

I. Implementation of State Leadership Activities

A. Required Uses of Funds

i. Assessment

Secondary

Data from the 2009 West Virginia Higher Education Policy Commission report indicate that only 61.5 percent of the state's high school graduates pursue postsecondary studies. About 16 percent of students entering instate colleges in 2009 had to enroll in remedial course work in language arts and 24 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 community and technical colleges of West Virginia continue 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 2010 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.

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

- Wind Turbine Technician Skill Set Training
- Smartboard software package hands-on training
- Funding for the development of skill panels in relation to sector-based workforce development initiative
- Vista Academy for adjunct faculty
- Campus Technology Conference
- 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 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.....	80
Annual Conference of CTE Educators: FACS	65
Annual Conference of CTE Educators: Health Occupations	150
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
Business and Marketing and TIS-CTE Occupational Updating	35
FBLA/PBL Fall Leadership Conference.....	172
FBLA/PBL National Fall Leadership Conference.....	10
FBLA State Competitive Events	475
FBLA National Competitive Events.....	61
Finance University-Economic & Financial Ed. for Teachers.....	50
CTE Ideas 101	375
Business Symposia/Entrepreneurship Workshops	150
DECA State/Regional/National Conferences.....	500
TIS Trainings	40
REAL Training	44
Lemonade Stand/Entrepreneurship	105
Hospitality Careers Seminar for Guidance Counselors	30
Character Counts.....	15
Agricultural Ed Secondary Curriculum Development.....	35
Agriculture/Agribusiness Travel Course	8
Spring FFA Governing Body.....	35
Agricultural Research Methods.....	10
FFA Winter Leadership Conference	370
FFA State Convention and Leadership Conference	832
Agricultural Education Career Development Events.....	980
FFA National Convention.....	535
Bioscience Teacher	7
Health Science Education Instructors Fall Forum.....	40
HOSA National Leadership Conference	230
HOSA State Leadership Conference.....	850
HOSA Executive Council Leadership Training	12
Re-Authorization for Health Care Fundamentals.....	6
HOSA Postsecondary Leadership Conference	180

HOSA Secondary Fall Leadership.....	250
Virtual Healthcare Experience	1,700
E&T TechAdemics – Math in CTE First Steps.....	25
E&T Teachers OSHA 10/30 Train the Trainer Workshop.....	15
E&T Automotive Technology Today’s Class Training.....	22
E&T Teachers GIS Familiarization and Training	18
E&T Winter School Counselor Academy Program of Study Training ..	35
WVDE Updates for the OIEP Annual Conference	30
WVDE Updates for CTE Teacher Orientation	80
E&T G21PADevelopment and DOK Training	90
EKG/Phlebotomy Certification	10
WV Skills USA State/National Conferences	850
WV Skills USA Summer/Fall/Winter Officer Leadership Training	28
New Teacher Seminar (WVU Tech)	50
Ford/AAA Student Auto Skills.....	180
Occupational Update Training	30
WVTSA Summer Officer Leadership Training	12
WVTSA Winter Advisory Conference	10
WVTSA Spring Conference	285
WVTSA National Conference	96
PLTW Counselor Conference.....	50
West Point Bridge Design Teacher Workshop	25
Tech Ed New Teacher Training.....	5
ACDS Workshop.....	22
ACDS Orientation	12
ACDS Update Seminar.....	30
ACDS New Curriculum Training	14
FCCLA Leadership Conference.....	24
FCCLA Fall Leadership Conference.....	165
FCCLA State Meeting.....	160
FCCLA National Meeting	32
FCCLA State Officer Training.....	10
CERRA Conference.....	9
FEA Fall Leadership and State Competitive Conference	51
FEA Spring Career Development Conference.....	57
FEA National Competition	26
FEA State Leadership Team Training	9
CED Field Placement Workshop	10
CDS Field Placement Workshop	13
Criminal Justice Conference.....	5
WV HEAT ProStart Teacher Advisory Council	12
ProStart Hospitality Cup Competition	121
WorkForce WV Conference – What is WV HEAT?	20
WV HEAT Program Awareness – Tourism Day at the Legislature	136
Governor’s Conference on Tourism – HEAT Program Awareness ...	300
WV HEAT Hospitality Summit.....	308
WV HEAT Program Awareness – Cast Iron	423
WV HEAT ProStart Management Workshop.....	15
WV HEAT ProStart Summer Institutes	4

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

WV Welcome/Customer Service	58
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TIPS.....	21
WV HEAT Food Safety	14
ServSafe.....	102
General Customer Service	30

Public service training included the following:

- 1,911 EMS classes with 21,924 students
- 774 Fire training classes with 12,814 students
- 63 Environmental classes with 1,300 students
- 21 Law enforcement classes with 616 students
- 223 Hazardous materials (Haz-Mat) classes with 2,746 students
- 137 Homeland security classes with 1,905 students
- 2 Terrorism Prevention classes with 23 students
- 3 Instructor courses with 47 students
- 132 Other public service classes with 3,068 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 include:

- Presidents Summer Academy Institute
- Leadership for Today conference
- West Virginia Community College Association

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 2009-2010, 42 high schools and career-technical centers, representing 36 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 2009-2010, ten 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 gauge occupational demand for program development, and occupational profiling to determine WorkKeys score requirements.

v. Nontraditional Training and Employment

Secondary

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. 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.

A full-time professional staff member in the Division of Technical, Adult and Institutional Education has responsibility for state leadership in nontraditional education. Technical assistance and leadership activities to local educational agencies will be coordinated by this staff member. A major emphasis will be placed on the provision of a statewide technical assistance conference/workshop to support nontraditional education coordinators involved in career and technical education at the local level.

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.

Among its many other responsibilities, the Office of Career and Technical Accountability and Support carries out the following tasks directly in support of statewide partnership activities and initiatives 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 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 and 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, Adult, and Institutional 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 2009-2010 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 2009-10 school year through the efforts of the full time School Counseling Coordinator. The coordinator 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 600 school counselors attended.
- School Counseling Association Winter Academy: Collaborated with the school counseling association to provide professional development to approximately 130 school counselors.
- School Counselor Listservs: Continually update counselors on career guidance, including changing information on WV programs of study. Listservs go out to 750+ school counselors in WV and county level school counseling coordinators.
- LINKS Curriculum: Lesson plans for grades 5-8 (32 per grade level) were developed to compliment the previously developed 9-12 curriculum <http://wvde.state.wv.us/counselors/links> addressing academic success and career planning, including specific programs related to WV programs of study, development of five year plans, preparation for the WESTEST, EXPLORE, PLAN and interpretation of results to compliment career planning and other career exploration and postsecondary planning options.

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

West Virginia currently has six secondary occupational clusters that are aligned with the national career clusters: arts and humanities; engineering/technical; business/marketing; health services; human services; and, science and natural resources. Within these clusters there are a number of concentrations (pathways) designed to prepare students for entry into 21st century employment and/or continuing postsecondary education and training. Each concentration has four required core courses based upon content standards and objectives (CSOs), which are aligned with industry-recognized standards and postsecondary studies. Prior to 2009, the West Virginia Technical Skill Assessment was based on end-of-course, on-line assessments of core courses in each concentration.

Beginning in 2009, West Virginia committed to assessing all career and technical completers utilizing a more comprehensive and rigorous end-of-concentration performance assessment designed to test students' technical skills, academic foundations, and 21st Century employability skills. The WV Global 21 Performance Assessment was field tested with a sample of the 2009 class of CTE completers, piloted with the total class of 2010, and is currently being refined for the 2011 administration.

The advantages of this technical skills assessment over previous cognitive based, on-line administrations are numerous: culminating assessment of the students' ability to actually perform the primary skills associated with a concentration; engagement of the business/industry sector as evaluators; emphasis on numeracy and literacy throughout the assessment; and, the incorporation of 21st Century (employability) skills within the work related problems that the student must solve (critical thinking, problem solving, technology applications, teamwork, etc.).

Student response to the new assessment has been very positive with the 2010 results exceeding the negotiated federal standard. Due to the complexity of the assessment, LEAs are required to structure the administration of the tests based on a detailed administration protocol.

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 were currently optional for students became 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 and 1S2. The agreed upon adjusted level for 1S1 was 79.00, and the actual performance was 33.5 which fell 45.5 short of 90% of the target. The agreed upon adjusted level for 1S2 was 72.00 and the actual performance was 43.9, which fell 28.1 short of 90% of the target. It must be noted that these numbers are a reflection of WESTEST1 and the new state adopted exam is WESTEST2, which has a completely renegotiated set of standards that reflect increased rigor and relevance. This was granted full approval by the U. S. Department of Education. During the negotiation of the current adjusted levels of performance for CTE core indicators, no mention was made of the new NCLB proficiency levels. The levels for 1S1 and 1S2 are, therefore, totally inappropriate and greatly inflated.

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 Plans

Core Indicator 1S1 – Reading/Language Arts

Core Indicator 1S2 – Mathematics

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

The calculation for these standards was derived from the 2010 completer 11th grade results on the 2009 WESTEST assessment (West Virginia's NCLB measure). This was the first administration of a new, more rigorous state assessment designed to measure students' mastery of more in depth, comprehensive Global 21 skill sets. Even though 2010 CTE completers fell significantly below the negotiated level of performance for these measures, their performance was only 5.89% below the results of the West Virginia **All Student** category for reading under NCLB and 1.45% above the **All Student** cohort in mathematics.

One major challenge the WV CTE community faces in addressing the literacy and numeracy measures is the fact that the state assessment is given during the 11th grade, allowing less than one school term for intensive interventions in a CTE environment. Given the current emphasis in CTE to emphasize literacy and numeracy development in all classes; the administration of the **ACT Work Keys Reading for Information and Applied Mathematics** assessments to all completers; and, student placement in support programs such as Key Train and Tooling University on-line support, if the NCLB assessment was administered in the 12th grade, the percentage of CTE students meeting the reading and mathematics standards would be significantly higher, based on the fact that in 2010 84% of completers met the ACT Work Keys reading standard and 78% met the mathematics standard for their concentration and received a **WV Work Readiness Credential**.

Specific actions that West Virginia will take immediately to address the reading and mathematics deficiencies include:

- The employment of a CTE Improvement Coordinator to work directly with LEAs failing to meet the reading and/or mathematics standard. The focus of this work will include professional development, improvement planning, numeracy and literacy across the curriculum, embedded academics in the CTE curriculum, and formative assessments (Completion date: January 2011 and on-going) (Person responsible: CTE Improvement Coordinator to be named in January 2011);
- The use of Learn 21 technology based lessons for students 24/7 to improve their literacy and numeracy skills (Completion date: June 2011 and on-going) (Person responsible: Abby Reynolds);

- Revision of the CTE content standards and objectives to identify and emphasize the literacy and numeracy skills within all CTE courses (Completion date: June 2011) (Person responsible: Donna Tetrick and content staff);
- Place greater emphasis on literacy and numeracy as a component of the Global 21 Performance Assessment (Completion date: May 2011) (Person responsible: Tracy Chenoweth); and,
- Continue to work with the state level staff in reading and mathematics to design interventions for CTE students deficient in these critical skill areas (Completion date: June 2011 and on-going) (Person responsible: Gene Coulson).

Postsecondary

The state succeeded in meeting at least 90 percent of the agreed upon state adjusted levels of performance for all core indicators.

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**, none of 64 eligible recipients (LEAs) met 90 percent of the required standard. No LEA met the standard with their disabled population completers. A total of five LEAs had ten or more African American completers. Of these, none met 90 percent of the standard. For **1S2**, one LEA met 90 percent of the standard. No LEA met the standard with their disabled population completers. A total of five LEAs had ten or more African American completers. Of these, none met 90 percent of the standard. For **2S1**, 35 of 64 LEAs attained 90 percent of the standard. Twelve LEAs met 90 percent of the standard with their disabled population completers. For **3S1**, all LEAs met 90 percent of the standard. For **4S1**, two of 64 LEAs did not meet 90 percent of the standard. Sixty-three of 64 LEAs met 90 percent of the required standard with their disabled population completers. 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**, 27 LEAs did not attain 90 percent of the standard, while 34 did not meet 90 percent of the standard with their disabled population completers. For **6S2**, 29 LEAs did not meet 90 percent of the required standard. Thirty-five LEAs did not meet 90 percent of the standard with their disabled population completers.

The West Virginia data based CTE Evaluation and Improvement System (EIS) is used to identify all state approved CTE concentrations that fail to meet one or more of the core indicators. The EIS contains monetary sanctions for persistently deficient programs, schools, and LEAs but is designed primarily to help school administrators and CTE instructors assess the strengths and weaknesses of their CTE offerings and implement efficient and effective improvement plans.

Under the EIS, schools with one or more CTE concentrations not meeting standards must submit the Assessment of Educational Needs/Plan of Improvement to the Division of Technical, Adult, and Institutional Education (DTAIE) no later than December of each year.

Schools that have significant deficiencies or that fail to make adequate progress toward reducing deficiencies may be flagged by the DTAIE for intervention including technical assistance and other support or may, at the discretion of the Assistant State Superintendent, be targeted for a visit from an onsite team.

The DTAIE may, after notice and an opportunity for a hearing, withhold from the LEA, all or a portion of the federal and state CTE funds if the school **fails to:**

- a) Submit required data accurately and in a timely manner;
- b) Produce an expected number of completers in one or more occupational concentration over a period of time;
- c) Implement an improvement plan as required;
- d) Meet any proficiency standard for three consecutive years; or,
- e) Make improvement in meeting the proficiency standards within the first program year of implementation of its improvement plan.

Postsecondary

For those institutions that did not meet at least 90 percent of the agreed upon state adjusted levels of performance for each of the core indicators, 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 2009-2010 academic year as part of their Local Planning Guide submission in April of 2011.

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 2009-2010 Tech Prep Grant Awards.

Tech Prep Consortium	Recommended Grant Award
Eastern Tech Prep Consortium Blue Ridge CTC and Berkeley, Morgan and Jefferson Counties	\$ 100,000
Mid-Ohio Valley Tech Prep Consortium WVU at Parkersburg and Wood, Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, and Wirt Counties	\$ 90,000
North Central Tech Prep Consortium Pierpont CTC and Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor, and Upshur Counties	\$ 97,000
Northern Tech Prep Consortium WV Northern CTC, Hancock, Brooke, Ohio, Marshall, Wetzel and Tyler County Schools, RESA 6	\$ 96,000
Potomac Highlands Tech Prep Consortium Eastern WV CTC and Grant, Hampshire, Hardy, Mineral, Pendleton, and Tucker Counties and the WV Schools for the Deaf and Blind	\$ 84,000

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	

Baseline data and agreed upon percentages for each of the Section 203 Indicators of Performance for each tech prep consortia were set in 2008-2009. In 2008-2009, West Virginia identified 6,043 secondary tech prep students and each consortium in concert with the state Tech Prep Director established the required percentages for the eight performance levels outlined in Section 203 of the Perkins Act. For 2009-2010 and subsequent years, West Virginia will use the 2008-2009 established performance level percentages and the NATPL Evaluation Rubric as the criteria for determining grant awards. Section 203 Indicators of Performance will be reported incrementally as the tech prep students matriculate from high school to postsecondary education.

As part of the State Plan revisions due March 2011, the WV Council for Community and Technical College Education will submit a draft of its plan to incorporate postsecondary Tech Prep enrollment and student category data in future Consolidated Annual Reports.