

Consolidated Annual Report, Program Year 2012 - 2013

West Virginia

Step 3: Use of Funds: Part A

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

Yes

The first administration of the West Virginia Career & Technical Education EducateWV Performance Assessment Program was piloted in the spring of 2009 and has been fully implemented. As is the industry standard, each assessment has been reviewed by West Virginia administrators, teachers, staff members of the West Virginia Department of Education and by West Virginia citizens. Additionally, each assessment has been examined and re-examined for bias, content, rigor, complexity, and alignment to the West Virginia Content Standards and Objectives (CSOs) and Performance Descriptors as well as industry scenarios (providing real-world examples). Assessment results are analyzed annually by LEA, school, and concentration level.

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

Yes

The WVEIS WOW statewide data system was in the development stage during 2012-2013 school year. This system will provide a more thorough comprehensive collection and analysis capabilities.

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Step 3: Use of Funds: Part B

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

Secondary

Data from the 2012 West Virginia Higher Education Policy Commission indicate that 56.4% or 10,342 of the state's 2012 high school graduates pursued postsecondary studies in the fall of 2012. Of these numbers, 6,019 enrolled in baccalaureate and 1,941 in community & technical colleges, reflecting the opposite of national enrollment trends for recent high school graduates. The percent of 2012 secondary CTE completers pursuing postsecondary education immediately after graduation was 56.4%, reflecting a 1.5% decrease in the overall rate since 2002. About 14.2% percent of students entering in-state colleges in 2012 had to enroll in remedial course work in language arts and 23.3% percent in mathematics. Furthermore, employers continue to indicate that too many 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 WV Council for Community and Technical Education annually reports to the Council the progress in meeting the goals for the delivery of comprehensive community and technical education as defined in Senate Bills 653 and 448. A System Performance Report is presented to the Council which replicates the measures included in the "Meeting the Challenge: 2010-2015 WV Community and Technical Master Plan". The Master Plan places emphasis on four areas: (1) student success, (2) workforce development, (3) access and (4) resource development / technology. Of particular importance on the Performance Report for 2012-13 academic year is the number of career-technical degrees awarded. There was an 11.12% increase in career-technical degrees awarded over the previous year. The cumulative number of career-technical degrees awarded (8,859) surpassed the cumulative compact goal (8,122) for the 2012-13 period. In addition to the Performance Report, the Perkins Core Indicators are reviewed to determine if eligible recipients met the negotiated performance level. If there are deficiencies, the recipient is required to develop strategies to address the improvement of the indicator.

The Council also implemented a post-audit review of new occupational programs at community and technical colleges. Three years after the date of implementation of the program, the Council conducts a post-audit review of the program. The review includes, but is not limited to, number of credit hours required, enrollment, number of graduates, placement rate, and delivery modes. In addition, each institutional governing board has the responsibility to review at least every five years all programs offered at the institution. As part of the review, the institution is required to conduct periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience. The Council has the responsibility for review of degree programs, including the use of institutional missions as a template to assure the appropriateness of existing programs and the authority to implement needed changes.

The Council currently administers licensure examinations and external administered assessments that lead to an industry, national or state recognized credential or certification. During the 2012-13 academic year, 99% of the programs have an assessment in place.

2. During the reporting year, how did your state develop, approve, or expand the use of 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. The State Legislature appropriated nearly two million dollars for replacement and modernization of instructional equipment during the 2012-2013 school year. 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. Technology resource use is tracked and analyzed by individual concentration, school, and LEA level.

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.

The Division of Technical, Adult and Institutional Education implements 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., NCCER, Tooling U, Today's Class, Strategic Compass, WIN, Key Train, MBA, etc.) in all CTE programs, will assist students to develop the technology skills essential for success in the 21st century workplace.

West Virginia Career and Technical Education (CTE) and academic teachers have access to "in|site", a new and innovative curriculum, instruction, and assessment online resource tool. This online curriculum mapping system provides instructors with a tool to locate and access resources aligned to specific concentrations (programs), skill sets, and academic standards. The resources that are imbedded within the tool include: CTE technical writing prompts, project-based learning modules, lesson plans, technology resources, videos, learning activities, industry credential sites, interactive lessons, podcasts, and formative assessments.

Postsecondary

Eligible recipients continue to utilize their Perkins allocation along with state workforce development funding to expand / develop new programs. These programs must target high demand occupations. In addition, 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:

- Participation with Transatlantic Technology on Training Alliance in a symposium on workplace learning
- TalEval Train the Trainer Workshop – Implement a computerized grading system in dental hygiene clinics. The system provides extensive and immediate feedback on student performance while allowing faculty to determine remediation or patient care emphasis needs.
- Banner User Conference – To acquire cutting-edge update to Banner systems to ensure use of system program to full capacity and to enhance implementation of DegreeWorks.

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

Secondary

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 in 2012-2013 included preservice teacher preparation; new administrator training, labor market analysis, occupational updating; programs of study; content standards and objectives; core content testing; Simulated Workplaces,

CTSOs; technology integration; literacy and numeracy in the career/technical curriculum; NCCER and I-CAR teacher certifications; and, the use of instructional technology and electronic instructional resources. 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. Numerous professional development activities were conducted by the Office of Career and Technical Instruction staff for teachers within the various content career pathways/concentrations.

The following list includes some of the major professional development efforts conducted in 2012-2013.

Career & Technical Education Teacher Conference (603 participants)

Quarterly CTE Administrator Conferences (365 participants)

New CTE Administrator Forum (25 participants)

Assessment workshops – ACT Work Keys® (165 participants)

Assessment workshops – Educate WV Performance (50 participants)

Hospitality industry training (634 participants)

Curriculum cluster-specific teacher training workshops (2,752 participants)

New teacher seminars (34 participants)

Student co-curricular organization conferences (702 regional, 4,279 state, and 1,067 national participants)

Student co-curricular organization leadership workshops (5,405 participants)

Simulated Workplace instructors participated in various professional development activities offered on state and national levels, in addition to participating in professional learning communities involving business and industry experts. (130 participants)

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:

- Instructional Society of Explosives Engineers (ISEE) – The program offers presentations from three experienced industry members who will give a bird's eye view of working in this specialty field.
- Entrepreneurship Conference – Integrating entrepreneurship information into business information technology and career and technical programs
- West Virginia Community College Association – Agenda focused on challenges facing WV community colleges as well as the progress made in educating and training the state's workforce.

- Workforce Development Institute – A comprehensive program for community college based workforce service providers
- OSHA Instructor Training – Prepares instructors to offer OSHA certified training for academic and workforce training.
- Siemens Mechatronics Certification Program – Prepare instructors to deliver effective Mechatronics training.

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

Secondary

All local educational agencies have established nontraditional education as a priority area.

Specific programs funded by the Division of Technical, Adult and Institutional Education through federal dollars that promote nontraditional education and training include three regional sites for West Virginia Women Work! which is a state organization affiliated with Women Work! – The National Network for Women’s Employment. These regional programs actively recruit women to participate in nontraditional 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 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.

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 program. Activities were funded that improved the areas of academic advising and counseling for the nontraditional student. In addition, each year there is an “Introduce the Girl to Engineering Day” during engineering week. All career-technical programs offered through the community and technical colleges are available to non-traditional students.

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

Secondary

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 standards 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.

6. During the reporting year, how did your state offer 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 2012-2013 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 LEAs and schools were determined by the overall performance calculation. The LEAs/schools were officially notified and targeted assistance visits were conducted. All schools that provide career and technical education receive a technical assistance visit on a five year cycle. Low performing schools are noted with an asterisk*.

LEA County

Targeted Assistance Visit (TAV) Date

Schools

Berkeley

11/14/12 – 11/16/12

Hedgesville High School

Martinsburg High School

Musselman High School

Brooke

4/10/13 – 4/11/13

Brooke County High School

Multi County

11/13/12 – 11/15/12

James Rumsey Technical Institute

Jefferson

11/14/12 – 11/15/12

Jefferson High School

Washington High School

Marion

1/29/13 – 1/30/13

Marion County Career Technical Center

*East Fairmont High School

*Fairmont High School

Mason

12/17/12 – 12/18/12

*Mason County Career Technical Center

Hannan High School

Point Pleasant High School

*Wahama High School

Morgan

11/15/12 – 11/16/12

*Berkeley Springs High School

Wayne

4/30/13 – 5/03/13

Spring Valley Career Technical Center

Spring Valley High School

Tolsia High School

Wayne 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.

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, technical skill assessments, 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.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

60921.67

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

1822

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

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. OIEP had a total of 623 CTE completers in correctional institutions during the 2012-2013 school year.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

15000

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

6

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

The West Virginia Schools for the Deaf and the Blind serve 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.

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

No

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

Yes

Programs of study in Human Services were revised to expand traditional family and consumer science courses to labor market driven concentration opportunities for students.

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

No

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

No

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

No

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Step 3: Use of Funds: Part C

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

Secondary

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 and the use of the ACT WorkKeys® assessments in all CTE concentrations. During 2012-2013, 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 (TCTW) 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 pathways, career decision making, contextual learning, project based learning and revision of performance assessments continues to better prepare WV students for the 21st century workforce.

In 2012-2013, all seven TCTW sites worked collectively to improve instruction through best practices and SREB Advanced Curriculum initiatives, 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.

In an effort to bring, the most innovative and relevant programs to students, the Simulated Workplace initiative will be offered statewide over a three year period. Instead of the traditional classroom setting, Simulated Workplace provides a state of the art, high quality learning environment. While in Simulated Workplace, students engage in team building and hands-on experiences, in addition to developing twenty-first century Science, Technology, Engineering and Mathematical (STEM) skills through critical thinking exercises and inquiry-based projects focusing on industry ready skills and credentials.

Postsecondary

In an effort to align math curriculum with the math skills needed in career-technical degree programs, community and technical colleges have created a math course pathway with career-technical programs. Also, contextualized math courses have been integrated into the Welding programs. In addition, Leadership funds have been utilized for curriculum development projects for the development of programs that integrate academic and career-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.

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

Secondary

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.

During 2012-2013, 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, program development and student placement.
 - To ensure students are receiving the most authentic learning experiences, the West Virginia Department of Education's Division of Adult and Technical Education have collaborated with numerous businesses, post-secondary institutions, Workforce West Virginia, and educators. Through these partnerships, students are able to work toward industrial certifications, as well as acquire college credit hours through Dual-Credit and EDGE courses.
 - Worked collaboratively with other offices within the Department of Education to promote project-based learning, incorporate literacy & numeracy in CTE, develop the new Power & Energy curriculum, implement writing within CTE programs, and initiate collaborative work on Embedded Credit in CTE.
 - Assisted WV Economic Development with labor market analysis and CTE completers
 - Collaborated with the West Virginia University/Institute of Technology and West Virginia University 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; numeracy and literacy; project-based field experiences; assessment; 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 District Consortia to promote seamless delivery of CTE, collaborative programming, and Earn A Degree-Graduate Early (EDGE) credit.
- Partnered with NCEER, I-CAR, ACT, WIN, MBA, Tooling U and other external organizations to provide relevant curriculum, 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.
 - Worked closely with the WV Manufacturer's Association and the Oil and Gas industry to develop new curricular pathways for students wishing to pursue a career in these industries.
 - The Assistant State Superintendent for Technical and Adult Education served on the West Virginia Workforce Planning Council, West Virginia Workforce Investment Council and the West Virginia Community and Technical College Council. This participation resulted in open communications with the key players in workforce development in the state.

Postsecondary

Senate Bill 436 establishes mandatory connections between public K-12 and higher education to ensure that all students enrolled in career-technical education will be successful in higher education and the workplace. The bill, established in 2012, requires that community and technical colleges and career-technical education work collaboratively through their consortia to ensure the success of students and that this success is measured in a meaningful data-driven way. The Consortia members meet regularly throughout the year. In addition, they provide the Council with a report on the progress of their work to meet the goals of SB 436.

The Council office works, collaboratively, on a regular basis with the following agencies / groups: Community College Advisory Council, Community and Technical College Academic Deans, WV Workforce Planning Council, WV Manufacturers Association, Armed Forces, and local businesses/industries. In addition, 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.

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

Yes

Secondary

The state's major initiative to improve career guidance and counseling was continued during the 2012-2013 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:

- Spring Regional School Counseling Workshops – Approximately 350 counselors participated in 2 regional school counselor workshops.
- Presentations at various state meetings – State ACT Conference, WV Counseling Association Conference, WV School Counselor Association Conference, Expanded Based Mental Health State Meetings, Student Success and Advocacy Summit and WVSCA. Approximately 1,200 attended the various meetings.
- 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 Student Advisement School Team training – Links includes a comprehensive scalable 5-12 career advisement system with the goal of supporting students to be career and college ready. A state-wide training with 100+ in attendance was held, as well as, training were conducted in two counties.
- Aligned Career Guidance System with LINKS – worked with the Higher Education Policy Commission to further align the new www.cfwwv.com career guidance system with the LINKS student Advisement Program.
- National Conference Participated: American Counseling Association, American School Counseling Association, High Schools That Work. Presented twice on WV's LINKS Program at the HSTW Conference.
- School Counselor Performance Standards – Inaugural school counselor performance standards were developed and approved by the state board and guide practices of school counselors in WV. Provided PD and technical assistance to assist counselors in refining practices to better benefit all students.
- The West Virginia School Counseling Model was finalized in 2012. Continued to provide professional development and technical assistance to support counselors in enhancing their practices to better address the academic, career, and personal/social development needs of all students.
- School Counselor Protocols- Continued to develop/ school counselor protocols to aid WV school counselors align with best practices, including Career Development ne COMPASS testing protocols. Protocols are posted to WVDE School Counseling website.
- New School Counseling Evaluation System is being implemented. Worked with pilot and demonstration schools the past two years to refine this new school counselor evaluation system. The system went statewide this year, providing standard element rubrics that assist counselors and administration in assessing practices in relationship to design, management, implementation and evaluation of a three-tier program. This new evaluation system assesses the counselor's performance levels in regards to universal, targeted, and intensive delivery systems for academic advising, career development, and personal/social developed. Provided professional development and technical assistance to support successful implementation of the new evaluation system.
- Developed inaugural online course for school counselors. The course is entitled West Virginia Comprehensive School Counseling Programs: Design and Implementation and consist of six sessions: Session 1: School Counseling Program Foundation; Session 2: Legal and Ethical Issues; Session 3: Management System, Session 4: Delivery System; Session 5: Program Evaluation and Accountability; and Session 6: School Counselor Performance Evaluation. Two sections were offered. Both sessions were full with 25 participants each in the fall of 2013.

Postsecondary

Workshops on retention of students were supported through the expenditure of Leadership Funds

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

Yes

Worked in partnership with the Community & Technical Colleges and the District Consortia to promote seamless delivery of CTE, collaborative programming, and Earn A Degree-Graduate Early (EDGE) credit.

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

No

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

No

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

No

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

Yes

Collaborations with business and industry resulted in the development of the Simulated Workplace initiative. The goal of Simulated Workplace is to transform the culture of CTE by creating high quality business and industry learning environments. a new way of documenting student knowledge and skill sets within an authentic work setting, while replicating proper business and industry processes and procedures. Business and industry personnel will evaluate the programs on-site at the school to assure curriculum and instruction align with workplace needs.

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

Yes

Secondary

Revised concentrations with content skill sets aligned to industry credential requirements and ONET skills were implemented. Virtual courses were identified.

Postsecondary

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.

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

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

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

Yes

Secondary

A statewide and workforce regional analysis of labor market projections, occupations within the 16 cluster areas, and numbers of completers in secondary and postsecondary was developed and disseminated. The analysis used the Strategic Compass labor analysis capabilities.

Postsecondary

The Council currently uses the Economic Modeling Specialists, Intl (EMSI) to provide employment data and economic analysis for the locals. This web-based tool enables the community and technical colleges to make informed decisions for their region when deciding to expand / implement new career-technical programs.

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Step 4: Technical Skills Assessment

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

Secondary

West Virginia currently has sixteen secondary occupational clusters that are aligned with the national career clusters. 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 Educate 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

For the reporting period of July 1, 2012 - June 30, 2013, 62% of the career-technical graduates took a technical skill assessment exam. The WV Council for Community and Technical College Education recognizes that strategies should be developed to increase the percentage of graduates taking a technical skill assessment exam. Beginning with the 2014-2015 Local Planning Guide Application, all postsecondary eligible recipients will be required to develop strategies to increase the number of graduates taking end of program technical skill assessment exams for a three-year period. Each year the Council will evaluate community college data to determine if the number of students taking an assessment is increasing. If an eligible recipient does not increase their coverage of assessments taken during the three-year period, the Council will require the recipient to dedicate a percentage of their allocation to cover the student cost of technical skill assessments.

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

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

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

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	Data Provided Below	Data Provided Below	Data Provided Below	02-06-14
1S2	Data Provided Below	Data Provided Below	Data Provided Below	02-06-14

Secondary 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 47.50%, and the actual performance was 29% which fell 14% short of 90% of the target.

The agreed upon adjusted level for 1S2 was 47.00% and the actual performance was 34%, which fell 8.3% 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 Plans

Core Indicator 1S1 – Reading/Language Arts (only 29% of completers met the standard)

Core Indicator 1S2 – Mathematics (only 34% of completers met the standard)

The calculation for these standards was derived from the 2013 CTE completer 11th grade results on the 2012 WESTTEST assessment (West Virginia's NCLB measure). This was the fourth administration of the more rigorous state assessment designed to measure students' mastery of more in depth, comprehensive Educate WV skill sets. Even though 2013 CTE completers fell significantly below the negotiated level of performance for these measures, their performance was 14% below the results of the West Virginia All Student category for reading under NCLB and 8.3% 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 2013 92% of completers met the ACT Work Keys reading standard and 82% 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:

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 includes 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);

The use of LEARN 21 technology based lessons and in|site resources for students use 24/7 to improve their literacy and numeracy skills (Completion date: June 2013 and on-going) (Person responsible: Sherri Nash) ;

Revision of the CTE content standards and skill sets to identify and emphasize the literacy and numeracy skills within all CTE courses (Completion date: ongoing review) (Person responsible: Donna Tetrick and content staff);

Place greater emphasis on literacy and numeracy as a component of the Educate WV Performance Assessment (Completion date: June 2013) (Person responsible: Sherri Nash); 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 2013 and ongoing) (Person responsible; Donna Tetrick and content staff).

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 47.50% - The actual performance was 29% which fell 13.75% short of 90% of the target

8 of 64 eligible recipients (LEAs) met 90 percent of the required standard.

2 of 64 eligible recipients (LEAs) met 90 percent of the required standard for their male population.

19 of 64 eligible recipients (LEAs) met 90 percent of the required standard for their female population.

11 LEAs had Asian population. None of these 11 had more than 2 completers; however 5 of the 11 did meet the 90 percent of the standard.

39 LEAs had African American completers. 6 of the 39 had more than ten completers. Of these 6, 0 met 90 percent of the standard

24 LEAs had Hispanic population. 0 of these 24 had more than 10 completers; however 9 of the 24 did meet the 90 percent of the standard.

5 LEAs had American Indian population. 0 of these 5 had more than 10 completers; however 1 of the 5 did meet the 90 percent of the standard.

12 LEAs had Migrant population. None of these 12 had more than 10 completers; however 7 met 90 percent of the standard.

62 LEAs had ten or more White completers. Of these. 10 met 90 percent of the standard.

0 LEA met the standard with their disabled population completers.

2 LEAs met the standard with their economically disadvantaged.

26 LEAs met the standard with their Nontraditional completers.

1S2 – Attainment of Academic Skills – Mathematics – Standard 47.0% - The actual performance was 34 %, which fell 8.3 % short of 90% of the target.

13 of 64 eligible recipients (LEAs) met 90 percent of the required standard.

12 of 64 eligible recipients (LEAs) met 90 percent of the required standard for their male population.

22 of 64 eligible recipients (LEAs) met 90 percent of the required standard for their female population.

11 LEAs had Asian population. None of these 11 had more than 10 completers; however 8 of the 11 did meet the 90 percent of the standard.

39 LEAs had ten or more African American completers. 6 of the 39 had more than ten completers. Of these 6, 1 met 90 percent of the standard

24 LEAs had Hispanic population. 0 of these 24 had more than 10 completers; however 11 of the 24 did meet the 90 percent of the standard.

5 LEAs had American Indian population. 0 of these 5 had more than 10 completers; however 1 of the 5 did meet the 90 percent of the standard.

12 LEAs had Migrant population. None of these 12 had more than 10 completers; however 10 met 90 percent of the standard.

A total of 62 LEAs had ten or more White completers. Of these, 10 met 90 percent of the standard.

0 LEA met the standard with their disabled population completers.

4 LEAs met the standard with their economically disadvantaged.

26 LEAs met the standard with their Nontraditional completers.

2S1 – Technical Skill Attainment – Standard 80% - The actual performance was 83%, which was 3% higher than the agreed upon level of performance.

53 of 64 LEAs attained 90 percent of the standard.

29 LEAs met 90 percent of the standard with their disabled population completers. 35 LEAs did not meet 90 percent of the required standard.

Of the 33 of 64 LEAs with African American population, 27 of these 33 LEAs had less than 10 population. 10 LEAs did not meet 90 percent of the required standard.

Of the 15 of 64 LEAs with Hispanic population, 14 of these 15 LEAs had less than 10 population. 3 LEAs did not meet 90 percent of the required standard.

3S1 – School Completion – Standard 96% - The actual performance was 98.00%, which was 2% higher than the agreed upon level of performance.

All of 64 eligible recipients (LEAs) met 90 percent of the standard.

4S1 – Student Graduation Rates – Standard 92% - The actual performance was 95.81%, which was 3.81% higher than the agreed upon level of performance.

53 of 64 eligible recipients (LEAs) met 90 percent of the standard. 11 LEAs did not meet 90 percent of the required standard.

60 LEAs met 90 percent of the required standard with their disabled population completers. 4 LEAs did not meet 90 percent of the required standard.

48 of 64 eligible recipients (LEAs) met 90 percent of the standard with their economically disadvantaged population completers. 16 LEAs did not meet 90 percent of the required standard.

5S1 – Placement – Standard 92.25% - The actual performance was 94.6%, which was 2.35% higher than the agreed upon level of performance.

All 64 eligible recipients (LEAs) met 90 percent of the standard.

39 LEAS did meet 90 percent of the standard with their disabled population completers.

6S1 – Nontraditional Participation – Standard 41% - The actual performance was 34%, which was 7% lower than the agreed upon level of performance but 2% within the 90% of the standard of 36%.

14 of 64 eligible recipients (LEAs) met 90 percent of the standard.

0 meet 90 percent of the standard with their disabled population completers.

Non-traditional participation improvement strategies include communicating the nontraditional participation rate to all CTE Administrators during the one day LEA Plan Development/Update meeting and assuring counties that do not meet the acceptable performance level identify and implement specific strategies in the LEA Plan Form 1.7. Strategies include providing professional development and awareness to staff identifying the non-traditional M/F for each concentration, promoting non-traditional occupational information, advisory council involvement in identifying non-traditional employees, and monitoring of the implementation by the WVDE CTE Non-traditional Coordinator. Career awareness resources promote non-traditional representation.

6S2 – Nontraditional Completion – Standard 17.50% - The actual performance was 23.3%, which was 5.8% higher than the agreed upon level of performance.

49 eligible recipients (LEAs) met 90 percent of the standard.

8 LEAs met 90 percent of the standard with their disabled population completers.

Local Program Improvement Plans

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 2012-13 academic year as part of their Local Planning Guide submission in April of 2014.

Secondary

Local improvement plans provided above (#2).