

Consolidated Annual Report, Program Year 2014 - 2015 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

A comprehensive technical performance assessment process has been developed and is being implemented in FY15 for all students. Components include employability and technical skill demonstration criteria through a rubric evaluation. Employability items include cover letter, resume, letters of reference, attendance verification, student evaluation, evidence of oral presentations, and leadership opportunities. The technical skills components include integrated academic and technical skill projects, technical writing samples, documentation of industry credentials (ie: licensures and certifications), verification checklist of skill attainment and other program-related activity documentation. Additional components (ie: project, internship, cooperative experience, employment, or entrepreneurial experience,) have written documentation with verification of skill set attainment. Students present the technical performance assessment to a panel comprised of business/industry, community, and educators. These members score the portfolio in accordance with the rubric criteria.

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 continued development stage during 2014-2015 school year and development and implementation is ongoing. This system will provide a more thorough comprehensive collection and analysis capabilities.

Performance accountability is transitioning and expanding this year from a CTE Data Profile that measures ACT Work Keys, Educate WV, and placement data to a comprehensive CTE Balanced Scorecard. The school score will be included on the WVDE Report Card. We have reviewed with WVDE Assessment Office and Data Governance Office the initial components to be measured, weighted and disaggregated by individual student, concentration, school, and county to reduce weights on self-reported data and examine realistic data measures as the state transitions to the West Virginia General Summative Assessment from the state WESTTEST.

- CTE Technical Assessments: CTE Technical Performance Assessment scores
- CTE Completers
- Positive Placement (Employed, Continuing Education, Military)
- Attendance
- Graduation Rate
- West Virginia General College and Career Ready Summative Assessment
- Non-traditional Participation

These data measures will be exported into the new balanced scorecard from the WVEIS WOW system. Industry credential tracking is currently being programmed into the data system.

Consolidated Annual Report, Program Year 2014 - 2015

West Virginia

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 2013 West Virginia Higher Education Policy Commission indicate that 55.9% or 10,398 of the 18,600 of the state's 2013 high school graduates pursued postsecondary studies in the fall of 2013. This is a .5% decrease from the previous year. Of these numbers, 6,037 enrolled in baccalaureate and 1,953 in community & technical colleges, reflecting the opposite of national enrollment trends for recent high school graduates.

The CTE division has established 13 CTE state regions to provide targeted assistance to schools and programs in the assigned region. Baseline data from the CTE school tour has been identified to measure improvement. The WVDE CTE professional staff have been designated as Regional Coordinators and assigned LEA regions with specific counties and schools identified to analyze needs and work with schools to increase performance. High Quality CTE was discussed around the following protocols:

- Program Development
- Curriculum
- Instruction
- Assessment
- Culture and Climate
- Instructional Leadership
- Student Engagement
- Business/Industry Involvement
- Program Improvement and Accountability

The Simulated Workplace initiative is implemented to ensure all students enrolled in career and technical education courses are trained in the most up-to-date and advanced learning environments, which replicate real world workplaces. To ensure classroom environments truly mimic real world workplaces, the West Virginia Department of Education's Division of Career 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 within a workplace learning environment, in addition to acquiring college credit hours through the Earn a Degree Graduate Early (EDGE) program. To validate students' work ability skills, business and industry evaluators conduct onsite evaluations using an online evaluation tool develop with employer input to review curriculum, equipment, environment, and student performance. Those classrooms receiving an appraisal rating of eighty-five percent or higher are endorsed by West Virginia business and industry for two years.

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, technical performance assessments, and positive placement in employment or continuing education. Each career/technical education provider (LEA) receives a data profile with performance ratings and is held accountable for meeting standards in each of these performance areas. Targeted monitoring assistance is provided to individual concentrations and schools to address deficiencies.

The West Virginia legislature established the Office of Educational Performance Audit (OEPA) process for state public educational institutions. This department has a five year review cycle established which includes career and technical education in these schools. The process focuses on five standards which includes academic and technical student performance. The WVDE CTE staff communicate with OEPA staff and review the technical assistance report data for each school. OEPA teams reviewed scheduled CTE programs in high schools, comprehensive high schools, CTE centers, and multi-county centers.

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 Final System Performance Report for the compact period of 2010-2015 is the number of career-technical degrees awarded. There was a 57% increase in the total career-technical degrees awarded over the five-year period. Secondly, the cumulative number of career-technical degrees awarded (16,308) surpassed the cumulative compact goal (14,248) during the compact period. In addition to the Performance Report, the Perkins Core Indicators are reviewed to determine if eligible recipients met the negotiated performance levels. If there are deficiencies, the recipients are required to develop strategies to address the improvement of the indicator as part of their local planning guide.

The Council also requires 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, 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 2014-15 academic year, at least 90% 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 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 Career Technical Education implements the annual LEA Plan and the WVDE Strategic Plan update 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. WVDE provides funding for ten CTE Technical Integration Specialists in county career centers to assist teachers with technology integration.

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 in the areas of nursing, welding, diesel, integrated production, medical coding and workforce development. These 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 and technical education. Special population and nontraditional students have equal opportunities to take advantage of these opportunities.

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 Career Technical Education conducted or funded significant professional development activities statewide, regionally or locally based on identified needs. Major areas of emphasis included Simulated Workplace environments; Simulated Workplace facilitation for coaches; pre-service teacher preparation; new administrator training, labor market analysis, occupational updating; programs of study; content standards and objectives; core content testing; 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:

- Career & Technical Education Teacher Conference
- Quarterly CTE Administrator Conferences
- SREB – Technical Centers that Work (TCTW) Workshops
- New CTE Administrator Forum
- Curriculum cluster-specific teacher training workshops
- National Center for Construction Education and Research (NCCER)
- OSHA training
- New teacher seminars
- Labor market and student interest survey alignment workshop for counselors and administrators

-Student co-curricular organization conferences (Student co-curricular organization leadership workshops)

-Simulated Workplace instructors and coaches participated in various professional development activities offered on state and national levels, in addition to participating in professional development.

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 career and technical programs to employers and better serve the adult population through innovative programming and retaining that population. Examples of professional development activities funded include:

-Diesel Program Faculty Training

-Nursing Faculty Training

-Certified Welding Instructor Training

-Integrated Production Technologies Training

-STEM Academy for Math and Science Faculty

-Petroleum Technology Training

-Medical Coding Certification 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. Data was reviewed with all CTE Administrators for all LEAs during a one day required workshop conducted the first week of March. LEA Plans had to include strategies to address deficiency areas.

Specific programs funded by the Division of Career Technical 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 Career Technical 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. Community and technical colleges continually work to improve the areas of academic advising and counseling for the nontraditional student. Areas of professional development in non-traditional programs include the following programs: diesel technology, nursing, welding technology, integrated production technology and medical coding.

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 and special services to enhance the learning process were also provided. 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 Career Technical 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 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 LEA schools and concentrations were determined by the overall performance calculation.

The WVDE CTE professional staff have been designated as Regional Coordinators and assigned LEA regions with specific counties and schools identified to analyze needs and work with schools to increase performance. Individual WVDE CTE staff provided onsite technical assistance at schools and concentrations in their region and data is tracked on the online. Phone support and webinars were additionally provided.

Upon review of all low and high performance it was determined that onsite checklist reviews should be conducted at the 59 schools across the state that had more than five career technical education programs. These were completed for FY15. A comprehensive checklist and rating system was developed and the WVDE CTE personnel are implementing this process for FY2015. Baseline data for schools and programs are examined to provide a more comprehensive quality career and technical education. Each concentration will be visited at the school by a WVDE CTE staff person. The checklist rubric will be used to evaluate compliance with environment, safety, scheduling, class size, labs and classrooms aligned with industry standards, advisory councils, co-curricular student organization involvement, curriculum, instruction, project based learning, technology use, industry credentials, and work-based learning. The checklist is entered into a scoring rubric and a percentage score is assigned for each concentration and overall school. Results are analyzed and prioritized for targeted technical and monitoring assistance and serve as a baseline score.

The Simulated Workplace Business and Industry Evaluation was implemented by outside consultants to determine program areas of improvements. Business and industry personnel evaluate programs that are ready for the second level review. Programs that are determined not ready for business and industry inspections are assisted by the WVDE Regional Coordinator.

Postsecondary

Technical assistance activities are provided by the WV Council for Community and Technical College Education staff and supported by the expenditure of Leadership Funds. Assistance was provided in the following areas.

- Assessment of core indicators
- Student retention in technical programs
- Technical skill assessments
- Developing adult completion career and technical degree programs
- Development of career pathways
- Allowable and unallowable uses of funds
- Local Planning Guide guidance

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:

288

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.

Career-Integrated Experiential Learning Certificate (CIEL) online courses were developed and are restricted to approved juvenile centers. Students transitioning from these centers should can enroll in a CIEL concentration at their home school for seamless completion of a program.

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:

32

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

Consolidated Annual Report, Program Year 2014 - 2015

West Virginia

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. During the school year, 36 high schools and seven career-technical centers 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 technical performance assessments continues to better prepare WV students for the 21st century workforce.

All seven TCTW sites worked collectively to improve instruction through best practices and SREB Advanced Career (AC) 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. Fourteen AC concentrations were implemented.

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.

The West Virginia Legislature provided financial support to fund English and Math teachers in the career centers and multi-county centers. The intent of placing a math and English teacher in the county/multi-county centers is to provide enhanced CTE programs through integration of academic standards and to provide the opportunity for embedded credits. In so doing, it provides more time for students to be a CTE completer while gaining greater insight into math and English content through applied learning. Teachers receive ongoing professional development implemented through SREB.

Postsecondary

In an effort to integrate academics with career and technical education, West Virginia community and technical colleges are implementing and expanding the Southern Regional Education Board's Advanced Career programs. The program areas include power and energy; advanced manufacturing and health informatics. In addition, the development of on-line career-technical programs 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 2013-2014, the Division of Career Technical 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 Career 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.
- Established a collaborative partnership with the WV Chamber of Commerce and WorkForce WV to develop additional work-based learning opportunities for students enrolled within the Simulated Workplace Career and Technical Education initiative.
- Assisted WV Economic Development with labor market analysis and CTE completers.
- Facilitated workshops for counselors in administrators with Workforce West Virginia to disseminate local labor market data aligned with student career interest surveys.
- 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 Chief Executive Officer for Division of Career Technical 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 utilize 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 are being 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 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:

- 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.cfwv.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.
- 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. 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.

Postsecondary

Career guidance and academic counseling activities were supported through the expenditure of leadership funds and institutional Perkins funds by providing technical assistance at the following conferences and meetings throughout the academic year.

- WV Community College Association Conference

- Attendance of national seminars by institutional staff
- Community and Technical College Advisory Committee meetings
- Academic Affairs Advisory Committee

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 Department of Education, Community & Technical Colleges and the District Consortia to promote Programs of Study, seamless delivery of CTE, collaborative programming, and Earn A Degree-Graduate Early (EDGE) credit. An annual legislative report is developed to show growth in transcribed EDGE credits and improvement areas.

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

Secondary

The West Virginia Department of Education has worked with committee experts from numerous businesses and industries throughout West Virginia to design Simulated Workplace. This new educational initiative has been created to assist schools in implementing workplace environmental protocols that align with West Virginia workforce requirements, including random drug testing, professionalism, attendance and safety. Simulated Workplace has not only enhanced instructional delivery of career education, but has created a more engaged career and technical student. The simulated workplace environment permits students the opportunity to take ownership of their individual performance as it impacts the overall success of their education, while thriving in an authentic workplace culture. Simulated Workplace also encourages local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations.

Postsecondary

Community and technical college faculty and staff attend the Workforce Development Institute. The institute provides participants with learning outcomes on how to use labor market data effectively, how to work with business and industry and best practices from other community colleges.

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 are implemented. A comprehensive labor market demand and graduate data gap analysis has been completed and currently being analyzed to address gaps. Virtual courses were developed to provide additional opportunities for courses leading to completion.

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 through the following initiatives.

- Southern Regional Education Board's Advanced Career Program
- Curriculum development for the health informatics program
- Curriculum development for the industrial mechatronics program
- Implementation and alignment of the advanced manufacturing program
- Development of additional on-line courses and programs
- Determining the need for new career and technical programs by using data from Economic Modeling Strategies

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 Supply and Demand analysis of labor market projections, occupations within the 16 cluster areas, and number of completers in secondary and postsecondary was developed and disseminated. The analysis used the Strategic Compass labor analysis capabilities. This analysis identifies training gaps which will be critical in determining appropriate concentrations for pathways based on labor market demand.

Postsecondary

The Council currently uses the Economic Modeling Specialists, Intl (EMSI) to provide employment data and economic analysis for the community colleges. 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.

Consolidated Annual Report, Program Year 2014 - 2015

West Virginia

Step 4: Technical Skills Assessment

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

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

Consolidated Annual Report, Program Year 2014 - 2015 West Virginia

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
1S2	37 OF 57 LEAs did not meet 90% of the 34% performance requirement. Race/Ethnicity categories that did not meet performance include: Black or African American (26.74%) White (27.21%) Special Populations that did not meet performance include: Disability (6%) Economically Disadvantaged (23.06%) LEP (15%)	Disseminate individual performance data for CTE Administrators during the LEA Planning Meeting.	Sherri Nash	03-11-16
1S2	37 OF 57 LEAs did not meet 90% of the 34% performance requirement. Race/Ethnicity categories that did not meet performance include: Black or African American (26.74%) White (27.21%) Special Populations that did not meet performance include: Disability (6%) Economically Disadvantaged (23.06%) LEP (15%)	Provide WVDE CTE Staff data for regional coordinator monitoring at individual LEAs.	Sherri Nash and ALL WVDE CTE Regional Coordinators assigned to LEAs	03-04-16
1S2	37 OF 57 LEAs did not meet 90% of the 34% performance requirement. Race/Ethnicity categories that did not meet performance include: Black or	Ongoing WVDE CTE Staff (Regional Coordinator) quarterly monitoring.	All WVDE CTE Regional Coordinators	06-30-17

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	African American (26.74%) White (27.21%) Special Populations that did not meet performance include: Disability (6%) Economically Disadvantaged (23.06%) LEP (15%)			
1S2	37 OF 57 LEAs did not meet 90% of the 34% performance requirement. Race/Ethnicity categories that did not meet performance include: Black or African American (26.74%) White (27.21%) Special Populations that did not meet performance include: Disability (6%) Economically Disadvantaged (23.06%) LEP (15%)	Improvement Plan Submission and reviewed by WVDE CTE Staff Regional Coordinator	Sherri Nash and WVDE CTE Regional Coordinators	06-01-16
1S2	37 OF 57 LEAs did not meet 90% of the 34% performance requirement. Race/Ethnicity categories that did not meet performance include: Black or African American (26.74%) White (27.21%) Special Populations that did not meet performance include: Disability (6%) Economically Disadvantaged (23.06%) LEP (15%)	Provide ongoing training to academic CTE Math teachers placed in Career Centers with SREB. (Ongoing)	Sherri Nash - through SREB	06-30-17
6S1	0 LEAs met 90% of the performance in any category. Please see comments on the performance page about the calculations.	Disseminate individual performance data for CTE Administrators during the LEA Planning Meeting.	Sherri Nash	03-11-16
6S1	0 LEAs met 90% of the performance in any category. Please see comments on the performance page about the calculations.	Provide WVDE CTE Staff data for regional coordinator monitoring at individual LEAs.	Sherri Nash and ALL WVDE CTE Regional Coordinators	03-04-16
6S1	0 LEAs met 90% of the performance in any category. Please see comments on the performance page about the calculations.	All CTE Administrators will identify non-traditional strategies for implementation during the LEA Planning Session.	Sherri Nash	03-11-16
6S1	0 LEAs met 90% of the performance in any category. Please see comments on the	Ongoing WVDE CTE Staff (Regional Coordinator) quarterly monitoring.	All WVDE CTE Regional Coordinators	06-30-17

Core Indicator	Disaggregated categories of performance page about the calculations.	Action step to be implemented	Staff member	Timeline
6S1	0 LEAs met 90% of the performance in any category. Please see comments on the performance page about the calculations.	Analyze non-traditional participation during certified enrollment for improvements and priorities on monitoring assistance.	Sherri Nash	11-30-16
6S1	0 LEAs met 90% of the performance in any category. Please see comments on the performance page about the calculations.	Analyze non-traditional participation during certified enrollment for improvements and priorities on monitoring assistance.	Sherri Nash	11-30-16

Local Program Improvement Plans

Secondary

37 of the 57 LEAs did not meet the 1S1 Math Assessment results and all LEAs did not meet the non-traditional participation performance. All CTE Administrators for the LEAs must attend a one day session to develop the LEA Plan and create an improvement plan within the LEA Plan for non-traditional strategies and action plan. This will be monitored by the WVDE CTE Regional Coordinators for each LEA during the year. Non-traditional enrollment will be analyzed during the October 2016 certified enrollment period for initial progress.

Postsecondary

The WV Council for Community and Technical Education staff will evaluate the institutional performance data for all core indicators in March 2016. The Council will require eligible recipients that did not meet at least the 90% of the agreed upon state adjusted levels of performance to develop and implement a local improvement plan as part of their institutional Perkins Local Planning Guide Submission due on May 1, 2016 for academic year 2016-17.