technology for the Community and Technical College System

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 40
Annual Conference of CTE Educators: Business/Mktg/Entre..............95
Annual Conference of CTE Educators: FACS....................................65
Annual Conference of CTE Educators: Health Occupations 100
Annual Conference of CTE Educators: Hospitality 35
Annual Conference of CTE Educators: Engineering & Technical........80
Annual Conference of CTE Educators: Technology Education 50
Annual Conference of CTE Educators: Careers in Ed/Child Dev Sp...20
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 and TIS-CTE Occupational Updating 35
FBLA/PBL State/Regional/National Conferences...........................1,400
Finance University-Economic & Financial Ed. for Teachers................50
CTE Dreamquest..375
Business Symposiums/Entrepreneurship Workshops.......................150
DECA State/Regional/National Conferences.....................................600
TIS Trainings 40
REAL Training 30
Lemonade Stand/Entrepreneurship 75
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 4
On-line Record Keeping System Workshop 60
HOSA National Leadership Conference..205
HOSA State Leadership Conference...700

HOSA Executive Council Leadership Training 10
Re-Authorization for Health Care Fundamentals................................24
HOSA Postsecondary Leadership Conference 102
HOSA Secondary Fall Leadership..100
Virtual Healthcare Experience 1,500
CSO Revision Workshops 24
Engineering and Technical Teachers unpacking CTE CSOs 24
E&T Teachers OSHA 10/30 Train the Trainer Workshop...................15
E&T/FH Instructional Guide Workshop..65
EKG/Phlebotomy Certification 10
WV Skills USA State/National Conferences 770
ACDS Update Seminar..30
ACDS New Curriculum Training 25
New Teacher Seminar (WVU Tech) 53
Ford/AAA Student Auto Skills..190
Occupational Update Training 38
WVTSA Winter Advisory Conference 10
WVTSA Spring Conference...285
WVTSA National Conference 96
RESA 4 TSA Workshop...12
Content Standards and Objectives, Drafting 18
PLTW State Leadership Conference 50
West Point Bridge Design Teacher Workshop 25
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 1,102
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:

2,141	EMT classes with 24,477 students
692	Fire training classes with 10,716 students
72	Environmental classes with 1,163 students
19	Law enforcement classes with 240 students
201	Hazardous materials (Haz-Mat) classes with 2,988 students
230	Homeland security classes with 4,007 students
4	Instructor courses with 54 students
167	Other public service classes with 2,494 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:

- Presidents Summer Academy Institute

- Workshop on Retention Strategies for Unprepared College Students

- West Virginia Community College Association

- Teresa Farnum & Associates - conducted workshops on adult recruitment and retention

- *Chancellor's Leadership Institute* – prepares faculty and staff to assume future leadership positions within their institutions and to support the initiatives and ongoing development of the community college system

- Generaltion NeXt Goes to Work: Issues in Workplace Readiness and Performance Workshop – provided faculty and staff with an opportunity to discuss workplace readiness issues

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 2008-2009, 64 high schools and career-technical centers, representing 42 percent of all secondary schools statewide, were formal SREB-*High Schools That Work* sites. High expectations and an emphasis on integrated studies has resulted in improved achievement of career and technical education students; an emphasis on career clusters and concentrations, career decision making, contextual learning and revision of performance assessments continues to better prepare WV students for the 21st century workforce.

In 2008-2009, fourteen of the HSTW high schools were 21st Century HSTW sites. West Virginia career and technical education staff served as liaisons to each of these schools, provided targeted technical assistance and staff development, and met monthly with the schools' leadership teams. Each school received an on-site technical appraisal that included a review of high quality career and technical education as well as eight additional measures of student learning and success.

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 2008-09 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.
        .

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. Eight 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 2008-2009 school year, staff members provided 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 2008-09 school year through the efforts of the full time School Counseling Coordinator in the Division of Technical and Adult Education.   The coordinator, in her third 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 550 school counselors attended.

- The Second Annual School Counselor Summer Academy: Eighty school counselors attended the Academy held in collaboration with the WV School Counselor Association, Fairmont State University, and Pierpont Community and Technical College.

- School Counselor Listservs: Send out career guidance updates on Listservs regarding ongoing communication between the school counseling coordinator and the 750+ school counselors in WV.

- LINKS Curriculum: A new website and curriculum consisting of 40 lessons per grade level addressing academic success and career planning has been developed. A framework to assist schools with

easy implementation has also been developed. The LINKS Student Advisement Program website has its own link on the WVDE website and the school counseling website. The LINKS website can be accessed at http://wvde.state.wv.us/counselors/links.

- Two-day Training with Enhanced High Schools That Work: Approximately 60 educators attended and shared successes and challenges of piloting the LINKS Student Advisement Program and created a work plan for the upcoming year.

- School Counseling County Coordinator Training: Forty-six county coordinators were trained regarding WVDE School Counseling Strategic Plan, Policy 2315, 2008 Study of School Counseling in WV, Office of Education Performance Audits (OEPA) standards, School Counseling Program Documentation Workbook, website and other resources.

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 85 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.

In order to more accurately measure the technical skill attainment of occupational concentration completers, the state began the implementation of a new performance-based assessment in the spring of 2009. Students who successfully completed the four required courses in a pilot selection of the 85 occupational concentrations were administered a practical performance

evaluation under the supervision of review committees made up of business and industry members who are practitioners in the students' concentrations. The performance tests were based upon the major skill components drawn from the content standards and objectives (CSOs) of the four required courses of the concentrations. Approximately 30% of the occupational concentrations participated and all completers in those concentrations were 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. 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.

As part of Phase II, external assessments that are currently optional for students will become mandatory for program completers by June 30, 2010. 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.

III. Implementation of State Program Improvement Plans

Secondary

The state succeeded in meeting at least 90 percent of the agreed upon state adjusted levels of performance for all core indicators with the exception of 1S1. The agreed upon adjusted level was 75.83, and the actual performance was 67.08, which fell 1.17 short of 90% of the target. Of particular concern

was the performance gap noted for Disabled (ESEA/IDEA) and Black or African American students. Their performance was significantly lower than the other disaggregated categories of students. As required by Section 123(a)(1) of the Perkins Act, the state has consulted with the appropriate agencies, individuals, and organizations in order to formulate an improvement plan to address this deficiency.

Improvement Plan

Core Indicator 1S1 – Reading/Language Arts

Disaggregated categories of students with significant performance gaps:
        Disabled (ESEA/IDEA) and Black/African American

Action Steps

1. The Division of Technical and Adult Education, in cooperation with the Office of Special Programs, Extended and Early Learning, will provide staff development to local CTE administrators in effective literacy strategies, i.e., SREB *Literacy Across the Curriculum*, for special populations in CTE programs. Completion date: February, 2010. Staff members responsible: Dr. Donna Burge-Tetrick and Paula Staley
2. Require all LEAs to utilize the literacy strategies, i.e., SREB *Giving Leadership to Literacy*, within all CTE programs, including focused and continuous staff development for teachers and instructional support staff. Completion date: June, 2010. Staff members responsible: Dr. Donna Burge-Tetrick and Karen Ruddle
3. Continue use of KeyTrain® and other digital literacy resources across all CTE programs, including the administration of the ACT WorkKeys® *Reading for Information* assessment to all completers. Completion date: June, 2010. Staff member responsible: Dr. Donna Burge-Tetrick
4. Monitor CTE completer performance on the 2010 state assessment and the ACT WorkKeys® *Reading for Information* assessment to determine progress in meeting the Reading/Language Arts standard. Completion date: June, 2010. Staff member responsible: Dr. Donna Burge-Tetrick

Postsecondary

Those areas where the state did not succeed in meeting the agreed upon state adjusted levels of performance for the 2008-2009 core indicators will be addressed in the next Consolidated Annual Report (2009-2010).

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. For **1S1**, 22 of 62 eligible recipients (LEAs) did not meet 90 percent of the required standard. No LEA met the standard with their disabled population completers, although 24 attained 90 percent of the standard. A total of five LEAs had ten or more African American completers.   Of these, three did not meet 90 percent of the standard. For **1S2**, 18 LEAs did not meet the standard. No LEA met the standard with their disabled population completers, although 20

attained 90 percent. A total of five LEAs had ten or more African American completers. Of these, two did not meet 90 percent of the standard. For **4S1**, all LEAs met 90 percent of the standard.   For **5S1**, ten LEAs did not attain 90 percent of the required standard. Twenty-five LEAS did not meet 90 percent of the standard with their disabled population completers. For **6S1**, 18 LEAs did not attain 90 percent of the standard, while 28 did not meet 90 percent of the standard with their disabled population completers. For **6S2**, 22 LEAs did not meet 90 percent of the required standard. Thirty-eight LEAs did not meet 90 percent of the standard with their disabled population completers.

All LEAs with deficiencies are required to complete and submit to the Division of Technical and Adult Education specific program needs assessments and plans of improvement. These are submitted on-line and are used by Division staff for targeted technical assistance and monitoring of improvement efforts.

Postsecondary

The WV Council for Community and Technical College Education will require community and technical colleges to develop and implement a local improvement plan for the 2008-2009 academic year as part of their Local Planning Guide submission in March of 2010. Therefore, those areas where the institutions did not succeed in meeting the agreed upon state adjusted levels of performance for the 2008-2009 core indicators will be addressed in the next Consolidated Annual Report (2009-2010).

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. Below you will find the 2008-2009 Tech Prep Grant Awards.

	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 and 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