

I. Implementation of State Leadership Activities

A. Required Uses of Funds

i. Assessment

Secondary

Data from the 2010 West Virginia Higher Education Policy Commission report indicate that 58.8% percent of the state's high school graduates pursued postsecondary studies in the fall of 2010. Of these numbers, 8,769 enrolled in baccalaureate and 1,984 in community & technical colleges, reflecting the opposite of national enrollment trends for recent high school graduates. About 16 percent of students entering in-state colleges in 2010 had to enroll in remedial course work in language arts and 32 percent in mathematics. Furthermore, 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 all CTE completers, 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 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 2011 Session, the State Legislature appropriated nearly two million dollars for replacement and modernization of instructional equipment. This action was taken at 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.

Also, beginning during the 2010-2011 school year, the Division of Technical, Adult and Institutional Education initiated a 5-year plan to ensure adequate availability and usage of instructional technology in all career & technical education programs statewide. This action, coupled with the increased availability of electronic resources (i.e., Tooling U, Today's Class, Strategic Compass, Tech Steps, etc.) in all CTE programs, will assist students to develop the technology skills essential for success in the 21st century workplace.

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.

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:

- Six week on-line course to train on-line faculty
- Community and Technical College Virtual Community College Initiative - on-line offerings in both general education for technical programs and technical content areas which will increase Community and Technical College System capacity in career-technical education
- Health Care Occupational Assessment through CLARUS Corporation
- 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.
- SAP Training – Preparation of training students for programs to produce graduates for IBM partnership

iii. Professional Development

Secondary

The Division of Technical, Adult & Institutional Education conducted or funded significant professional development activities statewide, regionally or locally based on identified needs. Major areas of emphasis included preservice teacher preparation, occupational updating, content standards and objectives, core content testing, CTSOs, technology integration, 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. A needs analysis survey was implemented and analyzed to identify specific professional development needs for CTE Administrators. Professional development activities sponsored by the Office of Career and Technical Instruction staff and total participant numbers are:

- Administrator Annual CTE Educator Conference (520)
- Administrator CTE Quarterly Conferences (510)
- Assessment workshops – ACT Work Keys (190)
- Assessment workshops – Global 21 Performance (386)
- Business symposiums and entrepreneurship workshops (150)
- Curriculum cluster-specific teacher training workshops (1,071)
- Curriculum cluster-specific student workshops (1,985)
- Hospitality education and training for incumbent workers (225)
- New teacher seminars (105)
- Public Service training (44,443)
- Student co-curricular organization conferences (8,470)
- Student co-curricular organization leadership workshops (190)
- Technology Integrated specialists credential workshops (44)

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:

- WorkKeys National Conference – Increasing opportunities for individuals to earn a credential
- SAP Training – Preparation of training students for programs to produce graduates for IBM partnership
- West Virginia Community College Association
- Student Engagement and Retention Conference
- Kellogg Institute training and certification for development educators – training will help increase capacity in career-technical education.
- Phi Theta Kappa International Scholar Laureate Program Delegation on Business

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 2010-2011, 32 high schools and career-technical centers, secondary schools were formal SREB-*High Schools That Work* sites and seven shared-time CTE centers were *Technology Centers 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 2010-2011, 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. All seven TCTW sites also 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 designated 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 are coordinated by this staff member. A major emphasis has been 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 Division of Technical, Adult & Institutional Education carried out the following tasks directly in support of statewide partnership activities:

- Met regularly with the State CTE Advisory Council representing all employment sectors to acquire input in terms of the CTE program of studies, content standards & objectives, student credentialing, assessment, and student placement;
- Worked collaboratively with other offices within the Department of Education to promote project-based learning, incorporate literacy & numeracy in CTE, develop the Power & Energy curriculum, implement writing within CTE programs, and initiate collaborative work on Embedded Credit in CTE;
- Collaborated with the West Virginia University/Institute of Technology and West Virginia College of Agriculture in revising the preservice teacher education program for agriculture, technical, industrial and health occupations teachers with an increased emphasis on the use of technology, project-based field experiences and personalized content;
- Developed expertise and structures within schools and systems to facilitate communications and provide technical assistance to all secondary schools;
- Worked in partnership with the Community & Technical Colleges and the Tech prep Consortia to promote seamless delivery of CTE, including Earn A Degree-Graduate Early (EDGE) credit; and,
- Partnered with NCEER, I-CAR, ACT,WIN, Tooling U and other external organizations to provide relevant credentialing and remediation opportunities for CTE students.
- Analyzed business/industry involvement and communicated with advisory council and state-wide local school improvement (LSIC) committee members through the CTE advisory council database created from the LEA Plan Form 2 data.

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 2010-2011 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, program of studies and CSO revisions, and modernization of existing programs.

Performance data was analyzed for every school that provides career and technical education and disaggregated by individual concentration and composite results for each school and LEA. Percentage of overall performance was identified by school and LEA counties. The lowest performing counties were determined by the overall performance calculation. The schools were officially notified and targeted assistance visits were conducted.

LEA County	Targeted Assistance Visit (TAV) Date	Schools
Boone	5/24 – 5/25/11	Boone County Career Technical Center
Cabell	4/18 – 4/20/11	Cabell Midland High School Huntington High School
Clay	4/26 – 4/27/11	Clay County High School
Hampshire	4/12 – 4/13/11	Hampshire County High School
Lewis	4/07 – 4/08/11	Lewis County High School
Logan	5/09 – 5/11/11	Chapmanville High School Logan High School Man High School Ralph Willis Career Technical Center
McDowell	5/12 – 5/13/11	McDowell County Career Technical Center
Upshur	4/28 – 4/29/11	Buckhannon Upshur High School
Webster	5/02 – 5/03/11	Webster County High School

Executive summaries and TAV reports were documented and reflect recommendations focused predominately on 1) administrative transitions, 2) improvement for career and technical education counselor awareness, 3) need for increased advisory council involvement, 4) use of technology resources, and 5) increased involvement for integration of co-curricular student organizations. Technical assistance, professional development, and ongoing monitoring will occur to assure performance improvement.

Additional LEA counties that had reporting errors or did not assess students to determine actual performance received individualized consulting visits from the Career and Technical Education Assistant Superintendent and Executive Assistant to the Assistant State Superintendent were:

LEA County	Visit Date
Berkeley County	3/17/11
Hancock County	3/22/11
Jackson County	3/16/11
Kanawha County	3/2/11
Nicholas County	3/17/11
Raleigh County	3/18/11
Wood County	3/25/11

Beginning 2011-2012 all schools that provide career and technical education will receive a technical assistance visit on a five year cycle.

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 2010-2011 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

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 was fully implemented in 2011.

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 2011 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 46.00%, and the actual performance was 25.51% which fell 15.89% short of 90% of the target.
- The agreed upon adjusted level for 1S2 was 46.80% and the actual performance was 32.37%, which fell 9.75% short of 90% of the target.

It must be noted that these numbers are a reflection of the new state adopted exam WESTEST2, which has a completely renegotiated set of standards that reflect increased rigor and relevance..

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 (only 25.51% of completers met the standard)

Core Indicator 1S2 – Mathematics (only 34.61% of completers met the standard)

The calculation for these standards was derived from the 2011 CTE completer 11th grade results on the 2010 WESTTEST assessment (West Virginia’s NCLB measure). This was the second administration of a new, more rigorous state assessment designed to measure students’ mastery of more in depth, comprehensive Global 21 skill sets. Even though 2011 CTE completers fell significantly below the negotiated level of performance for these measures, their performance was only 21.59% below the results of the West Virginia **All Student** category for reading under NCLB and 8.39% below 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 WIN, Key Train and Tooling University on-line support, if the NCLB assessment was administered in the 12 grade, the percentage of CTE students meeting the reading and mathematics standards would be significantly higher, based on the fact that in 2011 87.6% 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 has taken and 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 & literacy across the curriculum, embedded academics in the CTE curriculum, and formative assessments (Completion date: January 2011 and on-going) (Person responsible: Dr. Sherri Nash, CTE Improvement Coordinator);

- The use of LEARN 21 technology based lessons for students use 24/7 to improve their literacy and numeracy skills (Completion date: June 2012 and on-going) (Person responsible: Tracy Chenoweth) ;
- Revision of the CTE content standards and objectives to identify and emphasize the literacy and numeracy skills within all CTE courses (Completion date: June 2012) (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: June 2012) (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 2012 and ongoing) (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.

- **1S1 – Attainment of Academic Skills – Reading/Language Arts – Standard 46%** - The actual performance was 25.51% which fell 15.89% short of 90% of the target
 - Four of 64 eligible recipients (LEAs) met 90 percent of the required standard.
 - None of 64 eligible recipients (LEAs) met 90 percent of the required standard for their male population.
 - Sixteen of 64 eligible recipients (LEAs) met 90 percent of the required standard for their female population.
 - Only nine LEAs had Asian population. None of these 9 had more than 10 completers; however 4 of the 9 did meet the 90 percent of the standard.
 - A total of four LEAs had ten or more African American completers. Of these, none met 90 percent of the standard. 25 other LEAs had had more than 10 completers; however 3 of the 25 did meet the 90 percent of the standard.
 - Only 14 LEAs had Hispanic population. None of these 14 had more than 10 completers; however 3 of the 14 did meet the 90 percent of the standard.

- Only 4 LEAs had American Indian population. None of these 4 had more than 10 completers; however 1 of the 4 did meet the 90 percent of the standard.
 - Only 3 LEAs had Migrant population. None of these 3 had more than 10 completers; however none met 90 percent of the standard.
 - A total of 64 LEAs had ten or more White completers. Of these, five met 90 percent of the standard.
 - One LEA met the standard with their disabled population completers.
 - Two LEAs met the standard with their economically disadvantaged.
 - Twenty one LEAs met the standard with their Nontraditional completers.
- **1S2 – Attainment of Academic Skills – Mathematics – Standard 46.8%** - The actual performance was 32.37%, which fell 9.75% short of 90% of the target.
 - Ten of 64 eligible recipients (LEAs) met 90 percent of the required standard.
 - Eleven of 64 eligible recipients (LEAs) met 90 percent of the required standard for their male population.
 - Thirteen of 64 eligible recipients (LEAs) met 90 percent of the required standard for their female population.
 - Only nine LEAs had Asian population. None of these 9 had more than 10 completers; however 4 of the 9 did meet the 90 percent of the standard.
 - A total of four LEAs had ten or more African American completers. Of these, none met 90 percent of the standard. 25 other LEAs had had more than 10 completers; however 10 of the 25 did meet the 90 percent of the standard.
 - Only 14 LEAs had Hispanic population. None of these 14 had more than 10 completers; however 6 of the 14 did meet the 90 percent of the standard.
 - Only 4 LEAs had American Indian population. None of these 4 had more than 10 completers; however 1 of the 4 did meet the 90 percent of the standard.
 - Only 3 LEAs had Migrant population. None of these 3 had more than 10 completers; however none met 90 percent of the standard.
 - A total of 64 LEAs had ten or more White completers. Of these, 10 met 90 percent of the standard.
 - One LEA met the standard with their disabled population completers.
 - Four LEAs met the standard with their economically disadvantaged.
 - Twenty eight LEAs met the standard with their Nontraditional completers.
- **2S1 – Technical Skill Attainment – Standard 78%** - The actual performance was 84.71%, which was 6.71% higher than the agreed upon level of performance.
 - Fifty-seven of 64 LEAs attained 90 percent of the standard.
 - Forty-four LEAs met 90 percent of the standard with their disabled population completers.

- **3S1 – School Completion – Standard 95.25%** - The actual performance was 99.57%, which was 4.32% higher than the agreed upon level of performance.
 - All but one of 64 eligible recipients (LEAs) met 90 percent of the standard.
 - All but one met 90 percent of the standard with their disabled population completers.

- **4S1 – Student Graduation Rates – Standard 86%** - The actual performance was 96.9%, which was 10.9% higher than the agreed upon level of performance.
 - All but one of 64 eligible recipients (LEAs) met 90 percent of the standard.
 - All 64 LEAs met 90 percent of the required standard with their disabled population completers.

- **5S1 – Placement – Standard 92%** - The actual performance was 96.47%, which was 4.47% higher than the agreed upon level of performance.
 - All 64 eligible recipients (LEAs) met 90 percent of the standard.
 - Seven LEAS did meet 90 percent of the standard with their disabled population completers.

- **6S1 – Nontraditional Participation – Standard 38.65%** - The actual performance was 35.65%, which was 3% lower than the agreed upon level of performance but .865% within the 90% of the standard of 34.785%.
 - Twenty-seven of 64 eligible recipients (LEAs) met 90 percent of the standard.
 - Thirty-one did not meet 90 percent of the standard with their disabled population completers.

- **6S2 – Nontraditional Completion – Standard 17%** - The actual performance was 18.71%, which was 1.71% higher than the agreed upon level of performance.
 - Eighteen of 64 eligible recipients (LEAs) did not meet 90 percent of the standard.
 - Thirty-eight 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

The Community and Technical College System office will evaluate the career-technical education activities of eligible recipients and require those institutions that did not meet at least 90 percent of the agreed upon state adjusted levels of performance to develop and implement a local improvement plan for the 2010-11 academic year as part of their Local Planning Guide submission in April of 2012.

V. Tech Prep Grant Award Information

West Virginia has always opted to keep the tech prep funding stream separate. The distribution of tech prep funds to local tech prep consortia remained 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 and technical centers 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 significant. It has produced an increase in the number of technical oriented 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 were made to consortia on a competitive basis. The Council for Community and Technical College Education appointed a grant review committee to determine the awards. The committee consisted of representatives from postsecondary and secondary education, and business and industry. Below you will find the 2010-2011 Tech Prep Grant Awards.

Tech Prep Consortium	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	\$ 92,000
Southeastern Tech Prep Consortium New River CTC and Greenbrier, McDowell, Mercer, Monroe, Pocahontas, Raleigh, and	\$ 90,000

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 **\$ 102,000**
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 2010-2011 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.