Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0029. The time required to complete this information collection is estimated to average 68 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651. If you have comments or concerns regarding the status of your individual submission, please contact your State's Perkins Regional Coordinator (PRC) who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at [https://cte.ed.gov](https://cte.ed.gov).

1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   
   **Agency Name:** Virginia State Board of Education

2. Lead individuals completing this plan:

   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the **narrative descriptions** in this plan:

      George Willcox

   2. B. Please select the individual responsible for the **budget** in this plan:

      Christine Lopilato

   3. C. Please select the **lead individual who may be contacted to answer questions** about this plan:

      George Willcox

3. Type of Perkins V State Plan Submission: ☐ 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☐ Yes ☐ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:

   Date Governor was sent State Plan for signature:

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
Virginia State Board of Education

Strengthening Career and Technical Education for the 21st Century Act

(Perkins V)

Transition Plan

(FY 2019)

NARRATIVE DESCRIPTIONS
II. NARRATIVE DESCRIPTIONS

II.B. Program Administration and Implementation

II.B.2. Implementing Career and Technical Education Programs and Programs of Study

Note: only a-e required in transition year.

II.B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

SECONDARY

Virginia’s career and technical education (CTE) program provides a statewide system of career pathways that bring together secondary, postsecondary, workforce development, and business/industry. These partnerships focus on high-skill, high-wage, and in-demand occupations that strengthen the economy. Utilizing a statewide career clusters model, the state ensures delivery of modern, rigorous, and flexible programs that offer global competitiveness. In both secondary and postsecondary, obtaining of workforce credentials such as industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment is a priority.

Sample programs of study have been developed for each of the 16 career clusters based on models provided by Advance CTE. The programs of study provide a consistent foundation of core knowledge and skills for statewide implementation. Additional competencies may be added to address regional and local workforce demands.

School divisions are required to develop at least one new program of study each year or revise an existing program of study based on the courses offered within their schools, the employment needs of the area, and the postsecondary career options. The links below provide sample plans of study, and templates which are posted on the Virginia Department of Education Web site.

Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems
- Blank Plan of Study (with fields)

Architecture & Construction
- Construction
- Design / Pre-Construction
- Maintenance Operations
- Blank Plan of Study (with fields)
<table>
<thead>
<tr>
<th>Manufacturing</th>
<th>Science, Technology, Engineering &amp; Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Health, Safety &amp; Environmental Assurance</td>
<td>▪ Engineering &amp; Technology (Agriculture Sample)</td>
</tr>
<tr>
<td>▪ Logistics Inventory Control</td>
<td>▪ Engineering &amp; Technology (Energy and Power Sample)</td>
</tr>
<tr>
<td>▪ Maintenance, Installation &amp; Repair</td>
<td>▪ Engineering &amp; Technology (Engineering Sample)</td>
</tr>
<tr>
<td>▪ Manufacturing Production Process Development</td>
<td>▪ Engineering &amp; Technology (Technology Sample)</td>
</tr>
<tr>
<td>▪ Production</td>
<td>▪ Science &amp; Math</td>
</tr>
<tr>
<td>▪ Quality Assurance</td>
<td>▪ Blank Plan of Study (with fields)</td>
</tr>
<tr>
<td>▪ Blank Plan of Study (with fields)</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>▪ Marketing Communications</td>
<td></td>
</tr>
<tr>
<td>▪ Marketing Management</td>
<td></td>
</tr>
<tr>
<td>▪ Marketing Research</td>
<td></td>
</tr>
<tr>
<td>▪ Merchandising</td>
<td></td>
</tr>
<tr>
<td>▪ Professional Sales</td>
<td></td>
</tr>
<tr>
<td>▪ Blank Plan of Study (with fields)</td>
<td></td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td></td>
</tr>
<tr>
<td>▪ Facility &amp; Mobile Equipment Maintenance</td>
<td></td>
</tr>
<tr>
<td>▪ Health, Safety &amp; Environmental Management</td>
<td></td>
</tr>
<tr>
<td>▪ Logistics Planning and Management Services</td>
<td></td>
</tr>
<tr>
<td>▪ Sales &amp; Service</td>
<td></td>
</tr>
<tr>
<td>▪ Transportation Operations</td>
<td></td>
</tr>
<tr>
<td>▪ Transportation Systems / Infrastructure Planning, Management &amp; Regulation</td>
<td></td>
</tr>
<tr>
<td>▪ Warehousing &amp; Distribution Center Operations</td>
<td></td>
</tr>
<tr>
<td>▪ Blank Plan of Study (with fields)</td>
<td></td>
</tr>
</tbody>
</table>

Virginia Perkins V Submission 1 Year Transition Plan (2019)
Virginia’s CTE programs and courses are described in the Administrative Planning Guide (APG). The links below point to the state-approved courses designed for career connections and career clusters.

- Career Connections
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

The Virginia Board of Education requires that students complete a minimum of two sequential courses in order to be a program finisher. Once the student graduates, the designation is changed to program completer.

For the postsecondary section of the program of study, Virginia’s template provides the recommended certificate programs and associate degree programs using a Virginia Community College Systems state code for the degree program. Degree requirements are available on the website of each community college. School divisions and postsecondary institutions work together to identify specific courses to ensure secondary to postsecondary program alignment.

Below is an Information Technology sample program of study which has been developed jointly between secondary and postsecondary education.
## Sample Plan of Study

### Cluster: Information Technology  
Pathway: Information Support and Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

### High School Courses

<table>
<thead>
<tr>
<th>EDUCATION LEVEL</th>
<th>GRADE</th>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies/Science</th>
<th>Other Required Courses</th>
<th>Recommended Career and Technical Courses</th>
<th>SAMPLE – Occupations Relating to This Pathway</th>
</tr>
</thead>
</table>

**NOTE:** Indicate State Course Titles and Codes


**List related certifications/credentials approved by VDOE and offered locally:**

- Virginia Placement Test or COMPASS
- Placement Assessments such as ACT & SAT
- College Entrance Exams such as ACT & SAT

**CTSO Organization(s):**

- DECA
- FBLA
- FCCLA
- FFA
- FEAG
- HOSA
- SkillsUSA
- TSA

**Work-Based Learning:**

- Career Research
- Cooperative Education
- Internship
- Mentorship
- Job Shadowing
- Service Learning Project
- Student Apprenticeship

**Additional Learning Opportunities:**

- CTE Organization(s): DECA, FBLA, FCCLA, FFA, FEAG, HOSA, SkillsUSA, TSA

**Postsecondary:** Placement Assessments such as Virginia Placement Test or COMPASS

- College Entrance Exams such as ACT & SAT

<table>
<thead>
<tr>
<th>Postsecondary</th>
<th>Sample Postsecondary Programs Related to This Career Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
<td><strong>Associate Degree, College Certificate, or Apprenticeship</strong></td>
</tr>
<tr>
<td>Information Support and Services</td>
<td>Information Science – A.S.</td>
</tr>
</tbody>
</table>

- **Bachelors Degree** (Determined Locally)
- **Postgraduate Degree** (Determined Locally – Optional)

---

Virginia Perkins V Submission  
1 Year Transition Plan (2019)
### Postsecondary - Community College or Apprenticeship

<table>
<thead>
<tr>
<th>Semester</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required Courses or Recommended Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>ENG 111 College Composition (3)</td>
<td>MTH 161 Precalculus I or higher level mathematics course (3)</td>
<td>HIS 101 History of Western Civilization (3)</td>
<td>ITE 115 Intro to Computer Applications Concepts (3)</td>
<td>SDV 100 College Success Skills (1)</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>ENG 112 College Composition (3)</td>
<td>MTH 261 Applied Calculus (3)</td>
<td></td>
<td>ITE 170 Multi Media Software (3)</td>
<td>ITN 100 Introduction to Telecomm.(3)</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>CST 110 Introduction to Communication</td>
<td></td>
<td>BIO 101 Biology w/Lab (4)</td>
<td>ART 101 History and Appreciation of Art (3)</td>
<td>ITP 120 JAVA Programming (4)</td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
<td>BIO 102 Biology w/Lab (4)</td>
<td>ART 102 History and Appreciation of Art II (3)</td>
<td>ITD 256 Advanced Data Management (3)</td>
</tr>
</tbody>
</table>

**College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)**

**Related Industry Certifications Available:**

**Additional Suggested Learning Opportunities:**

**Work-Based Learning:**
- ☑ Cooperative Education
- ☑ Internship
- ☑ Mentorship
- ☑ Job Shadowing
- ☑ Service Learning Project
- ☑ Registered Apprenticeship

**University/College:**

**Degree or Major:**

**Number of Articulated CC Credits:**

**Notes:**
The 2019 Virginia General Assembly passed House Bill 2008 and Senate Bill 1348, which require the Department of Education, in consultation with representatives from pertinent industries such as renewable energy, natural gas, nuclear energy, coal, and oil, to establish an energy career cluster. The bill also requires the Virginia Department of Education (VDOE) to base the knowledge and skill sets contained in such energy career cluster on the energy industry competency and credential models developed by the Center for Energy Workforce Development in partnership with the U.S. Department of Labor. The bill further requires the VDOE to report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than December 1, 2019, on its progress toward establishing such energy career cluster.

POSTSECONDARY

The Virginia Community College System (VCCS) is comprised of 23 community colleges located on 40 campuses throughout the Commonwealth of Virginia. Each college provides programs and majors through the associate-degree level, encompassing occupational-technical education, college transfer education, general education, developmental education, continuing education and workforce development. The VCCS provides access to quality higher educational opportunities and workforce training throughout the Commonwealth for over 225,000 credit students and nearly 175,000 non-credit students. The VCCS’s mission is to give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened.

Each community college serves a defined service region and is charged with meeting the needs of the students and industry partners in these regions while working collaboratively with secondary education, colleges and universities, and community organizations. All occupational and technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled crafts persons. These programs may include preparation for agriculture, business, engineering, healthcare, manufacturing, information technology, building and construction trades, and public safety. Curricula primarily meets the need for workers in the region being served by the community college, but the Board of Education may designate certain community colleges as centers to serve larger areas of the state in offering highly specialized occupational and technical education programs.

Each community college maintains a CTE Advisory Committee comprised of college students, college faculty, labor organizations, workforce investment council members, business and industry leaders, local school division representatives, community representatives, and out-of-school to provide input and guidance pertaining to the scope and sequence of programs and courses to meet regional workforce demands. The sample programs of study recommend
selected courses in a degree pathway. These programs of study may be adjusted during the students’ postsecondary enrollment based on consultation with the college faculty and student needs.

The following provides postsecondary program titles, by category, offered by the VCCS. Detailed information regarding program availability, associated courses, and the college(s) offering each credential is readily available on the VCCS website.

**Associate of Arts**

Humanities/Humanistic Studies
- **LIBERAL ARTS**

Visual and Performing Arts, General
- **FINE ARTS**
- **MUSIC**

**Associate of Arts and Sciences**

Liberal Arts and Sciences/Liberal Studies
- **ARTS & SCIENCES**
- **BUSINESS ADMIN**
- **EDUCATION**
- **ENGINEERING**
- **GENERAL STUDIES**
- **LIBERAL ARTS**
- **SCIENCE**

**Associate of Applied Arts**

Non-transfer, applied degree.

Visual and Performing Arts, General
- **MUSIC**

Visual and Performing Arts, Other
- **FINE ARTS**
- **STUDIO & VISUAL COMMUNICATION**
- **STUDIO ARTS**
**Associate of Applied Science**

Non-transfer, applied technology degree

Accounting and Related Services, Other

- **ACCOUNTING**

Airframe Mechanics and Aircraft Maintenance Technology/Technician

- **AVIATION MAINTENANCE TECHNOLOGY**

Allied Health Diagnostic, Intervention, and Treatment Professions, Other

- **HEALTH SCIENCES**

Applied Horticulture/Horticultural Operations, General

- **HORTICULTURE**

Architectural Technology/Technician

- **ARCHITECTURE**

Automobile/Automotive Mechanics Technology/Technician

- **AUTOMOTIVE**

Biology Technician/Biotechnology Laboratory Technician

- **BIOTECHNOLOGY**

Business Operations Support and Secretarial Services, Other

- **ADMINISTRATIVE SUPPORT TECH**
  - **COMPUTER SOFTWARE SPECIALIST**

Business/Managerial Operations, Other

- **ACQUISITION AND PROCUREMENT**
  - **MANAGEMENT**
  - **MARKETING**

CAD/CADD Drafting and/or Design Technology/Technician

- **COMPUTER AIDED DRAFTING & DESIGN**

Child Care Provider/Assistant

- **EARLY CHILDHOOD DEVELOPMENT**
Civil Engineering Technology/Technician
  • CIVIL ENGINEERING TECHNOLOGY
Clinical/Medical Laboratory Technician
  • MEDICAL LABORATORY TECHNOLOGY
Computer and Information Sciences, General
  • INFORMATION SYSTEMS TECHNOLOGY
  • IST: NETWORKING
Computer and Information Systems Security
  • CYBERSECURITY
Construction Trades, General
  • CONSTRUCTION MANAGEMENT TECH
Cooking and Related Culinary Arts, General
  • CULINARY ARTS
Corrections
  • CORRECTIONS SCIENCE
Criminal Justice/Law Enforcement Administration
  • ADMINISTRATION OF JUSTICE
  • POLICE SCIENCE
Dental Hygiene/Hygienist
  • DENTAL HYGIENE
Design and Visual Communications, General
  • COMMUNICATION DESIGN
  • COMPUTER ARTS
  • GRAPHIC DESIGN
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
  • DIAGNOSTIC MEDICAL SONOGRAPHY
Diesel Mechanics Technology/Technician
  • DIESEL TECHNOLOGY
Electrical, Electronic and Communications Engineering Technology/Technician

- COMPUTER ELECTRONICS TECHNOLOGY
- COMPUTER NETWORKING TECHNOLOGY
- ELECTRICAL ENGINEERING TECHNOLOGY

Electrician

- ELECTRICAL TECHNOLOGY
- ELECTROMECHANICAL CONTROL

Emergency Medical Technology/Technician (EMT Paramedic)

- EMERGENCY MEDICAL SERVICES

Engineering Technology, General

- ARCHITECT CIVIL ENGINEER
- GENERAL ENGINEERING TECHNOLOGY

Environmental Control Technologies/Technicians, Other

- ENERGY TECHNOLOGY

Fire Science/Firefighting

- FIRE SCIENCE TECHNOLOGY

Forensic Science and Technology

- FORENSIC SCIENCE

Funeral Service and Mortuary Science, General

- FUNERAL SERVICE

Health Information/Medical Records Technology/Technician

- HEALTH INFORMATION TECHNOLOGY

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)

- AIR CONDITIONING AND REFRIGERATION

Hospitality Administration/Management, General

- HOSPITALITY MANAGEMENT
Industrial Electronics Technology/Technician
- ELECTRONICS TECHNOLOGY
- INSTRUMENTATION

Industrial Production Technologies/Technicians, Other
- COMPUTER INTEGRATED MANUFACTURING
- INDUSTRIAL
- INDUSTRIAL TECHNOLOGY

Industrial Technology/Technician
- TECHNICAL STUDIES

Interior Design
- INTERIOR DESIGN

Legal Assistant/Paralegal
- PARALEGAL STUDIES

Manufacturing Technology/Technician
- MECHATRONICS

Mechanical Engineering Related Technologies/Technicians, Other
- MECHANICAL DESIGN
- MECHANICAL ENGINEERING TECHNOLOGY

Mechanics and Repairers, General
- MARITIME TECHNOLOGIES

Medical Radiologic Technology/Science - Radiation Therapist
- RADIATION ONCOLOGY

Mental and Social Health Services and Allied Professions, Other
- HUMAN SERVICES

Mining Technology/Technician
- ENVIRONMENTAL MANAGEMENT
Natural Resources/Conservation, General
- ENVIRONMENTAL SCIENCE
- FOREST SCIENCE
- FORESTRY

Nursing
- NURSING

Occupational Therapist Assistant
- OCCUPATIONAL THERAPIST ASSISTANT

Opticianry/Ophthalmic Dispensing Optician
- OPTICIANRY

Photography
- PHOTOGRAPHY

Physical Therapist Assistant
- PHYSICAL THERAPIST ASSISTANT

Precision Metal Working, Other
- MACHINE TECHNOLOGY

Radiologic Technology/Science - Radiographer
- RADIOGRAPHY

Respiratory Care Therapy/Therapist
- RESPIRATORY THERAPY

Sign Language Interpretation and Translation
- AMERICAN SIGN LANGUAGE – ENGLISH INTERPRETATION

Teacher Assistant/Aide
- EDUCATION ASSISTING

Veterinary/Animal Health Technology/Technician and Veterinary Assistant
- VETERINARY TECHNOLOGY
Associate of Fine Arts
Art/Art Studies, General
  • VISUAL ARTS
Drama and Dramatics/Theatre Arts, General
  • THEATER
Film/Cinema Studies
  • CINEMA
Music, General
  • MUSIC
Associate of Science
Biological and Physical Sciences
  • SCIENCE
Business Administration and Management, General
  • BUSINESS ADMINISTRATION
Computer Science
  • COMPUTER SCIENCE
Criminal Justice/Safety Studies
  • CRIMINOLOGY & CRIMINAL JUSTICE
Education, General
  • EDUCATION
Engineering, General
  • ENGINEERING
General Studies
  • GENERAL STUDIES
Health Services/Allied Health/Health Sciences, General
  • HEALTH SCIENCES
Certificate

A curriculum that consists of a minimum of 30 semester hours with a minimum of 15% of course work in general education which must include one (1) three (3) credit hour English class.
Business Operations Support and Secretarial Services, Other

- ADMINISTRATIVE SUPPORT TECHNOLOGY
- CLERICAL STUDIES
- MICROCOMPUTER OFFICE AUTOMATION
- OFFICE INFORMATION PROCESS
- OFFICE SYSTEMS TECHNOLOGY
- WORD PROCESSING

Business/Managerial Operations, Other

- ACQUISITION AND PROCUREMENT
- GENERAL BUSINESS
- MANAGEMENT DEVELOPMENT
- SMALL BUSINESS MANAGEMENT
- SUPERVISION AND MANAGEMENT

CAD/CADD Drafting and/or Design Technology/Technician

- COMPUTER AIDED DRAFTING & DESIGN

Child Care Provider/Assistant

- CHILD CARE
- EARLY CHILDHOOD DEVELOPMENT

Computer and Information Sciences, General

- INFORMATION SYSTEMS TECHNOLOGY
- NETWORKING APLUS

Computer and Information Systems Security

- CYBERSECURITY

Construction Trades, General

- BUILDING CONSTRUCTION

Cooking and Related Culinary Arts, General

- CULINARY ARTS

Corrections

- CORRECTIONS
Criminal Justice/Law Enforcement Administration

- ADMINISTRATION OF JUSTICE
- LAW ENFORCEMENT
- POLICE SCIENCE

Dental Assisting/Assistant

- DENTAL ASSISTING

Design and Visual Communications, General

- GRAPHIC COMMUNICATIONS
- MULTIMEDIA DESIGN

Diesel Mechanics Technology/Technician

- DIESEL MECHANICS

Electrical, Electronic and Communications Engineering Technology/Technician

- ELEC/ELECTRONICS
- ELECTRONICS

Electrician

- ELECTRICITY

Environmental Control Technologies/Technicians, Other

- ENERGY TECHNOLOGY

Fire Science/Firefighting

- FIREFIGHTING

Forensic Science and Technology

- CYBERCRIME INVESTIGATION

Health and Medical Administrative Services, Other

- HEALTH INFORMATION MANAGEMENT
- MEDICAL OFFICE CLERK

Health Information/Medical Records Technology/Technician

- HEALTH INFORMATION TECHNOLOGY
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)

- **AIR CONDITIONING AND REFRIGERATION**

Hospitality Administration/Management, General

- **HOSPITALITY MANAGEMENT**
- **MEETING EVENT AND EXHIBIT**

Industrial Production Technologies/Technicians, Other

- **INDUSTRIAL MAINTENANCE**
- **MANUFACTURING TECHNOLOGY**
- **WIND TURBINE SERVICE TECHNOLOGY**

Legal Assistant/Paralegal

- **LEGAL ASSISTANT**

Liberal Arts and Sciences, General Studies and Humanities, Other

- **GENERAL EDUCATION**

Licensed Practical/Vocational Nurse Training

- **PRACTICAL NURSING**

Massage Therapy/Therapeutic Massage

- **MASSOTHERAPY**

Medical/Clinical Assistant

- **MEDICAL ASSISTING**

Mental and Social Health Services and Allied Professions, Other

- **HUMAN SERVICES**

Precision Metal Working, Other

- **COMPUTER NUMERIC CONTROLS MACHINING**
- **MACHINE SHOP**
- **MACHINE TOOL OPERATIONS**
- **PRECISION MACHINING TECHNOLOGY**

Security and Protective Services, Other

- **FORENSIC SCIENCE**
Substance Abuse/Addiction Counseling

- **SUBSTANCE ABUSE REHABILITATION**

Surgical Technology/Technologist

- **SURGICAL TECHNOLOGY**

Technical and Business Writing

- **PROFESSIONAL WRITING FOR BUSINESS**

Visual and Performing Arts, Other

- **ARTS AND CRAFTS**
- **FINE ARTS**

Web Page, Digital/Multimedia and Information Resources Design

- **WEB DESIGN MANAGER**

Welding Technology/Welder

- **PIPE WELDING**
- **WELDING**

**Diploma**

A two-year curriculum with an emphasis in a career/technical area with a minimum of 15% of course work in general education, which must include one (1) three (3) credit hour English class.

Automobile/Automotive Mechanics Technology/Technician

- **AUTOMOTIVE ANALYSIS & REPAIR**

Construction Trades, General

- **CONSTRUCTION TECHNOLOGY**

Electrical/Electronics Maintenance and Repair Technology, Other

- **ELECTRONICS SERVICE**

Graphic Communications, General

- **PRINTING**

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR)

- **AIR CONDITIONING AND REFRIGERATION**
Industrial Electronics Technology/Technician

- ELECTRICAL ELECTRONICS

Precision Metal Working, Other

- MACHINE OPERATIONS
- MACHINE SHOP
- MACHINE TOOL
- MACHINE TOOL AND QUALITY

Welding Technology/Welder

- WELDING

In addition to the programs provided in the summary table, each college delivers Career Studies Certificates to meet targeted, regional workforce needs. A career studies certificate program is defined as a program of study of not less than nine or more than 29 semester credit hours, which is not required to include general education courses. Information regarding Career Studies Certificates is provided by college may be accessed through the VCCS courses and programs portal.

The VCCS Complete 2021 strategic plan, adopted in 2015, established the goal of leading the Commonwealth in the education of its citizens by tripling the number of credentials awarded by 2021. During the 2016 session, the General Assembly passed HB 66, which established the New Economy Workforce Grant Program. This grant program, the first of its kind, provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in an in-demand field. Rebranded as FastForward in 2017, total program enrollments now exceed 16,000. In 2018, the VCCS strategic plan was updated to prioritize the partnerships with K12 that result in accelerated pathways to the workforce. Community colleges must work with regional K12 partners to create dual enrollment networks, supported by high school career coaches, which provide students with transparent and efficient pathways for those interested in attaining industry certifications, career studies certificates, certificates and degrees. These models provide seamless connections between K12, VCCS and businesses by providing access to clearly articulated and affordable pathways. All of these aforementioned efforts contribute to the VCCS’s emphasis placed on the Guided Pathways model.
Guided Pathways represents the thoughtful consideration of internal and external factors that influence our college communities and the creation of a systemic approach to addressing those factors in the interest of student success. Guided Pathways is purposeful design thinking to shepherd our students from connection through completion. In a Guided Pathways approach, incoming students are given support to clarify goals for college and careers, choose a program of study, and develop an academic plan with predictable schedules. Embedded advising, progress tracking, and feedback are integrated into pathways leading to successful transfer or entry into the labor market.

Despite these efforts and advances, Virginia still faces significant demand for a skilled workforce, and in many industry sectors, such as information technology and computer science, the demand exceeds the supply. An analysis of Virginia labor market data shows that Virginia needs a strong mixture of short credentials and associate degrees to meet job demands. The VCCS is undertaking a curriculum redesign initiative to build accelerated pathways into the
workforce by creating stackable pathways that begin with short-term certificates or industry certifications. With stackable pathways, students can enroll in short-term skills-based programs, off-ramp to good entry-level jobs, and continue or return later to complete credits toward additional credentials. In fall 2018, the Governor provided $5.1M from the Workforce Innovation and Opportunity Act state set-aside funds to jump start the accelerated pathways redesign. Each community college was awarded funding to restructure programs leading to high demand jobs in the following industry sectors: Computer and Information Sciences, Early Childhood Education, Engineering Technologies, Public Safety, Construction Trades, Mechanic and Repair Technologies, Manufacturing, and Health Professions. This curriculum redesign work will continue in 2019-2020.
II.B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will-

II.B.2.b.i. promote continuous improvement in academic achievement and technical skill attainment

SECONDARY

The goals for education in Virginia are to ensure that every student attends a school that maximizes his or her potential and prepares him or her for life beyond high school. A successful graduate will achieve and apply academic and technical knowledge; demonstrate productive workplace skills, qualities, and behaviors; build connections and value interactions with others as a responsible and responsive citizen; and, align knowledge, skill, and personal interests with career opportunities.

Under the new accreditation system implemented in 2018, every school must develop a multi-year plan to support continuous improvement. The new accreditation system emphasizes closing achievement gaps between student groups and provides a more comprehensive view of quality. The accreditation reforms align to the Profile of a Virginia Graduate, focus on equity outcomes, include student growth, and measure student engagement.

School Quality Profiles were developed by the state Board of Education in response to the 2015 Virginia General Assembly, which directed the Board to redesign online reports for schools and school divisions to more effectively communicate to parents and the public about the status and achievements of the Virginia’s public schools. School Quality Profiles are available for all schools, school divisions, and for the state.

Among such items as assessments, college and career readiness, and teacher quality, the School Quality Profile also tracks the number of career and technical education (CTE) completers by state, division, and school; and the number of industry certifications, state licensures, and occupational competency assessments passed by CTE students. All students are held to the same rigorous content requirements and high performance on the Standards of Learning (SOL) assessments for graduation.

Local school divisions must submit at least one program of study each year. The components of the program of study include:

- Incorporate secondary education and postsecondary courses aligned to industry standards.
- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.
- Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.
• Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The programs of study will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and encourage students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through program initiatives such as High Schools That Work, State Scholars Initiative (Commonwealth Scholars Initiative), dual enrollment courses, and validated course credits through which high school students may earn college credits in escrow through satisfactory performance on a certification or licensure examination or end of program or course assessment commonly administered at both secondary and postsecondary levels.

POST SECONDARY

Local applications by eligible college recipients must be submitted in a VCCS approved comprehensive format. Each application will be reviewed by the VCCS to determine whether the local programs of study:

• Meets the criteria for postsecondary career pathways established by the VCCS and the Virginia Department of Education (VDOE);
• Identifies and addresses high-skilled, high-wage, in-demand occupations;
• Includes evidence of continuous program assessment and improvement;
• Is based on appropriate use of anticipated funds;
• Provides specific plans and use of funds to address any performance measures that the college has failed to meet in a previous year or years
• Shows evidence of business and industry involvement, including labor and workforce partners, in the development assessment of programming;
• Shows evidence of involvement of the college-led, college service region Career Pathways Leadership Team;
• Requires eligible recipients to agree to comply with all statements of assurances and conditions as defined by Perkins V legislation;
• Provides students with strong experience in, and understanding of, all aspects of an industry; and
• Ensures that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students.
II.B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will-

II.B.2.b.ii. expand access to career and technical education for special populations; and

SECONDARY

Virginia is committed to the expansion of access to career and technical education (CTE) programs for special populations.

Each local school division must include strategies for increasing the participation of all special population groups in CTE in its local Perkins application. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups. To comply with regulations from the U.S. Department of Education, Office of Civil Rights, all school divisions must publish statements of nondiscrimination, and name and contact information for the designated person responsible for addressing complaints.

Across the Commonwealth, students who are members of special populations go through same registration process as all other students, and have equal access to all CTE programs and activities. Once enrolled in a CTE course, there are many supports for students who are members of special populations, if necessary, up to and including accommodations and/or modifications for students with disabilities, to access the CTE curriculum, course competencies, and activities. Additionally, Virginia will continue to encourage students who are members of special populations starting in elementary and middle school through high school to enroll in CTE programs, including Science, Technology, Mathematics, and Engineering (STEM), that ultimately lead to future high-skill, high-wage, and in-demand industry sectors or occupations.

POSTSECONDARY

The VCCS provides career coaching and direction to prospective students currently enrolled at the secondary level or adults interested in resuming their education in all 23 service regions of the state. Comprehensive outreach including high school career coaches, adult career coaches, and advanced technology coaches provide direct services in career and college planning, post-secondary enrollment, financial aid, etc. The VCCS is engaged in annual Methods of Administration (MOA) on-site civil rights compliance reviews annually at selected local colleges to ensure that student services and facilities are in compliance with federally mandated standards including the Americans with Disabilities Act. All colleges maintain offices and staff designated to assist members of special populations.
All of the 23 local colleges are required to submit annual accountability reports including services to special populations. Strategies incorporated by the colleges include adaptive technologies, specialized personal tutoring, facilities accessibility, and transportation concerns. The annual MOA reviews provide the colleges with information and data to assist them in meeting the requirements of the Americans with Disabilities Act and all pertinent federal and state statutes prohibiting discrimination. The MOA and Perkins reviews examine all college publications and information available to the public (print and media) to ensure that underrepresented and non-traditional populations are properly included in text and illustrations and that statements of non-discrimination and contact information for the designated college officials are published as defined by federal and state law to potential and current students and to the public at large.
II.B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will-

II.B.2.b.iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

SECONDARY

Virginia’s Workplace Readiness Skills for the Commonwealth are a set of personal qualities, people skills, and professional abilities identified by Virginia employers and educators as essential for employee success in the workplace. Developed and updated over the past 20 years to adapt to changing workplace trends and needs, these skills are incorporated into the curriculum of every state career and technical education (CTE) course. They not only give students of diverse backgrounds the opportunity to develop the personal resources they need to get and keep good jobs, but they also help employers by providing them with entry-level workers who are well-prepared to deal with a variety of workplace challenges. Additionally, since many students hone these skills through hands-on work experience, the decreasing labor force participation and increasing school enrollment of Virginia’s teens in recent decades means that school-based workplace readiness skills programs will become an even more vital resource for CTE students in the future.

The Virginia Department of Education’s Office of Career, Technical, and Adult Education, in partnership with several organizations, has been sponsoring research on workplace readiness skills in Virginia for more than 30 years. In each decade since the 1980s, hundreds of employers throughout the Commonwealth have been interviewed or surveyed about what they believe are the most essential workplace skills for entry-level workers to possess.

Initial research conducted in the mid-1980s revealed that employers believed workplace readiness skills were at least as important as traditional academic and technical skills in promoting workplace success. Another round of research conducted from 1993 to 1997 led to the creation of Virginia’s first set of 13 Workplace Readiness Skills, which were incorporated into the curriculum of every Virginia CTE course in 1998. Based on research performed from 2008 to 2011, the original list of 13 skills were updated and expanded to 21 skills, and additional curriculum and assessment resources were developed.

In 2017, the Office of Career, Technical, and Adult Education continued Virginia’s long history of data-driven evaluation of its workplace readiness skills framework by requesting that the Demographics Research Group at the University of Virginia Weldon Cooper Center for Public Service conduct research to identify and update the skills that are of most value to the state’s many employers. The Office of Career, Technical, and Adult Education convened a panel of CTE administrators and educators, business and industry representatives, and curriculum development and assessment experts to review the Weldon Cooper Center recommendations and to continue the process of refining the skills. As a result of their collaborative efforts, a new
set of 22 Workplace Readiness Skills for the Commonwealth was developed. These 22 workplace readiness skills are embedded and taught in context in each state approved CTE course. The refinements made to Virginia’s Workplace Readiness Skills for the Commonwealth ensures that all courses have up-to-date and aligned employability skills that focus on the needs of Virginia’s employers.

POSTSECONDARY

The support of employability skills is evidenced through the incorporation of input from advisory committees (comprised of relevant occupational experts and employers) that inform programs and courses of needed employability skills both within the colleges’ immediate service region and statewide for successful program completion.

Such skills are aligned with industry certifications through two major VCCS initiatives which are Chancellor driven: 1) Complete 2021 and 2) Fast Forward to substantially increase the number of awarded industry credentials statewide leading to entry and advancement in high-skill, high-wage, and in-demand fields.
II.B.2.c. Describe how the eligible agency will-

II.B.2.c.i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

SECONDARY

Perkins V builds on current career and technical education (CTE) success by maintaining a strong commitment to programs of study that were first introduced in the 2006 Perkins Act. As programs of study are developed and approved by the Virginia Department of Education (VDOE) and Virginia Community College System (VCCS), they are posted on the VDOE website and disseminated electronically to stakeholders with responsibility for CTE.

Specifically, the information for CTE Programs of Study is disseminated through the following methods as they are developed and approved at the state level:

- CTE administrative meetings at both the secondary and postsecondary levels
- CTE administrators listserv and program/career cluster specialist listservs
- The VDOE, CTE Webpage for Career Clusters
- Career and Technical Education Career Resource Center (CTERC) website in the Virginia Education Resource System Online (VERSO) approved curriculum frameworks

State regulations, 8VAC20-131-140-C(1)(2), requires each middle and secondary school to provide for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education.

Beginning with the 2018–2019 academic year:

Each elementary, middle, and secondary school shall provide for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support shall include provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.
Beginning in the elementary school years, students are to explore the different occupations associated with career clusters and select an area or areas of interest. Students shall begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student led and updated and revised as the student continues to plan for the student's future throughout school years. The information contained in the ACPP shall serve as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

In middle school, students are to complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students shall complete a career investigations course selected from the CTE state-approved list, or a school division-provided alternative means of delivering the career investigations course content, provided that the alternative is equivalent in content and academic rigor. The course, or its alternative, shall address, at a minimum, planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and postsecondary education. The course, or its alternative, shall include demonstration of personal, professional, and technical workplace readiness skills.

Local school divisions then utilize school counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia’s high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Career coaches are based in high schools, alternative centers, Governor’s schools and combined schools in Virginia. Under Perkins V, the VCCS and VDOE will continue to expand the Career Coaches initiative statewide.

**POSTSECONDARY**

As programs of study are developed and approved by the VDOE and VCCS, they will be posted on the VDOE Web site and disseminated electronically to stakeholders such as Workforce Investment Boards with shared responsibility for CTE. Dissemination strategies include the following:

- CTE administrative meetings at both the secondary and postsecondary levels;
- The VDOE, CTE Web page for Career Clusters;
- The Virginia Rural Horseshoe Initiative;
- Adult, Advanced Technology, and High School Career Coaches;
- Virginia Education Wizard (a secondary and postsecondary online college and career planning tool); and
The Virginia Career and Technical Education Career Resource Center Web site in the Virginia Education Resource System Online (VERSO) approved curriculum frameworks.

The VCCS has initiated a number of strategies intended to provide members of underrepresented gender populations with introductions to career and technical career fields that they may not have considered otherwise. Colleges are offering summer camps to introduce non-traditional prospective and enrolled undecided students to CTE opportunities such as computer coding and manufacturing for females and health care careers for males among others. Additionally, several colleges have created nontraditional student support groups. The VCCS high school, adult, and advanced technology coaches advise non-traditional students to consider career and technical opportunities and make referrals to the college CTE departments.
II.B.2.d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

SECONDARY

Virginia provides secondary school students the opportunity to participate in dual or concurrent enrollment programs, early college high school, and competency-based education.

Community college or school division partnerships may identify a need for a common set of foundation courses that could simultaneously serve as 11th and 12th grade dual enrollment courses, youth apprenticeship, registered apprenticeship, and more.

Virginia’s Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of $5,000 in expenses.

To qualify for the Early College Scholars program, a student must:

- have a "B" average or better,
- be pursuing an Advanced Studies Diploma, and
- take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Early College Scholars are supported by Virtual Virginia. Virtual Virginia provides statewide access to college-level courses while the Commonwealth College Course Collaborative defines the subjects high school students can complete and receive college degree credit from participating public and private colleges and universities.

Competency-based education (CBE) has been an active component in Virginia’s CTE program since the mid-1970s. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

- formation of a state technical committee for every new or updated curriculum revision project,
- application of the modified Develop A Curriculum (DACUM) occupational analysis,
- validation of technical competencies by the state technical committees and by business/industry advisory committees, and
- correlation of Virginia’s SOL to technical competencies.
Ongoing research based on new and emerging high-skill, high-wage, in-demand occupations and changing technology is utilized in the development and revision of curriculum.

**POSTSECONDARY**

Secondary students may earn Virginia Community College System college credits through dual enrollment thereby increasing the portability of college credits earned through early college programs to all 23 community colleges. Dual-enrollment has become the primary vehicle in Virginia of awarding early college credits in CTE program areas. Articulated/validated credits are also emphasized.

More commonly, community college or school division partners may identify a need for a common set of foundation courses that could simultaneously serve as 11th and 12th grade high school career and technical education courses and also as dual enrollment courses, courses for registered apprenticeship instruction, and more. In these cases and through collaborative efforts and funding, VCCS and VDOE will work with the school divisions and colleges to align curricula and establish skills standards-based foundation courses.
II.B.2. Implementing Career and Technical Education Programs and Programs of Study

II.B.2.h. Provide the eligible agency’s definition of “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

SECONDARY

The secondary definitions of “size, scope, and quality” in Virginia are:

Size:
- a. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)

Scope:
- b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)
- c. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)

Quality:
- d. Career and technical education programs incorporated into the K through 12 curricula that include:
  * Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
  * Career exploration opportunities in the middle school grades; and
  * Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)
- e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for
further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth’s economy... (Standards of Quality § 22.1-253.13:4.D.2.) Note: Requirements for graduation (effective for the students entering ninth grade prior to the 2018-2019 school year) (8VAC 20-131-50). Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-131-51).

f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:

i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)

POSTSECONDARY

The postsecondary definitions of “size, scope, and quality” in Virginia are:

Size:

a. A minimum of 74 courses in career and technical education is offered in each local community college.

Scope:

b. At least seven different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided.
Quality:
c. Career and technical education programs incorporated into the Postsecondary education curricula that include:
   * Knowledge of careers and employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing college with marketable skills;
   * Career exploration opportunities; and
   * Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Such plan shall be developed with the input of area business and industry representatives, labor representative, and local Workforce Investment Board(s).
II.B.3. Meeting the Needs of Special Populations

II.B.3.a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations-

II.B.3.a.i. will be provided with equal access to activities assisted under this Act.

SECONDARY

Equal access to and equity in career and technical education (CTE) programs for students who are members of special populations, as with all students, begins in the elementary school years, when each student develops an academic and career plan portfolio (ACPP) that assists in identifying their future interests and goals. In middle school, students complete a career interest inventory and select a career pathway to support the development of their Academic and Career Plan (ACP). In high school, students select a career-related learning experience to include in their ACP to assist in their selection of CTE courses, as well as other courses, required in that plan of study. Accordingly, individuals who are members of special populations go through that same registration process and have equal access to all CTE programs and activities. Once enrolled in a CTE course, there are many supports for students who are members of special populations, if needed, up to and including accommodations and/or modifications for students with disabilities, curriculum and competency adjustments based on the IEP or Section 504 plan, and instructional activities.

Virginia is committed to equity and that members of special populations are provided equal access to CTE programs. In compliance with federal regulations, the Virginia Department of Education (VDOE) administers Methods of Administration (MOA) compliance reviews to identify and eliminate any discrimination on the basis of race, color, national origin, sex, and disability. The identification of school divisions for an on-site compliance review of civil rights requirements is determined by a targeting plan that is approved by the U.S. Department of Education, Office for Civil Rights (OCR), and is applied to the school divisions in the current year of a six-year cyclical monitoring schedule. The targeting plan consists of indicators that reflect CTE student enrollments, division and school demographics, existence of a language minority community, and the division’s last participation in a VDOE civil rights on-site review. The CTE civil rights monitoring process includes an examination of the school division’s data, policies and procedures; interviews with central office administrators, school administrators, school staff, and students; and, walkthroughs to assess building accessibility.

School divisions must include notices of nondiscrimination in school division and/or school student handbooks, course registration materials, major publications, and other materials that are disseminated to students and parents that states that it does not discriminate on the basis of race, color, national origin, sex, or disability, and if applicable, must notify English language learners stakeholders of the nondiscrimination provisions as well.
POSTSECONDARY

Annual Methods of Administration (MOA) and Perkins Monitoring on-site visits include an evaluation of selected colleges’ disability services offices and other special population related programs to ensure the success of special populations and underrepresented gender students. Questions are posed to determine the level of support, assistive technology service needs, and physical access to services. Corrective action plans are developed with guidance from a monitoring team for any findings or gaps in services.

The VCCS and its local colleges must include anti-discrimination statements on all advertising and promotional materials intended for public consumption.
II.B.3.a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations-

II.B.3.a.ii. will not be discriminated against on the basis of status as a member of a special population;

SECONDARY

Each local recipient shall include in the local plan strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups. To comply with regulations from the U.S. Department of Education Office of Civil Rights, all school divisions and colleges must publish statements of nondiscrimination, and name and contact information for designated person responsible for addressing complaints.

Local school divisions provide assurances in their local applications that discrimination against students who are members of special populations will not occur. School division must provide equal opportunities in its CTE programs without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. Recruitment and enrollment methods must be developed and implemented by the school division to provide information and access to all students, including students who are members of special populations. Additionally, school divisions, in their comprehensive local needs assessment, must disaggregate and analyze data to identify achievement gaps and ensure that students who are members of special populations have equitable access and success in all CTE programs.

POSTSECONDARY

Annual Methods of Administration (MOA) and Perkins Monitoring onsite visits include an evaluation of selected colleges’ disability services offices and other special population related programs to ensure the success of special populations and underrepresented gender students. Questions are posed to determine the level of support, assistive technology service needs, and physical access to services. Corrective action plans are developed with guidance from a monitoring team for any findings or gaps in services.

The VCCS and its local colleges must include nondiscrimination statements on all advertising and promotional materials intended for public consumption.
II.B.3.a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations-

II.B.3.a.iv. will be provided with appropriate accommodations.

SECONDARY

Students receiving special education services or Section 504 provisions will be provided with the accommodations and/or modifications in all career and technical education (CTE) program areas according to each student’s Individualized Education Program (IEP) or Section 504 Plan. CTE instructors have access to students’ IEP and 504 Plans and other accommodation information that will assist them as they teach students who are members of special populations.

POSTSECONDARY

All colleges are required to have a designated disability services representative for students to receive assistance with the implementation and maintenance of necessary accommodations such as provisions for students with physical or emotional disabilities. Physical barriers to accessibility are addressed as part of MOA on-site reviews. All services and accommodations for special population students must be identified in the college website, student handbook, and college catalog.
II. C. Fiscal Responsibility

II. C. 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how-

II. C. 1.a. each eligible recipient will promote academic achievement.

SECONDARY

Local recipients’ funds at both the secondary and postsecondary levels must be approved through a local Perkins application. All local applications must promote continuous improvement in academic achievement, and include an analysis of local data and the alignment of the comprehensive local needs assessment to the expenses in its planned budget. Also, as part of Virginia’s Perkins Performance Standards, local school divisions must meet the Virginia Agreed Upon Performance Levels of the two sub-indicators for Academic Attainment, or if not, explain why it has not met the levels and describe the actions to be taken to improve performance.

Local applications and any Improvement Plans (if required) must be received by the due date determined by the Virginia Department of Education (VDOE) (generally April 30). All local applications are reviewed through the Online Management of Education Grant Awards (OMEGA), and if necessary, detailed responses with comments and information are provided to the local school division career and technical education (CTE) administrators. All applications must be submitted in a substantially approvable format including all application schedules, comprehensive local needs assessment, at least one plan of study, a CTE Federal Program Monitoring Self-Assessment, if in the six year cohort cycle, and a completed certification and assurance signature page.

POSTSECONDARY

Local college recipients are required to submit annual applications for review and approval by the VCCS and the VDOE. Applicant applications not adequately addressing all Perkins assurances and conditions are returned to the college for editing and/or rewrites. Colleges must directly demonstrate actions expected to improve performance for under achieved Perkins performance measures. Before a college recipient receives full state approval, the application goes through six levels of reviews.

Each application will be reviewed by the VCCS to determine whether the local programs of study:

- meet the criteria for postsecondary career pathways established by the VCCS and the VDOE;
- identify and address high-skilled, high-wage, in-demand occupations;
- include evidence of continuous program assessment and improvement;
- is based on appropriate use of anticipated funds;
• provide specific plans and use of funds to address any performance measures that the college has failed to meet in a previous year or years
• show evidence of business and industry involvement, including labor and workforce partners, in the development assessment of programming;
• show evidence of involvement of the college-led, college service region Career Pathways Leadership Team;
• require eligible recipients to agree to comply with all statements of assurances and conditions as defined by Perkins V legislation;
• provide students with strong experience in, and understanding of, all aspects of an industry; and
• ensure that students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students.
II.C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how-

II.C.1.b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential.

SECONDARY

Local recipients’ funds at both the secondary and postsecondary levels must be approved through a local Perkins application. All local applications must promote continuous improvement in skill attainment achievement, and include an analysis local data and the alignment of the comprehensive local needs assessment to the expenses in its planned budget. Also, as part of Virginia Perkins Performance Standards, local school divisions must meet the Virginia Agreed Upon Performance Levels of the five sub-indicators for Technical Skills Attainment, or if not, explain why it has not met the levels and describe the actions taken to improve performance.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma include a requirement to earn a career and technical education (CTE) credential that has been approved by the Board, that could include, but is not limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Workplace Readiness Skills for the Commonwealth assessment. On an annual basis, the Virginia Board of Education reviews and approves industry, professional, or trade association certification examinations, state licensure examinations, and occupational competency assessments that will meet graduation requirements.

Further, the Virginia General Assembly also funds CTE student industry certification examinations, licensure tests, and occupational competency assessments; and, also provides funding to support industry credentialing testing materials for students and professional development for instructors in science, technology, engineering, and mathematics-health sciences (STEM-H) CTE programs. Each school division is provided an allocation based on its CTE student enrollment and is required to submit reimbursements to the Virginia Department of Education (VDOE) for review and approval.

POSTSECONDARY

As a major part of VCCS’ Complete 2021 initiative, Virginia will need to fill 1.5 million jobs. The majority of these jobs will require a postsecondary credential – an associate’s degree and the certifications and licensures that are VCCS’ primary goal.

To accommodate the demand for these middle-skill-level jobs (more than a high school diploma but less than a bachelor’s), Virginia’s Community Colleges are embarking on a new six-year
strategic plan to triple the number of credentials that our students earn by the year 2021. Tripling the number of credentials that our students earn is the primary goal in this strategic plan.

Similarly, the emerging Fast Forward program is an innovative example of how higher education and workforce systems can combine to better serve workers, employers, and regional economies. This new outreach campaign will target some of Virginia’s most eager prospective students and will focus its efforts on closing the interest gap and filling the positions businesses across the Commonwealth have available. Additionally, this outreach effort will help students who receive a credential and secure a job, obtain a renewed sense of self-worth, and professional fulfillment that comes with turning their lives around. Efforts will also focus on advisors and other influencers who can become advocates of Fast Forward within their immediate communities and regions.
II.C.2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed-

II.C.2.a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace.

SECONDARY

Each eligible recipient must submit a local application for approval to the Virginia Department of Education (VDOE) before receiving funds from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Any recipient of funds under this State Transition Plan must submit an application covering the same period as the Transition Plan that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135. The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the Office of Career, Technical, and Adult Education staff to determine whether the local plan:

- promotes continuous improvement in academic achievement;
- promotes continuous improvement of technical skill attainment;
- identifies and addresses current or emerging employment opportunities, both locally and statewide;
- is based on appropriate and relevant data in view of anticipated funds;
- shows evidence of involvement of groups required to participate in the development of the plan; and
- addresses requirements identified in Section 134(b) of the Perkins V, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director, Operations and Accountability, Office of Career, Technical, and Adult Education.

Virginia required all local school divisions and community colleges to utilize Section 134(c)(2) to determine the status of their program and activities under the Perkins transition plan. The comprehensive local needs assessment, which is to be completed beginning with the Perkins local application for 2019-2020 and at least every two years thereafter, is the basis for determining areas of need for improvement and helps provide data to make decisions regarding funding in the budget schedule of the local application. During the Transition Year, Virginia will examine the elements of the comprehensive local needs assessment through school division feedback, public hearings, comment period, and the stakeholder groups when developing of the subsequent State Plan (FY 2020-2023).
POSTSECONDARY

A distribution of the Perkins state allocation on the postsecondary level enables continued collaborations with secondary partners, community organizations, and business and industry. The distribution supports efforts that effectively provide students with the skills needed to succeed in the workplace. These efforts provide access to career coaches and advisors, create plans of study that outline a detailed map of how one successfully moves from coursework to careers, increase stackable credentials, support bold program innovation, and increase opportunities for professional development for VCCS faculty and staff. Currently, Perkins funds awarded to Virginia are shared with 85 percent for the local school divisions and 15 percent for the community colleges.
II.C.2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed-

II.C.2.b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

SECONDARY

Virginia does not utilize consortia within the state.

POSTSECONDARY

Virginia does not utilize consortia within the state.
II.C.3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

SECONDARY

The Estimated State Allocations under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for July 1, 2019 through June 30, 2020 were communicated to Virginia secondary school divisions in Superintendent’s Memo #077-19, April 5, 2019.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 (as reported to National Center for Educational Statistics (NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy percent shall be allocated to such local education agencies in proportion to the Census Bureau’s estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Bureau of the Census’ estimate.

Funds are distributed through reimbursement requests submitted via the Online Management of Education Grant Awards (OMEGA) system for secondary, postsecondary, and institutional subrecipients. Documentation of any reimbursement claims must be retained in the school division and be available for audit in accordance with state and federal regulations governing the retention of financial records.

Below is the table (Supts. Memo 077-19) that documents the allocation for funds for the 2019-2020 school year (July 1, 2019-June 30, 2020)

<table>
<thead>
<tr>
<th>LEA NO.</th>
<th>SCHOOL DIVISION</th>
<th>Entitlement Available July 1, 2019</th>
<th>Entitlement Available October 1, 2019</th>
<th>SY 2019 - 2020 Total Entitlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>ACCOMACK</td>
<td>$49,167.09</td>
<td>$80,773.41</td>
<td>$129,940.50</td>
</tr>
<tr>
<td>002</td>
<td>ALBEMARLE</td>
<td>$66,441.40</td>
<td>$109,152.23</td>
<td>$175,593.63</td>
</tr>
<tr>
<td>003</td>
<td>ALLEGHANY</td>
<td>$16,420.79</td>
<td>$26,976.65</td>
<td>$43,397.44</td>
</tr>
<tr>
<td>004</td>
<td>AMELIA</td>
<td>$11,742.83</td>
<td>$19,291.54</td>
<td>$31,034.37</td>
</tr>
<tr>
<td>005</td>
<td>AMHERST</td>
<td>$31,331.74</td>
<td>$51,472.87</td>
<td>$82,804.61</td>
</tr>
<tr>
<td>006</td>
<td>APPOMATTOX</td>
<td>$16,609.22</td>
<td>$27,286.21</td>
<td>$43,895.43</td>
</tr>
<tr>
<td>007</td>
<td>ARLINGTON</td>
<td>$111,581.90</td>
<td>$183,310.60</td>
<td>$294,892.50</td>
</tr>
<tr>
<td>008</td>
<td>AUGUSTA</td>
<td>$54,787.56</td>
<td>$90,006.91</td>
<td>$144,794.47</td>
</tr>
<tr>
<td>009</td>
<td>BATH</td>
<td>$2,779.28</td>
<td>$4,565.91</td>
<td>$7,345.19</td>
</tr>
<tr>
<td>010</td>
<td>BEDFORD</td>
<td>$61,353.90</td>
<td>$100,794.32</td>
<td>$162,148.22</td>
</tr>
<tr>
<td>011</td>
<td>BLAND</td>
<td>$4,802.05</td>
<td>$7,888.97</td>
<td>$12,691.02</td>
</tr>
<tr>
<td>LEA NO.</td>
<td>SCHOOL DIVISION</td>
<td>Entitlement Available July 1, 2019</td>
<td>Entitlement Available October 1, 2019</td>
<td>SY 2019 - 2020 Total Entitlements</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>012</td>
<td>BOTETOURT</td>
<td>$19,806.80</td>
<td>$32,539.30</td>
<td>$52,346.10</td>
</tr>
<tr>
<td>013</td>
<td>BRUNSWICK</td>
<td>$20,714.36</td>
<td>$34,030.26</td>
<td>$54,744.62</td>
</tr>
<tr>
<td>014</td>
<td>BUCHANAN</td>
<td>$33,663.17</td>
<td>$55,303.01</td>
<td>$88,966.18</td>
</tr>
<tr>
<td>015</td>
<td>BUCKINGHAM</td>
<td>$18,809.25</td>
<td>$30,900.48</td>
<td>$49,709.73</td>
</tr>
<tr>
<td>016</td>
<td>CAMPBELL</td>
<td>$49,779.02</td>
<td>$81,778.69</td>
<td>$131,557.71</td>
</tr>
<tr>
<td>017</td>
<td>CAROLINE</td>
<td>$30,181.03</td>
<td>$49,582.44</td>
<td>$79,763.47</td>
</tr>
<tr>
<td>018</td>
<td>CARROLL</td>
<td>$32,069.65</td>
<td>$52,685.14</td>
<td>$84,754.79</td>
</tr>
<tr>
<td>019</td>
<td>CHARLES CITY CO.</td>
<td>$5,473.07</td>
<td>$8,991.36</td>
<td>$14,464.43</td>
</tr>
<tr>
<td>020</td>
<td>CHARLOTTE</td>
<td>$17,934.80</td>
<td>$29,463.91</td>
<td>$47,398.71</td>
</tr>
<tr>
<td>021</td>
<td>CHESTERFIELD</td>
<td>$253,151.32</td>
<td>$415,885.76</td>
<td>$669,037.08</td>
</tr>
<tr>
<td>022</td>
<td>CLARKE</td>
<td>$8,675.40</td>
<td>$14,252.24</td>
<td>$22,927.64</td>
</tr>
<tr>
<td>023</td>
<td>CULPEPER</td>
<td>$5,088.82</td>
<td>$8,360.10</td>
<td>$13,448.92</td>
</tr>
<tr>
<td>024</td>
<td>CUMBERLAND</td>
<td>$12,468.21</td>
<td>$20,483.20</td>
<td>$32,951.41</td>
</tr>
<tr>
<td>025</td>
<td>FAIRFAX</td>
<td>$31,636.99</td>
<td>$51,974.35</td>
<td>$83,611.34</td>
</tr>
<tr>
<td>026</td>
<td>FREDERICK</td>
<td>$62,467.34</td>
<td>$102,623.51</td>
<td>$165,090.85</td>
</tr>
<tr>
<td>027</td>
<td>FLOYD</td>
<td>$16,189.62</td>
<td>$26,613.29</td>
<td>$42,802.91</td>
</tr>
<tr>
<td>028</td>
<td>FREDERICK</td>
<td>$31,636.99</td>
<td>$51,974.35</td>
<td>$83,611.34</td>
</tr>
<tr>
<td>029</td>
<td>HIGHLAND</td>
<td>$1,497.74</td>
<td>$2,460.55</td>
<td>$3,958.29</td>
</tr>
<tr>
<td>030</td>
<td>HUGHES</td>
<td>$27,692.06</td>
<td>$45,493.48</td>
<td>$73,185.54</td>
</tr>
<tr>
<td>031</td>
<td>KENTURKA</td>
<td>$19,844.87</td>
<td>$32,601.84</td>
<td>$52,446.71</td>
</tr>
<tr>
<td>032</td>
<td>KING GEORGE</td>
<td>$6,555.00</td>
<td>$10,768.79</td>
<td>$17,323.79</td>
</tr>
<tr>
<td>033</td>
<td>LEE</td>
<td>$35,665.53</td>
<td>$58,592.57</td>
<td>$94,258.10</td>
</tr>
<tr>
<td>034</td>
<td>LOUDOUN</td>
<td>$212,856.12</td>
<td>$349,687.42</td>
<td>$562,543.54</td>
</tr>
<tr>
<td>035</td>
<td>LONATA</td>
<td>$30,903.46</td>
<td>$50,769.28</td>
<td>$81,672.74</td>
</tr>
<tr>
<td>036</td>
<td>LUNENBURG</td>
<td>$15,769.79</td>
<td>$25,907.15</td>
<td>$41,676.94</td>
</tr>
<tr>
<td>LEA NO.</td>
<td>SCHOOL DIVISION</td>
<td>Entitlement Available July 1, 2019</td>
<td>Entitlement Available October 1, 2019</td>
<td>SY 2019 - 2020 Total Entitlements</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>056</td>
<td>MADISON</td>
<td>$11,983.95</td>
<td>$19,687.65</td>
<td>$31,671.60</td>
</tr>
<tr>
<td>057</td>
<td>MATHEWS</td>
<td>$6,803.94</td>
<td>$11,177.76</td>
<td>$17,981.70</td>
</tr>
<tr>
<td>058</td>
<td>MECKLENBURG</td>
<td>$40,099.84</td>
<td>$65,877.41</td>
<td>$105,977.25</td>
</tr>
<tr>
<td>059</td>
<td>MIDDLESEX</td>
<td>$10,411.45</td>
<td>$17,104.28</td>
<td>$27,515.73</td>
</tr>
<tr>
<td>060</td>
<td>MONTGOMERY</td>
<td>$64,955.97</td>
<td>$106,711.93</td>
<td>$171,667.90</td>
</tr>
<tr>
<td>062</td>
<td>NELSON</td>
<td>$16,104.68</td>
<td>$26,457.33</td>
<td>$42,562.01</td>
</tr>
<tr>
<td>063</td>
<td>NEW KENT</td>
<td>$12,641.73</td>
<td>$20,768.26</td>
<td>$33,409.99</td>
</tr>
<tr>
<td>065</td>
<td>NORTHAMPTON</td>
<td>$17,162.87</td>
<td>$28,195.76</td>
<td>$45,358.63</td>
</tr>
<tr>
<td>066</td>
<td>NORTHUMBERLAND</td>
<td>$13,503.46</td>
<td>$22,183.94</td>
<td>$35,687.40</td>
</tr>
<tr>
<td>067</td>
<td>NOTTOWAY</td>
<td>$21,307.21</td>
<td>$35,004.21</td>
<td>$56,311.42</td>
</tr>
<tr>
<td>068</td>
<td>ORANGE</td>
<td>$29,289.76</td>
<td>$48,118.23</td>
<td>$77,407.99</td>
</tr>
<tr>
<td>069</td>
<td>PAGE</td>
<td>$27,398.35</td>
<td>$45,010.96</td>
<td>$72,409.31</td>
</tr>
<tr>
<td>070</td>
<td>PATRICK</td>
<td>$18,120.27</td>
<td>$29,768.26</td>
<td>$48,888.88</td>
</tr>
<tr>
<td>071</td>
<td>PITTSYLVANIA</td>
<td>$63,774.37</td>
<td>$104,770.74</td>
<td>$168,545.11</td>
</tr>
<tr>
<td>072</td>
<td>POWHATAN</td>
<td>$14,498.55</td>
<td>$23,818.73</td>
<td>$38,317.28</td>
</tr>
<tr>
<td>073</td>
<td>PRINCE EDWARD</td>
<td>$24,817.84</td>
<td>$40,771.61</td>
<td>$65,589.45</td>
</tr>
<tr>
<td>074</td>
<td>PRINCE GEORGE</td>
<td>$29,220.19</td>
<td>$48,003.93</td>
<td>$77,224.12</td>
</tr>
<tr>
<td>075</td>
<td>PRINCE WILLIAM</td>
<td>$377,539.46</td>
<td>$620,234.91</td>
<td>$997,774.37</td>
</tr>
<tr>
<td>077</td>
<td>PULASKI</td>
<td>$33,093.94</td>
<td>$54,367.88</td>
<td>$87,461.82</td>
</tr>
<tr>
<td>078</td>
<td>RAPPAHANNOCK</td>
<td>$5,792.84</td>
<td>$9,516.68</td>
<td>$15,309.52</td>
</tr>
<tr>
<td>079</td>
<td>RICHMOND CO.</td>
<td>$9,317.44</td>
<td>$15,307.02</td>
<td>$24,624.46</td>
</tr>
<tr>
<td>080</td>
<td>ROANOKE CO.</td>
<td>$59,376.81</td>
<td>$97,546.28</td>
<td>$156,923.09</td>
</tr>
<tr>
<td>081</td>
<td>ROCKBRIDGE</td>
<td>$21,393.23</td>
<td>$35,145.54</td>
<td>$56,538.77</td>
</tr>
<tr>
<td>082</td>
<td>ROCKINGHAM</td>
<td>$63,364.01</td>
<td>$104,096.58</td>
<td>$167,460.59</td>
</tr>
<tr>
<td>083</td>
<td>RUSSELL</td>
<td>$33,421.70</td>
<td>$54,906.33</td>
<td>$88,328.03</td>
</tr>
<tr>
<td>084</td>
<td>SCOTT</td>
<td>$23,885.03</td>
<td>$39,239.15</td>
<td>$63,124.18</td>
</tr>
<tr>
<td>085</td>
<td>SHENANDOAH</td>
<td>$38,375.71</td>
<td>$63,044.95</td>
<td>$101,420.66</td>
</tr>
<tr>
<td>086</td>
<td>SMYTH</td>
<td>$37,130.80</td>
<td>$60,999.77</td>
<td>$98,130.57</td>
</tr>
<tr>
<td>087</td>
<td>SOUTHAMPTON</td>
<td>$18,639.75</td>
<td>$30,622.03</td>
<td>$49,261.78</td>
</tr>
<tr>
<td>088</td>
<td>SPOTSYLVANIA</td>
<td>$114,128.33</td>
<td>$187,493.97</td>
<td>$301,622.30</td>
</tr>
<tr>
<td>089</td>
<td>STAFFORD</td>
<td>$97,651.35</td>
<td>$160,425.03</td>
<td>$258,076.38</td>
</tr>
<tr>
<td>090</td>
<td>SURRY</td>
<td>$6,409.18</td>
<td>$10,529.23</td>
<td>$16,938.41</td>
</tr>
<tr>
<td>091</td>
<td>SUSSEX</td>
<td>$13,261.04</td>
<td>$21,785.70</td>
<td>$35,046.74</td>
</tr>
<tr>
<td>092</td>
<td>TAZWELL</td>
<td>$50,632.55</td>
<td>$83,180.90</td>
<td>$133,813.45</td>
</tr>
<tr>
<td>093</td>
<td>WARREN</td>
<td>$34,269.68</td>
<td>$56,299.42</td>
<td>$90,569.10</td>
</tr>
<tr>
<td>094</td>
<td>WASHINGTON</td>
<td>$53,006.32</td>
<td>$87,080.63</td>
<td>$140,086.95</td>
</tr>
<tr>
<td>095</td>
<td>WESTMORELAND</td>
<td>$15,780.84</td>
<td>$25,925.32</td>
<td>$41,706.16</td>
</tr>
<tr>
<td>096</td>
<td>WISE</td>
<td>$56,387.62</td>
<td>$92,635.53</td>
<td>$149,023.15</td>
</tr>
<tr>
<td>097</td>
<td>WYTHE</td>
<td>$31,796.16</td>
<td>$52,235.83</td>
<td>$84,031.99</td>
</tr>
<tr>
<td>098</td>
<td>YORK</td>
<td>$41,053.78</td>
<td>$67,444.57</td>
<td>$108,498.35</td>
</tr>
<tr>
<td>101</td>
<td>ALEXANDRIA CITY</td>
<td>$124,717.58</td>
<td>$204,890.36</td>
<td>$329,607.94</td>
</tr>
<tr>
<td>102</td>
<td>BRISTOL CITY</td>
<td>$25,624.28</td>
<td>$42,096.45</td>
<td>$67,720.73</td>
</tr>
<tr>
<td>103</td>
<td>BUENA VISTA CITY</td>
<td>$6,959.89</td>
<td>$11,433.95</td>
<td>$18,393.84</td>
</tr>
<tr>
<td>LEA NO.</td>
<td>SCHOOL DIVISION</td>
<td>Entitlement Available July 1, 2019</td>
<td>Entitlement Available October 1, 2019</td>
<td>SY 2019 - 2020 Total Entitlements</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>------------------------------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>104</td>
<td>CHARLOTTESVILLE CITY</td>
<td>$38,249.47</td>
<td>$62,837.56</td>
<td>$101,087.03</td>
</tr>
<tr>
<td>106</td>
<td>COLONIAL HEIGHTS CITY</td>
<td>$20,438.74</td>
<td>$33,577.48</td>
<td>$54,016.22</td>
</tr>
<tr>
<td>107</td>
<td>COVINGTON CITY</td>
<td>$6,698.64</td>
<td>$11,004.77</td>
<td>$17,703.41</td>
</tr>
<tr>
<td>108</td>
<td>DANVILLE CITY</td>
<td>$84,130.56</td>
<td>$138,212.61</td>
<td>$222,343.17</td>
</tr>
<tr>
<td>109</td>
<td>FALLS CHURCH CITY</td>
<td>$6,660.14</td>
<td>$10,941.52</td>
<td>$17,601.66</td>
</tr>
<tr>
<td>110</td>
<td>FREDERICKSBURG CITY</td>
<td>$31,259.10</td>
<td>$51,353.52</td>
<td>$82,612.62</td>
</tr>
<tr>
<td>111</td>
<td>GALAX CITY</td>
<td>$12,874.52</td>
<td>$21,150.71</td>
<td>$34,025.23</td>
</tr>
<tr>
<td>112</td>
<td>HAMPTON CITY</td>
<td>$177,792.79</td>
<td>$292,084.16</td>
<td>$469,876.95</td>
</tr>
<tr>
<td>113</td>
<td>HARRISONBURG CITY</td>
<td>$46,477.96</td>
<td>$76,355.59</td>
<td>$122,833.55</td>
</tr>
<tr>
<td>114</td>
<td>HOPEWELL CITY</td>
<td>$44,667.23</td>
<td>$73,380.88</td>
<td>$118,048.11</td>
</tr>
<tr>
<td>115</td>
<td>LYNCHBURG CITY</td>
<td>$97,317.04</td>
<td>$159,875.81</td>
<td>$257,192.85</td>
</tr>
<tr>
<td>116</td>
<td>MARTINSVILLE CITY</td>
<td>$26,339.53</td>
<td>$43,271.49</td>
<td>$69,611.02</td>
</tr>
<tr>
<td>117</td>
<td>NEWPORT NEWS CITY</td>
<td>$275,601.46</td>
<td>$452,767.63</td>
<td>$728,369.09</td>
</tr>
<tr>
<td>118</td>
<td>NORFOLK CITY</td>
<td>$317,843.49</td>
<td>$522,164.31</td>
<td>$840,007.80</td>
</tr>
<tr>
<td>119</td>
<td>NORTON CITY</td>
<td>$6,586.18</td>
<td>$10,820.00</td>
<td>$17,406.18</td>
</tr>
<tr>
<td>120</td>
<td>PETERSBURG CITY</td>
<td>$57,863.17</td>
<td>$95,059.61</td>
<td>$152,922.78</td>
</tr>
<tr>
<td>121</td>
<td>PORTSMOUTH CITY</td>
<td>$158,931.68</td>
<td>$261,098.46</td>
<td>$420,030.14</td>
</tr>
<tr>
<td>122</td>
<td>RADFORD CITY</td>
<td>$64,477.96</td>
<td>$103,981.75</td>
<td>$168,459.71</td>
</tr>
<tr>
<td>123</td>
<td>RICHMOND CITY</td>
<td>$347,912.65</td>
<td>$571,562.96</td>
<td>$919,475.61</td>
</tr>
<tr>
<td>124</td>
<td>ROANOKE CITY</td>
<td>$159,751.21</td>
<td>$262,444.82</td>
<td>$422,196.03</td>
</tr>
<tr>
<td>126</td>
<td>STAUNTON CITY</td>
<td>$25,349.59</td>
<td>$41,645.18</td>
<td>$66,994.77</td>
</tr>
<tr>
<td>127</td>
<td>SUFFOLK CITY</td>
<td>$105,739.91</td>
<td>$173,713.18</td>
<td>$279,453.09</td>
</tr>
<tr>
<td>128</td>
<td>VIRGINIA BEACH CITY</td>
<td>$355,188.22</td>
<td>$583,515.52</td>
<td>$938,703.74</td>
</tr>
<tr>
<td>130</td>
<td>WAYNESBORO CITY</td>
<td>$32,846.93</td>
<td>$52,154.26</td>
<td>$85,001.20</td>
</tr>
<tr>
<td>131</td>
<td>WILLIAMSBURG CITY</td>
<td>$59,523.89</td>
<td>$97,787.91</td>
<td>$157,311.80</td>
</tr>
<tr>
<td>132</td>
<td>WINCHESTER CITY</td>
<td>$32,817.12</td>
<td>$53,913.09</td>
<td>$86,730.21</td>
</tr>
<tr>
<td>135</td>
<td>FRANKLIN CITY</td>
<td>$17,415.59</td>
<td>$28,610.94</td>
<td>$46,026.53</td>
</tr>
<tr>
<td>136</td>
<td>CHESAPEAKE CITY</td>
<td>$244,239.59</td>
<td>$401,245.27</td>
<td>$645,484.86</td>
</tr>
<tr>
<td>139</td>
<td>SALEM CITY</td>
<td>$21,956.15</td>
<td>$36,070.32</td>
<td>$58,026.47</td>
</tr>
<tr>
<td>142</td>
<td>POQUOSON CITY</td>
<td>$6,343.69</td>
<td>$10,899.69</td>
<td>$17,243.38</td>
</tr>
<tr>
<td>143</td>
<td>MANASSAS CITY</td>
<td>$44,846.93</td>
<td>$73,676.09</td>
<td>$118,523.02</td>
</tr>
<tr>
<td>144</td>
<td>MANASSAS PARK CITY</td>
<td>$15,057.43</td>
<td>$24,736.87</td>
<td>$39,794.30</td>
</tr>
<tr>
<td>202</td>
<td>COLONIAL BEACH</td>
<td>$6,434.25</td>
<td>$10,570.42</td>
<td>$17,004.67</td>
</tr>
<tr>
<td>207</td>
<td>WEST POINT</td>
<td>$2,106.36</td>
<td>$3,460.40</td>
<td>$5,566.76</td>
</tr>
</tbody>
</table>

\[ \text{Totals} \quad \text{Charlottesville City} = 7,739,542.78 \quad \text{Colonial Heights City} = 12,714,789.14 \quad \text{Total Entitlements} = 20,454,331.92 \]

Virginia will retain the current allocation of formula dollars between secondary and postsecondary local subrecipients during the Transition Year, which includes 85 percent to eligible secondary recipients and 15 percent to eligible postsecondary recipients. This will allow time to thoroughly examine data, current programs of study, labor market needs, enrollment,
concentration and completion data, and other relevant factors to determine the split of funds in the four year plan following the transition year.

**POSTSECONDARY**

Specific dollar allocations made available by the VCCS for career and technical education programs under Perkins V provide for the postsecondary education programs distribution of funds to the 23 Virginia Community Colleges for July 1, 2019 through June 30, 2020.

Each postsecondary institution allocation amount is determined using separate formula calculations for the number of individuals who are Federal Pell Grant recipients with and without transfer curriculum. The postsecondary institution allocation amount is the average of the two different formula calculations with a minimum $60,000 grant amount.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Allocation Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge Community College</td>
<td>$ 60,413.12</td>
</tr>
<tr>
<td>Central Virginia Community College</td>
<td>$ 69,298.68</td>
</tr>
<tr>
<td>Dabney S. Lancaster Community College</td>
<td>$ 60,000.00</td>
</tr>
<tr>
<td>Danville Community College</td>
<td>$ 98,529.26</td>
</tr>
<tr>
<td>Eastern Shore Community College</td>
<td>$ 60,000.00</td>
</tr>
<tr>
<td>Germanna Community College</td>
<td>$103,710.22</td>
</tr>
<tr>
<td>J. Sargeant Reynolds Community College</td>
<td>$331,388.30</td>
</tr>
<tr>
<td>John Tyler Community College</td>
<td>$149,536.35</td>
</tr>
<tr>
<td>Lord Fairfax Community College</td>
<td>$ 84,349.03</td>
</tr>
<tr>
<td>Mountain Empire Community College</td>
<td>$127,353.99</td>
</tr>
<tr>
<td>New River Community College</td>
<td>$ 89,379.09</td>
</tr>
<tr>
<td>Northern Virginia Community College</td>
<td>$497,875.21</td>
</tr>
<tr>
<td>Patrick Henry Community College</td>
<td>$ 80,354.30</td>
</tr>
<tr>
<td>Paul D. Camp Community College</td>
<td>$ 60,000.00</td>
</tr>
<tr>
<td>Piedmont Community College</td>
<td>$ 68,880.55</td>
</tr>
<tr>
<td>Rappahannock Community College</td>
<td>$ 61,389.69</td>
</tr>
<tr>
<td>Southside Community College</td>
<td>$120,082.62</td>
</tr>
<tr>
<td>Southwest Community College</td>
<td>$132,205.36</td>
</tr>
<tr>
<td>Thomas Nelson Community College</td>
<td>$255,295.71</td>
</tr>
<tr>
<td>College</td>
<td>Amount</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Tidewater Community College</td>
<td>$573,757.93</td>
</tr>
<tr>
<td>Virginia Highlands Community College</td>
<td>$102,314.32</td>
</tr>
<tr>
<td>Virginia Western Community College</td>
<td>$149,638.61</td>
</tr>
<tr>
<td>Wytheville Community College</td>
<td>$74,595.47</td>
</tr>
</tbody>
</table>
II.C.4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

SECONDARY
The Department of Education provides leadership and technical support to the state’s correctional institutes including the Department of Corrections and the Department of Juvenile Justice. The funding formula for these institution is based on enrollment trends. Of the Perkins V allocation, $157,696 is allocated to the Department of Corrections, and $62,304 is allocated to the Department of Juvenile Justice.

DEPARTMENT OF CORRECTIONS
Funding provided for the Department of Corrections (DOC) will be used to enhance and improve existing programs, develop and implement new programs, staff development, and industry credentialing opportunities consistent with Perkins V.

Efforts to expand the number of students that earn a certification through the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others will continue under Perkins V. Further, emphasis will be placed on utilization of computer-based training to provide real-world experiences. Also, DOC has several articulation agreements for concurrent enrollment with community colleges that further assist students with their career development.

The DOC maintains an active Advisory Council of key stakeholders. The council provides guidance pertaining to program designs, instructional resources, and equipment.

DEPARTMENT OF JUVENILE JUSTICE
Funding provided for the Department of Juvenile Justice (DJJ) will be used to enhance and improve existing programs, develop and implement new programs, staff development, and industry credentialing opportunities consistent with Perkins V.

Efforts to expand the number of students that earn a certification will continue under Perkins V. Further, emphasis will be placed on utilization of computer-based training to provide real-world experiences. The agency provides services to its postsecondary students through a partnership with Community College Work-force Alliance.

Also, DJJ has several articulation agreements for concurrent enrollment with community colleges that further assist students with their career development.

The DJJ maintains an active Advisory Council of key stakeholders. The council provides guidance pertaining to program designs, instructional resources, employability, and equipment. Additionally, many of the council members come into the classrooms as mentors and guest lecturers.
The juvenile programs follow the same curriculum that is mandated for public schools. This assists students with re-enrolling in public schools when they are released. All of their credits will transfer toward high school graduation.

Additionally, Virginia does not utilize consortia within the state.

**POSTSECONDARY**

Please refer to II.C.3 for a complete listing of dollar allocations. All specific dollar allocations are in compliance with section 132(a) of the Perkins V Act.

Postsecondary Education Program funds are distributed to the institutions through electronic reimbursement requests submitted through the Single Sign-on for Web Systems (SSWS) Online Management of Educational Grant Awards (OMEGA) system.
II.C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

SECONDARY
There were no changes in the sub-recipients’ boundaries pursuant to Perkins IV or Perkins V.

POSTSECONDARY
There were no changes in the sub-recipients’ boundaries pursuant to Perkins IV or Perkins V.
II.C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)-

II.C.6.a. include a proposal for such an alternative formula.

SECONDARY
Virginia will not submit any waiver request.

POSTSECONDARY
Virginia will not submit any waiver request.
II.C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)-

II.C.6.b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

SECONDARY

Virginia will not submit any waiver request.

POSTSECONDARY

Virginia will not submit any waiver request.
II.C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)-

II.C.7.a. include a proposal for such an alternative formula; and

SECONDARY

Virginia will not submit any waiver request.

POSTSECONDARY

Virginia will not submit any waiver request.
II.C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)-

II.C.7.b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

SECONDARY

Virginia will not submit any waiver request.

POSTSECONDARY

Virginia will not submit any waiver request.
II.C.8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

SECONDARY/POSTSECONDARY

Virginia’s current maintenance of effort is based on aggregate expenditures. In the State Combined Annual Report (CAR) which was submitted in December 2018, the maintenance of effort listed for the state under non-federal share of expenditures (Column H) was $1,415,524.70. The baseline is a continuing level.
Perkins V Reserve Funds

If the eligible agency will award reserve funds to eligible recipients under section 112 (c) of Perkins V, describe the process and criteria for awarding those funds.

SECONDARY

Virginia will not use any reserve funds at the secondary level.

POSTSECONDARY

Virginia will not use any reserve funds at the postsecondary level.
IV.A.1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

IV.B Budget Form

**State Name:** Virginia

**Fiscal Year (FY):** 2019

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
<td>$28,310,494</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>%</td>
<td>$1,415,524.70</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>%</td>
<td>$2,831,049.40</td>
</tr>
<tr>
<td>4</td>
<td>• Individuals in State Institutions</td>
<td>%</td>
<td>$220,000</td>
</tr>
<tr>
<td>4a</td>
<td>- Correctional Institutions</td>
<td>Not required</td>
<td>$157,696</td>
</tr>
<tr>
<td>4b</td>
<td>- Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$62,304</td>
</tr>
<tr>
<td>4c</td>
<td>- Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$0</td>
</tr>
<tr>
<td>5</td>
<td>• Nontraditional Training and Employment</td>
<td>Not applicable</td>
<td>$150,000</td>
</tr>
<tr>
<td>6</td>
<td>• Special Populations Recruitment</td>
<td>%</td>
<td>$2,831.05</td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td>%</td>
<td>$24,063,919.90</td>
</tr>
<tr>
<td>8</td>
<td>• Reserve</td>
<td>%</td>
<td>$</td>
</tr>
<tr>
<td>9</td>
<td>- Secondary Recipients</td>
<td>%</td>
<td>$</td>
</tr>
<tr>
<td>10</td>
<td>- Postsecondary Recipients</td>
<td>%</td>
<td>$</td>
</tr>
<tr>
<td>11</td>
<td>• Allocation to Eligible Recipients</td>
<td>%</td>
<td>$24,063,919.90</td>
</tr>
<tr>
<td>12</td>
<td>- Secondary Recipients</td>
<td>%</td>
<td>$20,454,331.92</td>
</tr>
<tr>
<td>13</td>
<td>- Postsecondary Recipients</td>
<td>%</td>
<td>$3,609,587.98</td>
</tr>
<tr>
<td>14</td>
<td><strong>State Match (from non-federal funds)</strong></td>
<td>Not applicable</td>
<td>$1,415,524.70</td>
</tr>
</tbody>
</table>
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/Virginia Department
Date: 5/23/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/Virginia Departme
Date: 5/23/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§250 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 178(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

---

**Signature of Authorized Certifying Official**  

[Kent Dickey]

**Title**  
Deputy Superintendent  
Division of Budget, Finance, and Operations

**Applicant Organization**  
Virginia Department of Education

**Date Submitted**  
5/16/19

---
Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
<thead>
<tr>
<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. contract</td>
<td>a. bid/offer/application</td>
<td>a. initial filing</td>
</tr>
<tr>
<td>b. grant</td>
<td>b. initial award</td>
<td>b. material change</td>
</tr>
<tr>
<td>c. cooperative agreement</td>
<td>c. post-award</td>
<td></td>
</tr>
<tr>
<td>d. loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. loan guarantee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. loan insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A (Virginia does not participate in Lobbying Activities)</td>
<td>N/A (Virginia does not participate in Lobbying Activities)</td>
<td>For material change only:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year _______ quarter _______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date of last report__________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A (Virginia does not participate in Lobbying Activities)</td>
</tr>
</tbody>
</table>

4. Name and Address of Reporting Entity:
___ Prime  ___ Subawardee
Tier ______, if Known:

Virginia Department of Education
P. O. Box 2120
Richmond, VA 23219

Congressional District, if known:

5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:

N/A (Virginia does not participate in Lobbying Activities)

Congressional District, if known:

6. Federal Department/Agency:
United States Department of Education
Office of Career, Technical, and Adult Education

7. Federal Program Name/Description:
N/A (Virginia does not participate in Lobbying Activities)

CFDA Number, if applicable:

8. Federal Action Number, if known:
N/A (Virginia does not participate in Lobbying Activities)

9. Award Amount, if known:
$ 28,310,494.00

10. a. Name and Address of Lobbying Registrant
    (if individual, last name, first name, MI):
N/A (Virginia does not participate in Lobbying Activities)

    b. Individuals Performing Services (including address if different from No. 10a)
       (last name, first name, MI):
N/A (Virginia does not participate in Lobbying Activities)

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature: [Signature]
Print Name: Kent Dickey
Title: Deputy Superintendent
Telephone No.: 804-225-2025  Date: 6/18/19

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Virginia Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

Prefix:  
First Name: Kent  
Middle Name:  
Last Name: Dickey  
Title: Deputy Superintendent  
Suffix:  

* SIGNATURE:  

* DATE: 5/16/19
Department of Education’s General Education Provisions Act

In satisfaction of the Department of Education’s General Education Provisions Act (GEPA) Section 427, which applies for applicants for new grant awards under Department programs, please see the following description that the Virginia Department of Education (VDOE) is taking to ensure equitable access to, and participation in, its Federal-assistant program for students, teachers, and other program beneficiaries with special needs.

Virginia is committed to equity and that members of special populations are provided equal access to CTE programs. In compliance with federal regulations, the Virginia Department of Education (VDOE) administers Methods of Administration (MOA) compliance reviews to identify and eliminate any discrimination on the basis of race, color, national origin, sex, and disability. The identification of school divisions for an on-site compliance review of civil rights requirements is determined by a targeting plan that is approved by the U.S. Department of Education, Office for Civil Rights (OCR), and is applied to the school divisions in the current year of a six-year cyclical monitoring schedule. The targeting plan consists of indicators that reflect CTE student enrollments, division and school demographics, existence of a language minority community, and the division’s last participation in a VDOE civil rights on-site review. The CTE civil rights monitoring process includes an examination of the school division’s data, policies and procedures; interviews with central office administrators, school administrators, school staff, and students; and, walkthroughs to assess building accessibility.

School divisions must include notices of nondiscrimination in school division and/or school student handbooks, course registration materials, major publications, and other materials that are disseminated to students and parents that states that it does not discriminate on the basis of race, color, national origin, sex, or disability, and if applicable, must notify English language learners stakeholders of the nondiscrimination provisions as well.

Each local recipient shall include in the local plan strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups. To comply with regulations from the U.S. Department of Education Office of Civil Rights, all school divisions and colleges must publish statements of nondiscrimination, and name and contact information for designated person responsible for addressing complaints.

Local school divisions provide assurances in their local applications that discrimination against students who are members of special populations will not occur. School division must provide equal opportunities in its CTE programs without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran
status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. Recruitment and enrollment methods must be developed and implemented by the school division to provide information and access to all students, including students who are members of special populations. Additionally, school divisions, in their comprehensive local needs assessment, must disaggregate and analyze data to identify achievement gaps and ensure that students who are members of special populations have equitable access and success in all CTE programs.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>State Administration</td>
<td>$ 2831049.40</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>$ 220000.00</td>
</tr>
<tr>
<td>4</td>
<td>State Administration</td>
<td>$ 157696.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62304.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 2831.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24063919.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24063919.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 20454331.92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 3609587.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$ 1415524.70</td>
</tr>
</tbody>
</table>
State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/Virginia Department
Date: 6/25/2019 12:00:00 AM