| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
| --- | --- |

# **Agenda Item: G**

## **Date: March 19, 2020**

### **Title: Final Review of Virginia Perkins V Four-Year State Plan**

#### **Presenters: George R. Willcox, Director, Operations and Accountability**

#### **Dr. David S. Eshelman, Director, Workforce Development and Initiatives**

**William Hatch, Coordinator, Planning, Administration, and Accountability**

#### **Email:** [**George.Willcox@doe.virginia.gov**](mailto:George.Willcox@doe.virginia.gov) **Phone: 804-225-2052**

## **Purpose of Presentation**:

Action required by state or federal law or regulation.

## **Executive Summary:**

## On July 31, 2018, the president signed the Strengthening Career and Technical Education for the 21st Century Act, Public Law 115-224 (Perkins V). The Act reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The purpose of Perkins V is to develop the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education (CTE) programs. Virginia chose to submit a transitional plan, followed by a Four-Year State Plan (July 1, 2020-June 30, 2024) due to the U. S. Department of Education (USDE) on April 15, 2020, which covers all the requirements of the Act. Attachment A provides a draft of the Four-Year State Plan.

The Act requires that the State Plan be developed in consultation with key stakeholders (Appendix A, page 135) and that public hearings be conducted for the purpose of affording all segments of the general public and interested organizations an opportunity to present views and make recommendations regarding the State Plan (Appendix B, page 139). Additionally, the Four-Year State Plan must be made available for a 60-day public comment period.

The Act requires that the development of the Four-Year State Plan include a Cover Page; Narrative Descriptions of Plan Development and Coordination, Program Administration, and Implementation, Fiscal Responsibility, and Accountability for Results; Assurances, Certifications, and Other Forms required by statute and/or applicable Federal regulations; Budget; and State Determined Performance Levels. Further, the Act calls for the VDOE to: (a) review the split of local distribution Perkins funds and how those funds will effectively provide students with the skills needed to succeed in the workplace. These funds are currently split 85 percent secondary and 15 percent postsecondary, (b) consider establishing a Reserve Fund, and if so, at what percentage (up to 15 percent of the local distribution Perkins funds, (c)

select at least one of the following secondary Perkins program quality indicators: the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; the percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or, the percentage of CTE concentrators graduating from high school having participated in work-based learning experience.

## **Action Requested:**

Final review: Action requested at this meeting.

## **Superintendent’s Recommendation:**

The Superintendent of Public Instruction recommends the Board of Education (1) approve the 2020-2024 Virginia Perkins V Four-Year State Plan,; (2) establish a reserve fund base on maintaining the 85/15 split of funds between secondary and postsecondary as outlined in Attachment B; and (3) authorize the Department of Education staff to make technical edits, if necessary, and continue with the requirements for submission of the state plan to USDE by April 15, 2020.

## **Previous Review or Action:**

Previous review and action. Specify date and action taken below:

Date: January 23, 2020

Action: First Review

**Background Information and Statutory Authority**:

* [§ 22.1-227 of the Code of Virginia](https://law.lis.virginia.gov/vacode/title22.1/chapter13/section22.1-227/) – Designates the Board of Education as the State Board of Career and Technical Education and provide the Board authority to carry out provisions of the federal Vocational Education Act of 1963.
* [8VAC20-120-10 of the Administrative Code](https://law.lis.virginia.gov/admincode/title8/agency20/chapter120/section10/) – Requires local education agencies operating career and technical education programs to comply with the Regulations Governing Career and Technical Education.
* [§ 22.1-227.1 of the Code of Virginia](https://law.lis.virginia.gov/vacode/22.1-227.1/) – Incorporates the Standards of Learning into CTE courses; and permits the Board of Education to substitute industry certification and state licensure examinations for Standards of Learning assessments and award credit for CTE courses. Requires the Board of Education to develop guidelines for work-based learning opportunities aligned to CTE programs.
* [Strengthening Career and Technical Education for the 21st Century Act (Perkins V)](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006(not-in-effect).pdf) *Public Law 115-224* – Reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (July 31, 2018).
* [U.S. Department of Education Guide for the Submission of State Plans](https://s3.amazonaws.com/PCRN/docs/1830-0029-Perkins_V_State_Plan_Guide_Revised_9-12-19-_Expires_4-30-22.pdf) – Reference document for preparing a Perkins V State Plan.
* [Every Student Succeeds Act (ESSA)](https://s3.amazonaws.com/PCRN/docs/BILLS-114s1177enr.pdf) – Public Law 114-95 – Reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.
* [8VAC20-131-140](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section140/) – The Regulations Establishing Standards of Accrediting Public Schools in Virginia, College and Career Readiness; Career Exposure, Exploration, and Planning; and Opportunities for Postsecondary Credit.
* [8 VAC20-131-50](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section50/) – The Regulations Establishing Standards of Accrediting Public Schools in Virginia, Requirements for Graduation (Effective for the Students Entering Ninth Grade Prior to the 2018-2019 School Year).
* [8 VAC20-131-51](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section51/) – The Regulations Establishing Standards of Accrediting Public Schools in Virginia, Requirements for Graduation (Effective with the Students Who Enter the Ninth Grade in the 2018-2019 School Year).
* [8VAC20-131-100](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section100/) – Instructional Program in Secondary Schools. Provides that each secondary school provide a program of instruction, aligned with the Profile of a Virginia Graduate.
* [Virginia’s Five-Year State Plan for Fiscal Years 2008-2013 for the Carl D. Perkins Career and Technical Education Act of 2006](http://www.doe.virginia.gov/boe/meetings/2008/01_jan/agenda_items/full_agenda.pdf) – Board of Education review and approval of the Perkins IV State Plan on January 10, 2008.

**Timetable for Further Review/Action:**

Upon approval, the Virginia Perkins V State Plan will be submitted to the U.S. Department of Education with any technical edits by April 15, 2020.

## **Impact on Fiscal and Human Resources:**

Any costs associated with the implementation of Perkins V will be provided by federal funds awarded under the Strengthening Career and Technical Education for the 21st Century Act or by state regulations.

Attachment A

**Virginia State Board of Education**

**Strengthening Career and Technical Education**

**for the 21st Century Act**

**(Perkins V)**

**DRAFT**

**4-Year Plan**

**(2020-2024)**

# II. NARRATIVE DESCRIPTIONS

## II.A. Plan Development and Consultation

### II.A.1. Describe how the State Plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State Plan consultation under section 122(c)(1) of Perkins V.

The Virginia Department of Education (VDOE) developed its Perkins Four-Year State Plan using the Strengthening Career and Technical Education Act for the 21st Century (Perkins V) requirements as a foundation to ensure input from a wide variety of stakeholder sources. The Four-Year Career and Technical Education (CTE) State Plan was informed by representatives from secondary and postsecondary CTE programs, which included eligible secondary and postsecondary subrecipients, with representatives of two-year minority-serving institutions, historically black colleges and universities, and adult CTE providers. Teachers, faculty, school system leaders, school administrators, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals also informed plan development. Value was added to the State Plan by the participation of interested community representatives, including parents, students, and community organizations. Representatives from the Governor’s Office and from large and small business and industry also provided input to the stakeholder meeting. Intentional strategies were employed to include the voice of representatives of special populations, including individuals with disabilities and out-of-school youth, homeless children and youth, and at-risk youth. Additionally, Virginia does not have tribally controlled colleges or universities, Indian tribes, or tribal organizations, nor does Virginia have charter schools included in the local school system for Perkins funding purposes. The comprehensive list of stakeholders by name and organization can be found in Appendix A.

Virginia is fortunate to also have the WIOA Combined State Plan team which, is led by the Governor and Governor’s Office, including the Chief Workforce Development Advisor and the Virginia Board of Workforce Development. Other team members include the secretaries of Commerce and Trade, Education, and Health and Human Resources, and representatives under each branch: the Employment Commission, the Department of Labor and Industry, the Virginia Community College System (VCCS), the Office of Career, Technical, and Adult Education, the Department for aging and Rehabilitative Services, the Department for the Blind and Vision Impaired, and the Department of Social Services. State department levels participating in the WIOA Combined State Plan development under WIOA are Title I areas of Rapid Response, Adult Education, Dislocated Workers, and Youth; Title II area of Adult Education and Literacy; Title III area of Wagner Peyser; and Title IV areas of Vocational Rehabilitation. The remaining Combined Plan team members are from the offices of Trade and Adjustment Assistance, Unemployment Insurance, Jobs for Veterans State Grants, secondary, postsecondary, Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E&T), Temporary Assistance for Needy Families (TANF), and Virginia's Initiative for Employment not Welfare (VIEW).

The participation of, and input from, the breadth of stakeholders informing the development of the state plans has led to a thorough connection among secondary and postsecondary education, small and large business and industries, workforce development industry sectors, and governor-led state agencies.

### II.A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

### II.A.3. Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)

In accordance with the provisions of Perkins V, the state eligible agency shall conduct public hearings for the purpose of affording all segments of the public and interested organizations and groups (including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders [consistent with state law], employers, labor organizations, parents, students, Indian tribes and tribal organizations that may be present in the state, and community organizations) an opportunity to present views and make recommendations regarding the state plan. Listed below are the locations for public hearings Virginia used to receive comments on the state plan.

**October 15, 2019**

Williamsburg-James City Public Schools

Berkeley Middle School

1118 Ironbound Road

Williamsburg, Virginia 23188

Auditorium 7:00-9:00 p.m.

**Total Number of Speakers: 14**

**October 16, 2019**

Prince William County Public Schools

Hylton High School

14051 Spriggs Road

Woodbridge, Virginia 22193

Auditorium 7:00-9:00 p.m.

**Total Number of Speakers: 18**

**October 23, 2019**

Harrisonburg City Public Schools

Skyline Middle school

470 Linda Lane

Harrisonburg, Virginia 22802

Auditorium 7:00-9:00 p.m.

**Total Number of Speakers: 25**

**October 24, 2019**

Wythe County Public Schools

George Wythe High School

1 Marron Way

Wytheville, Virginia 24382

Auditorium 7:00-9:00 p.m.

**Total Number of Speakers: 21**

A summary of the recommendations collected across all four public hearings is below. Several topics emerged which spanned across all public hearings, with the top three categories shared by public comment being the split of funds between secondary education and postsecondary education, continued support for career and technical student organizations (CTSOs), and the overall importance of CTE at the secondary level (see Appendix A for a detailed summary by presenter).

**Funding split between secondary education and postsecondary education**

* This topic spanned across all four public hearings and emphasized the overwhelming support to continue the current secondary to postsecondary funding split of 85%/15%. Many also spoke to the need to increase the secondary to postsecondary funding split in favor of secondary to 90%/10%.
* Several school division personnel cautioned the VDOE that reducing the secondary funding in the formula would significantly and negatively affect their divisions’ ability to implement CTE with fidelity and equity, and that the VDOE must consider how secondary must divide the funding to support 358 high schools and 374 middle schools, compared to 23 community colleges. Any reduction in federal funding for secondary could result in fewer CTSO opportunities, a reduction in staff professional development, fewer equipment upgrades, and fewer credentialing opportunities.
* It was also requested that the split be increased in favor of secondary to support the increased demands with special education, work-based learning (WBL), and industry credentials. Many also indicated that additional funding for secondary education is needed to fulfill the VDOE’s mission to prepare students to be career, college, and life ready, a mission aligned with the VDOE’s Profile of a Virginia Graduate.
* The Superintendent of Lee County Public Schools spoke on behalf of the Regional Superintendent’s Group that represents 19 school divisions in Southwest Virginia. The Regional Superintendent's Group supports the 85%/15% split of funding because of their commitment to children. He pointed out that community colleges have a variety of other opportunities provided through industry partnerships to help with equipment needs that school divisions do not have. In closing, he advocated highly that the Virginia Board of Education (BOE) continue to fund Perkins at the current level or increase funding for secondary education.

**Continued support for CTSOs at the secondary level**

* Students and advisors that participate in CTSOs presented and shared comments at each of the four public hearings throughout the Commonwealth, stressing the importance of continued funding to support CTSO opportunities. It was shared that through CTSOs, students are provided with opportunities to serve, lead, expand their skills and knowledge, and experience career planning far beyond the scope of the classroom. Continued funding to support teachers providing these experiences is vital in helping students learn to lead in a technical world.
* Several personal stories of student success were shared.
  + A teacher/CTSO sponsor who worked with over 50 Future Business Leaders of America (FBLA) regional, state, and national officers shared her perspective: CTSO opportunities have helped students learn the importance of workplace readiness skills (WRS).
  + The national vice president of Family Career and Community Leaders of America (FCCLA) shared how participation in FCCLA has had a tremendous impact on her life, providing her with leadership skills and WRS which have helped her transition into life after high school. She shared several examples of the positive impact on her family and in her consumer science classes, and that the skills she has learned align with the state focus on the Profile of a Graduate. She encouraged an increase in support of CTSO opportunities for future generations.

**Overall importance of CTE at the secondary level**

* Speakers from across all four public hearings gave examples of the significance of CTE at the secondary level and the importance of continued support through federal funding.
* A representative from Hampton City Public Schools shared that “the Academies of Hampton are transforming the high school experience.” Funding to support career exploration with programs like My Future, My Journey provide students the experience to explore all careers at the Hampton Convention Center. In Perkins V, federal funding is permissible down to grade five for expanded career exploration; this requires additional resources and supports, increasing the federal dollars needed at the secondary level. CTE is an integral experience along with CTSO opportunities, industry credentialing, professional development, resources like the CTE Resource Center (CTERC), and essential equipment for hands-on activities that are critical for student success, ensuring all students are life ready as they enter the workforce pipeline throughout the Commonwealth.
* A representative from Northern Virginia shared that CTE provides opportunities like the Thinkabit Lab in Falls Church City where over 5,000 grade 5-12 students study the foundations of microelectronics, computer science and programming, and robotics. CTE courses provide the hands-on technical skills that are needed for the future workforce. Continued support of CTE at the secondary level is mission critical to meeting the workforce needs of the Commonwealth.
* A parent from Prince William County shared a personal story of his son’s success as a CTE student in automotive technology. Throughout his career pathway and involvement in SkillsUSA, his son was able to compete in seven different states with students from all over the country. Based on a WBL opportunity and this classroom success, he received over $100,000 in scholarship funding to attend a technical school; he earned a full ride to the Universal Technical Institute and then participated in the Mercedes-Benz Drive Program. Today, at 20 years old, his son is a Mercedes-Benz mechanic at Huber Mercedes-Benz in Fredericksburg, Virginia; he is self-sufficient and living on his own with a bright future thanks to the Hylton High School CTE automotive program. Any reduction of federal funding would lead to having antiquated training resources or outdated equipment, creating a more difficult transition to a technical school or the industry, thus impacting scholarship opportunities for current and future Hylton High School students.

**Importance of WBL at the secondary level**

* Several presenters' comments were related to WBL, as Virginia highlights the importance of WBL in its Profile of a Virginia Graduate. One presenter shared, “WBL experiences provide our students with authentic learning opportunities on a spectrum from career exploration all the way through career preparation. Perkins funding supports the opportunity for WBL to be imbedded in CTE courses.”
* At the public hearing in Williamsburg, a CTE staff person indicated that implementing WBL has highlighted the need for a centralized management system. Increased funding is needed to support this important component to ensure students are career ready.
* Several speakers requested the funding split to be increased to 90% for secondary schools, in support of expanding WBL opportunities throughout the Commonwealth.

**Support for private school students**

* Two presenters from Wytheville shared comments representing the Minnick Private Day School.
* One presenter stated that Perkins V requires states to continually make meaningful progress toward improving the performance of special populations. Private schools in Virginia serve over 4,000 students, and the goal of many private day schools is to return the student to their home school. It only makes sense to assess the needs of these students and staff when determining how funds can be equitably applied, and to move the needle toward positive outcomes for this special population.
* Another presenter shared that evidence-based practices for the future success of special needs students points to CTE initiatives, including vocational training, WBL, career planning, and paid and unpaid work experience. The goal is to get these students back to public school, and she believes that if they had some of these opportunities, or even one opportunity, to try some experience in these programs, that would be a way to get them interested and back into public schools.

**Continued support for professional development at the secondary level**

* One presenter shared the need for continued funding for CTE teachers to attend professional development, because it is critical in providing a level of confidence and competency as a professional educator.
* Another presenter shared a concern about ensuring funding was available for all staff to remain current in their field. Some teachers are required by their industry to remain certified in order to maintain their teaching license. For example, students in automotive technology programs seek to earn their state inspector license and ASE certifications. Teachers in this program area are required to attend professional development training by industry to stay current in order to prepare students for rigorous exams; continued funding is mission critical at the secondary level.

**Continued support for the CTERC**

* Several presenters shared the value and significance of the work at the CTERC for the past 37 years.
  + About 70 percent of the funding for the CTERC comes from Perkins.
  + CTERC staff support curriculum revision, development of new courses, establishment of the 17th career cluster, WBL Guide, and Safety Guide.
  + The website receives two million hits per year.
  + CTERC provides aligned curriculum with industry standards and ensures competencies are identified, and articulates CTE courses, industry certifications, and course sequences.
* It was shared that funding to support the CTERC is critical and losing it would be devastating; funding must remain to ensure Virginia's CTE curriculum keeps pace with industry and workforce needs.
* Several presenters commented in favor of an increase to support the CTERC, noting any decrease in funding would severely affect the ability of the CTERC to provide free access to, and support of, the curriculum resources for all teachers.

**Perkins V Performance Indicators**

* One presenter in Wytheville shared comments of concern related to the fact that science is now an additional performance measure in Perkins V. He indicated that Virginia is considering the biology SOL as a performance measure, which essentially means that CTE students' biology scores will help determine CTE program quality. He shared that he doesn't think CTE should be held accountable for what will come down to biology SOL scores. He urged Virginia to reconsider this measure. In addition, while he supports dual enrollment, he is not in support of making dual enrollment credits a measure of program quality.

## II.B. Program Administration and Implementation

### II.B.1. State’s Vision for Education and Workforce Development

#### II.B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

**Secondary**

Virginia has an established statewide system of career pathways that brings together elementary, secondary, and postsecondary education; workforce boards; and business and industry. These partnerships connect education, workforce development, and economic development, and the workforce development activities connect to employer needs and focus on high skills, high wages, and in-demand careers that relate to the economy. This statewide system allows Virginia to ensure continued improvement to its modern, relevant, and rigorous programs, and supports students to be workforce ready upon high school graduation or with additional postsecondary education.

The Virginia Workforce Development Plan aligns the education and training pipeline to the needs of the labor market, and the pipeline of activities range from middle and high school, postsecondary, and adult education CTE programs. These priorities are reflected in recent Virginia workforce initiatives that include the identification and acceleration of a workforce that is ready to fill middle-skill jobs, and the inclusion of workforce credentials that are valued by employers and vital to the individual’s career progression.

Additionally, [8VAC20-131-50](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section50/) and [8VAC20-131-51](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section51/), require students to earn a CTE credential approved by the BOE. The CTE credentials could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia WRS for the Commonwealth Assessment. If the CTE credential in a particular program area is not readily available, is not appropriate, or does not adequately measure student competency, with satisfactory completion of competency-based instruction in the program area, the student will meet the standard diploma requirements.

Virginia programs of study for career pathways provide a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study enhance secondary and postsecondary collaboration that may lead to articulation agreements. Virginia’s Economic Development Strategic Plan reinforces the Perkins programs of study and technical skills assessment and ensures collaborative efforts to produce results and value in the workforce system in order to meet business needs while being responsive to long-range talent and skills forecasts as well as emerging needs. Labor market data is acquired from resources such as [CTE Trailblazers](http://www.ctetrailblazers.org/), the [Virginia Employment Commission (VEC)](http://www.vec.virginia.gov/), and the [Census Quarterly Workforce Indicator Explorer](http://qwiexplorer.ces.census.gov/).

Virginia will continue to work across agencies to establish professional development academies to help ensure a common understanding of career pathways and sector partnerships. This effort builds upon a decade of work in the Commonwealth to align education and training programs in ways that make it easier for individuals to access and complete career preparation. By pairing together sector strategies and career pathways awareness, Virginia plans to improve the relevance and effectiveness of education and training programs, leading to more positive outcomes for individuals and businesses. Through a blend of instructor-led and self-paced online courses, academies will strengthen the leadership capacity of workforce system partners and practitioners to incorporate sector partnership, career pathway strategies, and thinking as integral components in every Virginia region.

**Postsecondary**

According to VCCS policy, occupational/technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled craftspersons for employment in industry, business, the professions, and government. These programs, which normally require two years or less of training beyond high school, may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curriculum is planned primarily to meet the needs for workers in the region being served by the community college, but the VCCS may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs.

The VCCS governs 23 colleges located on 40 campuses across the Commonwealth, with its principle objective to “provide and maintain a system of comprehensive community colleges through which appropriate educational opportunities and programs to accomplish the purposes set forth [in the *Code of Virginia*] shall be made available throughout the Commonwealth.” Additionally, each college in the VCCS has a local board. The purpose of each local college board is to keep the community college responsive to the needs of its service area. Each local board also monitors college programs, policies, and actions to ensure that they are within statewide policies.

These local boards play important roles in the curriculum approval process, which follows the following pathway: (1) college proposal is approved by an institutional curriculum advisory committee; (2) the proposal is reviewed and approved by the Chief Academic Officer (CAO); (3) the proposal is reviewed and approved by the local board; and, (4) the proposal is reviewed and approved by the VCCS. The Academic and Student Affairs Council (ASAC) also serves as an advisory body on systemwide matters related to instructional programs and student services. The ASAC also provides a forum for the exchange of information and professional development activities.

All community colleges maintain a workforce development division headed by a vice president, dean, or director who is charged with analyzing and addressing business and industry’s need for a skilled workforce within the college’s local service area. These workforce leaders work collaboratively with CAO within the institution to plan, develop, and maintain occupational/technical education programs at the colleges. Curriculum advisory committees, referenced above, consist of representatives from business, industry, and labor and aid in keeping courses and programs relevant to the workplace and providing students and faculty with relevant career entry requirements. Experiential learning through apprenticeships, internships, cooperative education, service, and project-based leaning provides students with opportunities to apply their knowledge and skills in a real-world context. Site visits and mentoring ensure additional relevancy.

The Workforce Development Advisory Council (WDAC), comprised of college workforce leaders and decision-makers, also meets regularly to discuss current needs, trends, and opportunities. The WDAC serves as an advisory body to the Chancellor on systemwide matters related to non-credit instruction/services and workforce, economic, and community development. The Council meets at least three times a year.

#### II.B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

**Secondary**

The VDOE continues to strengthen its workforce development activities in Perkins V with a wide range of partners and with a continuum of career awareness, exploration, and training opportunities.

As required by [8VAC20-131-140](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section140/), each elementary, middle, and secondary school must provide for the identification of academic and career interests that support planning for career preparation for all students, including students within special populations. Beginning in the elementary school years, students explore the different occupations associated with career clusters and select areas of interest in the process of developing an academic and career plan portfolio (ACPP). In middle school, students complete a locally selected career interest inventory and select a career pathway in developing a personal Academic and Career Plan (ACP). To support development of the ACP, students participate in a CTE career investigations course, or school division alternative, that includes personalized planning for academic courses, WBL opportunities, industry certifications, possible independent projects, and postsecondary education plans within students’ identified career pathways. In high school, students select career-related learning experiences, including courses and WBL opportunities as identified in their ACP. Students’ career interests are evaluated throughout high school, and, if necessary, the ACP is realigned. Additionally, wherever possible and appropriate, students are encouraged and afforded opportunities to take college courses simultaneously to meet high school graduation requirements and earn college degree credit (dual enrollment). Students are provided with various options and programs during this process, including the use of state-supported and/or commercial resources for career exploration and career readiness activities. Additionally, students receiving special education services are provided the required transition-planning process that is uniquely tailored to the students' preferences, interests, and abilities, in order for students to be career ready whether their transition is directly to employment or to postsecondary education or training.

The VDOE Office of Career, Technical, and Adult Education continues its successful process of developing relevant and rigorous curriculum frameworks, with teacher and business and industry input, which prepare students with the academic, employability, and technical knowledge and skills to meet local, state, and global workforce needs. Further, the 21st century WRS for the Commonwealth are the first 22 competencies of every state CTE course, and provide students with vital employability skills.

Virginia offers CTE curriculum in the following 17 Career Clusters:

* Agriculture, Food & Natural Resources
* Architecture & Construction
* Arts, A/V Technology & Communications
* Business Management & Administration
* Education & Training
* Energy
* Finance
* Government & Public Administration
* Health Science
* Hospitality & Tourism
* Human Services
* Information Technology
* Law, Public Safety, Corrections & Security
* Manufacturing
* Marketing
* Science, Technology, Engineering & Mathematics
* Transportation, Distribution & Logistics

Virginia’s programs of study (plans of study) for career pathways within the 17 career clusters provide a consistent foundation of knowledge and skills, with additional regional requirements added to programs if needed. These programs of study enhance secondary and postsecondary collaboration and ensure that CTE programs in Virginia produce results and value in the workforce system in order to meet business needs for long-range talent projections and skills forecasts, as well as emerging needs.

**Postsecondary**

Virginia’s 23 community colleges serve an estimated 400,000 people annually across the state. The opportunities provided include cutting-edge and highly demanded training and education. Over the next ten years, Virginia will need to fill 1.5 million jobs. The majority of these jobs will require postsecondary credentials – associate degrees, certifications, and licensures.

To accommodate the demand, in 2015, the VCCS developed a six-year strategic plan, which focuses on one goal through 2021: Virginia’s community colleges will lead the Commonwealth in the education of its people by tripling the number of credentials awarded for economic vitality and individual prosperity.

A committee of representatives from across the VCCS engaged in a comprehensive and inclusive process to create the six-year strategic plan. The committee included VCCS presidents, vice presidents, deans, faculty, staff-appointed representatives, and students from across Virginia’s Community Colleges. The process began with a series of town hall meetings held around Virginia to gather perspectives from the people the community colleges serve. Next, the committee examined higher education reform proposals from federal and state governments, a higher education think-tank report, national and state data about higher education trends, as well as strategic plans for other organizations. The committee also heard from national experts on higher education trends and reviewed survey data from the VCCS employees and students.

The analysis led the committee to a clear conclusion: Virginia needs its colleges to produce a dramatically higher number of meaningful postsecondary credentials to support economic vitality. More Virginians must complete degrees, diplomas, certificates, career studies certificates, and industry recognized certifications. Their prosperity, and that of the entire state, depends on their success.

In order to make this one strategic goal achievable and meaningful, Virginia’s community colleges and the VCCS office focused efforts in five specific areas:

* Elevating Virginia’s skilled workforce
* Providing educational access for all Virginians
* Reinventing the way community colleges help students succeed
* Connecting Virginia’s diverse educational opportunities
* Preserving affordable college access

In order to further advance the strategic vision and goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including existing and emerging in-demand industry sectors and occupations, the VCCS seeks to further align Perkins V CTE programs with the Virginia public workforce system, including WIOA.

The mission of Virginia’s public workforce system is to prepare individuals for the careers of today and tomorrow and connect businesses to a highly skilled workforce. In order to achieve this mission, Virginia incorporates the Career Pathways Model in the implementation of statewide workforce development programs. This model values employer engagement, customer focus, and data-driven decision-making in all workforce programs and helps Virginia maintain a workforce system that exemplifies innovation and responsiveness in an ever-changing economic landscape.

The VCCS vision of Perkins V leverages and complements WIOA and the public workforce system by supporting a statewide system of career pathway development that brings together not only state and local leaders in Perkins but also adult education and high school dropout recovery programs, Department of Labor grant projects, and state-funded initiatives such as the Virginia Community Colleges Institutes of Excellence that are targeted to the development and dissemination of new programs in emerging technologies.

In order to build a career pathways system that brings together a variety of workforce targeted programs, the VCCS personnel responsible for career pathways–related programming, such as Perkins, high school and adult career coaches, Middle College, PluggedIn Virginia, Department of Labor grant programs, the Career Readiness Certificate, Institutes of Excellence, and credit and noncredit workforce program, have been consolidated under a VCCS cross-functional Academic and Workforce Programs team. This team reports to the Senior Vice Chancellor of Academic and Workforce Programs, and collaboratively leads and manages the VCCS career pathway initiatives.

A Career Pathways Work Group (CPWG) was established in 2013. It is comprised of representatives from the Virginia agencies responsible for workforce development programs, including state CTE directors and members of the Virginia Economic Development partnership and Governor’s Office. The CPWG ensures integrated career pathways programming that is responsive to regional business demands. Members meet in small and large groups to address specific projects, grant opportunities, and shared programming and outcomes. The CPWG has established a statewide definition of a career pathways system, funded regional career pathways grants, and provided ongoing advice and recommendations to the Virginia Board for Workforce Development.

The VCCS postsecondary Perkins funding helped to create the development of a career-coaching program. Currently, Perkins partially supports 135 coaches, who are community college employees, serving 185 high schools statewide. Perkins funds have also supported career coach training in the following areas:

* Increased nontraditional gender career awareness, participation, and completion among high school students (via professional development seminars and training);
* Improved technological capabilities for case management and student tracking (Virginia Wizard Case Management System); and
* Supported professional development for the Coordinator for Postsecondary Pathways/Program Director ‒ High School Career Coach Program to attend the National Career Pathways Conference in Orlando to earn the Career Pathways Leadership certification and glean CTE topical and pedagogical best practices.

The career coaching program’s success and growth has garnered significant funding from public and private entities and has spurred an expansion of coaching across colleges and divisions for adults, veterans, at-risk students, and foster youth.

The VCCS continues to provide fiscal support from Perkins for high school career coaches and, in 2014, launched the Rural Virginia Horseshoe Initiative, designed to improve educational attainment rates in rural Virginia. The initiative continues to prioritize the strategy to increase the number and effectiveness of career coaches in high schools served by the 14 rural Virginia Community Colleges. Approximately 40 percent of career coaches now occupy full-time positions, and full-time coaches primarily serve rural secondary students.

In addition to the career coaches, the VCCS will employ Perkins funding to support high-quality CTE instruction, ongoing and targeted professional development for CTE instructors, and collaborative initiatives with the VDOE and other agencies that lead to stronger CTE outcomes in the Commonwealth.

#### II.B.1.c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

**Secondary**

Virginia is submitting its Perkins V Four-Year State Plan as part of the WIOA Combined State Plan. Virginia’s WIOA Plan and Every Student Succeeds Act (ESSA) Consolidated State Plan informs Virginia’s strategic vison and goals for preparing an educated and skilled workforce. These plans, along with this Perkins V Four-Year State Plan, align to establish a foundation that prepares an educated and skilled workforce in Virginia.

The ESSA Consolidated State Plan identifies Virginia’s rigorous accountability Board-approved benchmarks in reading and mathematics as the long-term goals for all students and student groups. For over 20 years, Virginia has implemented a state accountability system that includes rigorous state content standards and assessments for all students. The standards and assessments are updated on a regular basis. These benchmarks differentiate and identify schools for support and improvement, and they also place federal accountability focus on student groups that have historically failed to meet growth targets. This gap-closing model is rigorous and attainable and emphasizes the importance of improved achievement for low-performing student groups.

**Postsecondary**

Virginia’s CTE programs of study and workforce development system serve many of the same underemployed and unemployed Virginians. Consequently, the Commonwealth seeks to coordinate efforts in order to most effectively leverage and use resources and to achieve the strategic vision and goals described in this document. Representatives from all eight agencies in the Commonwealth with responsibility for workforce development, including the VDOE and the VCCS, have been meeting regularly over the past several months to ensure that the activities to be carried out under Perkins and WIOA are aligned and, where appropriate, integrated.

The VCCS is the state agency responsible for the administration of both postsecondary Perkins and WIOA Title I. Consequently, staff responsible for WIOA planning and implementation regularly meet and plan programming with the VCCS staff responsible for college programs, including Perkins. Having oversight of both postsecondary Perkins and WIOA provides the VCCS with the unique opportunity to ensure that the two programs align; many conversations and shared planning are conducted within the central office, colleges, and local workforce areas focused on program alignment. One example of shared planning and programming is the planning and implementation of the Governor’s G3 workforce development program. The G3 stands for “Get Skilled, Get a Job, and Give Back,” and it is the signature workforce development program under Governor Ralph Northam’s administration. In preparation for G3, the VCCS, under the Governor’s direction, allocated just over $5 million in WIOA state set-aside funds to support colleges in their redesign of targeted, high-demand CTE programs. This redesign resulted in the overhaul of nearly 500 college CTE programs that lead to applied associate degrees in fields such as healthcare, manufacturing, and information technology (IT). The new programming is broken into smaller, stackable credential programs that are fully aligned and sequential. Students may enter level one, earn a credential of value, and then become employed – returning later to engage in levels two and three, which are seamlessly aligned in an articulated pathway toward an associate degree. This new approach to stackable CTE programming is scheduled to be implemented in FY2021 after a significant budget proposal from the Governor to support G3 as Virginia’s “Promise Program” for the colleges.

Middle College and Great Expectations are two additional examples of programs that provide services to current and aspiring CTE students. Middle College allows individuals without a high school degree to increase their income and employability by simultaneously pursuing a GED, community college education, and a workforce certification in a college environment. The Great Expectations program supports current or former foster youth who are seeking postsecondary education but who often lack the resources and support to be successful. Frequently, Great Expectations youth access the Middle College program, and both programs recruit individuals who are eligible under WIOA adult, dislocated worker, or youth programs. Both programs also offer targeted remedial courses, access to workforce readiness courses, wraparound support services, scholarships, incentives, enrollment in community college courses applicable to a degree or industry-based certificate, and comprehensive support services.

The representation of both secondary and postsecondary Perkins on the state’s CPWG also ensures regular communication and coordination among Perkins and WIOA program leaders. Finally, the Virginia Board of Workforce Development’s work plan has specific activities related to the alignment of secondary and postsecondary Perkins with activities carried out under WIOA Title I.

The VCCS also employs the following strategies for joint planning, alignment, coordination, and leveraging of funds between the state’s CTE programs/programs of study with the state’s workforce development system to improve and enhance career pathway access and opportunities for students, and to leverage funds between Perkins V and WIOA programs:

* VDOE: The VCCS and the VDOE have an extensive history of a cooperative and collaborative work with the state’s WIOA partners to provide a coordinated and comprehensive programmatic and funding approach for educational and workforce services.
* Virginia’s WIOA One-Stop Centers, known in Virginia as Career Works: One-Stop Centers, are part of Virginia Career Works network, and postsecondary Perkins is a mandated partner in the centers. As a required one-stop partner under WIOA, the VCCS continues coordinated efforts with the VEC on the delivery of services to Virginia’s employers and job seekers offered at Virginia Career Works. One-Stop Centers were developed to bring together employment and training program services that work with all people and make it easier for job seekers and employers to use these services.

The Virginia Career Works network maintains a list of Virginia Career Works Centers with access to workforce and employment and training services through various programs and partner organizations. All Career Works Centers provide services required by federal legislation plus programs and services from nonprofit and other community partners that coordinate to meet the needs of the local community.

* Virginia’s WIOA Adult, Dislocated Worker, and Youth Programs: Under WIOA Title I - Adult Program, Dislocated Worker Program, and the Youth Program, the Virginia Career Works Centers provide educational youth services that include: tutoring, study skills training, evidence-based dropout prevention and/recovery services, alternative secondary school services, financial literacy, and education offered concurrently with workforce preparation activities and training for specific occupations or occupational clusters. These activities include summer employment opportunities directly linked to academic and occupational learning, paid and unpaid work experiences that incorporate academic and occupational education, occupational skills training, and entrepreneurial skills training. Resources delivered include, but are not limited to: job openings, labor market data, résumé training, education services, online learning, veterans’ services, and youth services.

As a partner program that provides access through the Virginia’s Career Works system, postsecondary Perkins will continue to partner and coordinate service delivery efforts with WIOA Titles I, II, III, and IV.

#### II.B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

**Secondary**

Virginia will use its state leadership funds to:

* develop, revise, or procure CTE curricula that are aligned to industry and academic standards, including funding for the CTERC;
* evaluate and improve regional technical centers;
* provide professional learning experiences for CTE teachers, faculty, and administrators;
* review CTE Comprehensive Local Needs Assessments (CLNA) and Perkins applications;
* review Perkins local allocation and local use;
* monitor CTE programs of study;
* recruit and prepare CTE teachers, faculty, and specialized instructional support personnel or paraprofessionals;
* market and highlight CTE programs of study, including CTE stigma/perception and marketing;
* support state-supported resources for career exploration and career readiness activities;
* provide support to eliminate inequities in student access to high-quality CTE programs of study and hire effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
* prepare students for nontraditional fields in current and emerging professions;
* develop strategies to improve success in CTE programs of study for members of special populations;
* provide funding to CTE programs that serve individuals in state institutions;
* deliver technical assistance for eligible recipients;
* support the integration of employability skills into CTE programs of study;
* support CTSOs; and,
* support career exploration curriculum through Grade 5.

**Postsecondary**

The VCCS uses state leadership funds to support development and implementation of strategies to improve CTE throughout the community college system. These activities include:

* Preparation for nontraditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, or in-demand occupations that result in postsecondary certificates and nationally recognized certifications (e.g. the VCCS high school career coach coordinator provides professional development and assistance to high school career coaches).
* Support for recruiting, preparing, training, and retaining CTE instructors, faculty, specialized instructional support personnel, professional development, or leadership development programs (e.g., the VCCS’s annual Hire Ed Conference is a gathering of community college leaders, workforce development professionals, partner agencies, board members and elected officials exploring the ways in which colleges will respond to the needs of businesses and individuals in the Commonwealth, positioning Virginia as a national model for workforce training).
* Provision of technical assistance to Perkins-eligible recipients and reporting on the effectiveness of funding (e.g., on-site monitoring activities, data collection, and provision of related technical assistance).

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

#### 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 CTE program provides a statewide system of career pathways that brings 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, obtainment of workforce credentials such asindustry certification, a state licensure examination, a national occupational competency assessment, or the Commonwealth WRS Assessment is a priority.

Sample programs of study have been developed for each of the 17 career clusters based on models provided by Advance CTE. The programs of study provide a consistent foundation of the 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, employment needs of the area, and postsecondary career options. The links below provide [sample programs of study](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/index.shtml) and templates which are posted on the VDOE website.

##### Agriculture, Food & Natural Resources

* [Agribusiness Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_agribusiness_systems.doc)
* [Animal Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_animal_systems.doc)
* [Environmental Service Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_environmental_service_systems.doc)
* [Food Products & Processing Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_food_products_processing_systems.doc)
* [Natural Resources Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_natural_resources_systems.doc)
* [Plant Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_plant_systems.doc)
* [Power, Structural & Technical Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_power_structural_technical_systems.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/agriculture_resources/ag_blank.doc)

##### Architecture & Construction

* [Construction](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/architecture_const/arch_construction.doc)
* [Design / Pre-Construction](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/architecture_const/arch_design_preconstruction.doc)
* [Maintenance Operations](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/architecture_const/arch_maintenance_operations.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/architecture_const/arch_blank.doc)

##### Arts, A/V Technology & Communications

* [Audio / Video Technology and Film](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_audio_video_technology_film.doc)
* [Journalism & Broadcasting](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_journalism_broadcasting.doc)
* [Performing Arts](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_performing_arts.doc)
* [Printing Technology](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_printing_technology.doc)
* [Telecommunications](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_telecommunications.doc)
* [Visual Arts](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_visual_arts.doc)
* [Visual Arts (Interior Design Sample)](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_visual_arts_interior_design.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/arts_communication/arts_blank.doc)

##### Business Management & Administration

* [Administrative Support](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/business_mgt/bus_administrative_support.doc)
* [Business Information Management](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/business_mgt/bus_business_info_management.doc)
* [General Management](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/business_mgt/bus_general_management.doc)
* [Human Resources Management](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/business_mgt/bus_human_resources_management.doc)
* [Operations Management](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/business_mgt/bus_operations_management.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/business_mgt/bus_blank.doc)

##### Education & Training

* [Administration & Administrative Support](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/education_training/educ_administration_administrative_support.doc)
* [Professional Support Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/education_training/educ_professional_support_services.doc)
* [Teaching and Training](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/education_training/educ_teaching_training.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/education_training/educ_blank.doc)

##### Energy (Fall 2020)

* Fuels Production
* Power Generation
* Energy Transmission, Distribution, and Storage
* Energy Sustainability and Efficiency

##### Finance

* [Accounting](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/finance/finance_accounting.doc)
* [Banking Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/finance/finance_banking_services.doc)
* [Business Finance](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/finance/finance_business_finance.doc)
* [Insurance](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/finance/finance_insurance.doc)
* [Securities & Investments](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/finance/finance_securities_investments.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/finance/finance_blank.doc)

##### Government & Public Administration

* [Foreign Service](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_foreign_service.doc)
* [Governance](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_governance.doc)
* [National Security](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_national_security.doc)
* [Planning](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_planning.doc)
* [Public Management & Administration](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_public_management_admin.doc)
* [Regulation](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_regulation.doc)
* [Revenue & Taxation](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_revenue_taxation.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/govt_public_admin/govt_blank.doc)

##### Health Science

* [Biotechnology Research & Development](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/health_science/health_biotechnology_research_development.doc)
* [Diagnostic Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/health_science/health_diagnostic_services.doc)
* [Health Informatics](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/health_science/health_health_informatics.doc)
* [Support Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/health_science/health_support_services.doc)
* [Therapeutic Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/health_science/health_therapeutic_services.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/health_science/health_blank.doc)

##### Hospitality & Tourism

* [Lodging](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/hospitality_tourism/hospitality_lodging.doc)
* [Recreation, Amusements & Attractions](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/hospitality_tourism/hospitality_recreation_amusements_attractions.doc)
* [Restaurants and Food / Beverage Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/hospitality_tourism/hospitality_restaurant_food_beverage_services.doc)
* [Travel & Tourism](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/hospitality_tourism/hospitality_travel_tourism.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/hospitality_tourism/hospitality_blank.doc)

##### Human Services

* [Consumer Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/human_services/humansvcs_consumer_services.doc)
* [Counseling & Mental Health Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/human_services/humansvcs_counseling_mental_health_services.doc)
* [Early Childhood Development & Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/human_services/humansvcs_early_childhood_development_services.doc)
* [Family & Community Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/human_services/humansvcs_family_community_services.doc)
* [Personal Care Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/human_services/humansvcs_personal_care_services.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/human_services/humansvcs_blank.doc)

##### Information Technology

* [Information Support & Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/information_technology/it_information_support_services.doc)
* [Network Systems](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/information_technology/it_network_systems.doc)
* [Programming & Software Development](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/information_technology/it_programming_software_development.doc)
* [Web & Digital Communications](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/information_technology/it_web_digital_communications.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/information_technology/it_blank.doc)

##### Law, Public Safety, Corrections & Security

* [Correction Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/law_corrections_security/law_correction_services.doc)
* [Emergency & Fire Management Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/law_corrections_security/law_emergency_fire_management_services.doc)
* [Law Enforcement Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/law_corrections_security/law_law_enforcement_services.doc)
* [Legal Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/law_corrections_security/law_legal_services.doc)
* [Security & Protective Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/law_corrections_security/law_security_protective_services.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/law_corrections_security/law_blank.doc)

##### Manufacturing

* [Health, Safety & Environmental Assurance](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_health_safety_environmental_assurance.doc)
* [Logistics Inventory Control](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_logistics_inventory_control.doc)
* [Maintenance, Installation & Repair](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_maintenance_installation_repair.doc)
* [Manufacturing Production Process Development](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_manufacturing_production_process_development.doc)
* [Production](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_production.doc)
* [Quality Assurance](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_quality_assurance.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/manufacturing/mfg_blank.doc)

##### Marketing

* [Marketing Communications](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/marketing/mkt_marketing_communications.doc)
* [Marketing Management](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/marketing/mkt_marketing_management.doc)
* [Marketing Research](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/marketing/mkt_marketing_research.doc)
* [Merchandising](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/marketing/mkt_merchandising.doc)
* [Professional Sales](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/marketing/mkt_professional_sales.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/marketing/mkt_blank.doc)

##### Science, Technology, Engineering & Mathematics

* [Engineering & Technology (Agriculture Sample)](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/sci_tech_engineer_math/stem_engineering_technology_agriculture.doc)
* [Engineering & Technology (Energy and Power Sample)](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/sci_tech_engineer_math/stem_engineering_technology_energy_power.doc)
* [Engineering & Technology (Engineering Sample)](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/sci_tech_engineer_math/stem_engineering_technology_engineering.doc)
* [Engineering & Technology (Technology Sample)](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/sci_tech_engineer_math/stem_engineering_technology_technology.doc)
* [Science & Math](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/sci_tech_engineer_math/stem_science_math.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/sci_tech_engineer_math/stem_blank.doc)

##### Transportation, Distribution & Logistics

* [Facility & Mobile Equipment Maintenance](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_facility_mobile_equipment_maintenance.doc)
* [Health, Safety & Environmental Management](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_health_safety_environmental_management.doc)
* [Logistics Planning and Management Services](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_logistics_planning_management_services.doc)
* [Sales & Service](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_sales_service.doc)
* [Transportation Operations](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_transportation_operations.doc)
* [Transportation Systems / Infrastructure Planning, Management & Regulation](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_transportation_systems_infrasatructure_planning_mgt_regulation.doc)
* [Warehousing & Distribution Center Operations](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_warehousing_distribution_center_operations.doc)
* [**Blank Plan of Study (with fields)**](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/plans_of_study/transportation/transp_blank.doc)

Virginia’s CTE programs and courses are described in the [Administrative Planning Guide (APG)](http://www.cteresource.org/apg). The links below point to the state-approved courses designed for career connections and career clusters.

* [Career Connections](http://www.cteresource.org/apg/categories/career-connections)
* [Agriculture, Food and Natural Resources](http://www.cteresource.org/apg/categories/agriculture-food-and-natural-resources)
* [Architecture and Construction](http://www.cteresource.org/apg/categories/architecture-and-construction)
* [Arts, Audio/Video Technology and Communications](http://www.cteresource.org/apg/categories/arts-audio-video-technology-and-communications)
* [Business Management and Administration](http://www.cteresource.org/apg/categories/business-management-and-administration)
* [Education and Training](http://www.cteresource.org/apg/categories/education-and-training)
* Energy (Fall 2020)
* [Finance](http://www.cteresource.org/apg/categories/finance)
* [Government and Public Administration](http://www.cteresource.org/apg/categories/government-and-public-administration)
* [Health Science](http://www.cteresource.org/apg/categories/health-science)
* [Hospitality and Tourism](http://www.cteresource.org/apg/categories/hospitality-and-tourism)
* [Human Services](http://www.cteresource.org/apg/categories/human-services)
* [Information Technology](http://www.cteresource.org/apg/categories/information-technology)
* [Law, Public Safety, Corrections and Security](http://www.cteresource.org/apg/categories/law-public-safety-corrections-and-security)
* [Manufacturing](http://www.cteresource.org/apg/categories/manufacturing)
* [Marketing](http://www.cteresource.org/apg/categories/marketing)
* [Science, Technology, Engineering and Mathematics](http://www.cteresource.org/apg/categories/science-technology-engineering-and-mathematics)
* [Transportation, Distribution and Logistics](http://www.cteresource.org/apg/categories/transportation-distribution-and-logistics)

The Virginia BOE 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 VCCS 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CC_Info_RGB_LR | | | | | | | **Commonwealth of Virginia Sample Plan of Study** | | | | | | | | | | | Rev: 4/13  **Student Name:**       **School:**       **Date:** | | | | | | |
| **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.* | | | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION**  **LEVELS** | **GRADE** | | **English/ Language Arts** | | **Mathematics** | | | | **Science** | | | **Social Studies/ Science** | | | | **Other Required Courses**  **Recommended Electives**  **Learner Activities** | | | | **Recommended Career and Technical Courses**  Source:  Administrative Planning Guide  http://www.cteresource.org/apg/ | | | **SAMPLE – Occupations Relating to This Pathway:**  http://www.doe.virginia.gov/instruction/career\_technical/career\_clusters/sample\_plans\_study/index.shtml  http://www.careerclusters.org  http://www.cteresource.org/cpg/ | |
| **NOTE: Indicate State Course Titles and Codes** | | | | | | | | | | | | | | | | | | | |
| **Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml** | | | | | | | | | | | | | | | | | | | | | | | * Account Manager * Applications Integrator * Call Center Support Representative * Customer Service Representative * Data Systems Designer * Database Administrator * Database Analyst * E-Business Specialist * Help Desk Specialist * Information Systems Architect * Instructional Designer * Maintenance Technician * PC Support Specialist * PC Systems Coordinator * Product Support Engineer * Support Engineer * Systems Analyst * Technical Communicator * Testing Engineer | |
| **MIDDLE** | **7** | | English 7 (1110) | | Math 7 (3111) | | | | Life Science (4115) | | | U S History (2354) | | | | Introduction to Technology (8481/8482/8483/8484) | | | Digital Input Technologies (6160) | | | |
| **8** | | English 8 (1120) | | Math 8/Pre-Algebra (3112) | | | | Physical Science (4125) | | | Civics & Economics (2357) | | | |  | | | Computer Solutions (6609-18) | | | |
| **Career Assessment:** Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school:  VA Wizard  or other assessment (please indicate): | | | | | | | | | | | | | | | | | | | | | | |
| **SECONDARY** | **9** | | English (1130) | | Algebra I (3130) | | | | Earth Sciences (4210) | | | World History/ Geography I (2215) | | | | Economics and Personal Finance (6120)  Health & PE (2 years)  Foreign Language (3 years)  Other Electives to Complement Pathway (Core Academic and CTE):  Advanced Computer Information Systems 6613  Programming 6640 D.E. | | | | IT Fundamentals (6670) D.E.  Computer Information Systems (6612) | | |
| **10** | | English (1140) | | Geometry (3143) | | | | Biology (4310) | | | World History/ Geography II (2216) | | | | Cybersecurity Systems Tech (8628) D.E. OR  Computer Networking Hardware Operations (CNHO) I and II (8542/8543) D.E.  Computer Information Systems, Adv (6613) | | |
| **11** | | English (1150) | | Algebra II (3135) | | | | Chemistry (4410) | | | US/VA History (2360) | | | | Cybersecurity Systems Tech, Adv (8629) D.E. OR  Computer Networking Hardware Operations CNHO III and IV (544/8545) D.E. | | |
| **12** | | English (1160) | | Advanced Mathematics (3160) | | | | Physics (4510) | | | US/VA Government (2440) | | | | Cybersecurity Network Systems (6830) D.E. | | |
| **High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)** | | | | | | | | | | | | | | | | | | | | | | | |
| **List related certifications/credentials approved by VDOE and offered locally:** [LINK: http://www.cteresource.org/apg](http://www.cteresource.org/apg) (Go to Certification - License Section.)  IC3; Microsoft Certified Applications Specialist; Microsoft Office Specialist; A+; Certified Novell Administrator; Certified Computer Service Technician; Computer Networking Fundamentals Assessment; Computer Repair Technician Assessment; IT Essential Exams 1 and 2; CISCO Certified Networking Associate; Workplace Readiness Skills for the Commonwealth (CTECS) | | | | | | | | | | | | **Additional Learning Opportunities:**  CTSO Organization(s):  DECA  FBLA  FCCLA  FFA  FEA  HOSA  SkillsUSA  TSA  **Work-Based Learning:**  Career Research  Cooperative Education  Internship  Mentorship  Job Shadowing  Service Learning Project  Student Apprenticeship | | | | | | | | | | | | |
| **Postsecondary**: Placement Assessments such as Virginia Placement Test or COMPASS | | | | | | | | | | | | College Entrance Exams such as ACT & SAT | | | | | | | | | | | | |
| **POSTSECONDARY** | **SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY**  Individual plans must include locally agreed upon courses at the postsecondary level (See page 2) | | | | | | | | | | | | | | | | | | | | | | | |
| **Pathway** | | | | | | | **Associate Degree, College Certificate, or Apprenticeship** | | | | | | **Bachelors Degree** | | | | | | | **Postgraduate Degree** | | | |
| Information Support and Services | | | | | | | Information Science – A.S. | | | | | | (Determined Locally) | | | | | | | (Determined Locally – Optional) | | | |
|  | | | | | | | | | | | | | **Page 2** | | | | | | | | | | | |
| **College:** | | | | | | | | | | | | | **School Division(s):** | | | | | | | | | | | |
| **Postsecondary**: Placement Assessments such as Virginia Placement Test or COMPASS | | | | | | | | | | | | | | | | | | | | | | | | |
| POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally | | **Semester** | | **English** | | **Mathematics** | | | | **Science** | **Social**  **Studies** | | | | **Required Courses or Recommended Electives** | | | | | | | | | |
| **POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.** | | | | | | | | | | | | | | | | | | | | | | |
| Year 1  1st Semester | | ENG 111  College Composition (3) | | MTH 161 Precalculus I or higher level mathematics course (3) | | | |  | HIS 101  History of Western Civilization (3)  SOC 200 Principles of Sociology (3) | | | | ITE 115  Intro to Computer Applications Concepts (3) | | SDV 100  College Success Skills (1) | | | | |  | |  |
| Year 1  2nd Semester | | ENG 112  College Composition (3) | | MTH 261  Applied Calculus (3) | | | |  |  | | | | ITE 170  Multi Media Software (3) | | ITN 100  Introduction to Telecomm.(3) | | | | | ITP 100  Software Design (3) | |  |
| Year 2  1st Semester | | CST 110  Introduction to Communication | |  | | | | BIO 101  Biology w/Lab (4) | ART 101  History and Appreciation of Art (3) | | | | ITP 120  JAVA Programming (4) | |  | | | | |  | |  |
| Year 2  2nd Semester | |  | |  | | | | BIO 102  Biology w/Lab (4) | ART 102  History and Appreciation of Art II (3)  HIS 121 U.S. History (3) | | | |  | | ITD 256  Advanced Data Management (3) | | | | | ITE 221  PC Hardware and OS Architecture (3) | |  |
| **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 | | University/College:  Degree or Major:  Number of Articulated CC Credits: | | | | | | | | | | | | | | | | | | | | | | |
| Notes: | | | | | | | | | | | | | | | | | | | | | | | | |

The 2019 Virginia General Assembly passed [House Bill 2008](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2008) and [Senate Bill 1348](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1348), which require the VDOE, 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 two bills also require the 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 bills further require 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 VCCS is comprised of 23 community colleges located on 40 campuses throughout the Commonwealth of Virginia. Each community college provides [programs](https://courses.vccs.edu/programs) [and majors](https://courses.vccs.edu/programs) 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 provide the opportunity to learn and develop the right skills so lives and communities are strengthened.

Each community college serves a defined [service region](http://gis.vedp.org/datasets/6a24e3e31e414611a7338b0b3682ef10_13) 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 meet the need for workers in the region being served by the community college, but the VCCS 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, special populations representation, out-of-school, homeless, and/or at-risk youth individuals to provide input and guidance pertaining to the scope and sequence of programs and courses to meet regional workforce demands.

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](https://courses.vccs.edu/).

Associate of Arts

Humanities/Humanistic Studies

* [Liberal Arts](https://courses.vccs.edu/programs/major/648.LIBERAL%20ARTS)

Visual and Performing Arts, General

* [Fine Arts](https://courses.vccs.edu/programs/major/529.FINE%20ARTS)
* [Music](https://courses.vccs.edu/programs/major/555.MUSIC)

Associate of Arts and Sciences

Liberal Arts and Sciences/Liberal Studies

* [Arts & Sciences](https://courses.vccs.edu/programs/major/649.ARTS%20%26%20SCIENCES)
* [Business Admin](https://courses.vccs.edu/programs/major/216.BUSINESS%20ADMIN)istration
* [Education](https://courses.vccs.edu/programs/major/624.EDUCATION)
* [Engineering](https://courses.vccs.edu/programs/major/836.ENGINEERING)
* [General Studies](https://courses.vccs.edu/programs/major/697.GENERAL%20STUDIES)
* [Liberal Arts](https://courses.vccs.edu/programs/major/650.LIBERAL%20ARTS)
* [Science](https://courses.vccs.edu/programs/major/881.SCIENCE)

Associate of Applied Arts Non-transfer, applied degree. Visual and Performing Arts, General

* [Music](https://courses.vccs.edu/programs/major/559.MUSIC)

Visual and Performing Arts, Other

* [Fine Arts](https://courses.vccs.edu/programs/major/530.FINE%20ARTS)
* [Studio & Visual Communication](https://courses.vccs.edu/programs/major/531.STUDIO%20%26%20VISUAL%20COMMUNICAT)
* [Studio Arts](https://courses.vccs.edu/programs/major/532.STUDIO%20ARTS)

Associate of Applied Science

Non-transfer, applied technology degree Accounting and Related Services, Other

* [Accounting](https://courses.vccs.edu/programs/major/203.ACCOUNTING)

Airframe Mechanics and Aircraft Maintenance Technology/Technician

* [Aviation Maintenance Technology](https://courses.vccs.edu/programs/major/889.Aviation%20Maintenance%20Technolog)

Allied Health Diagnostic, Intervention, and Treatment Professions, Other

* [Health Sciences](https://courses.vccs.edu/programs/major/195.HEALTH%20SCIENCES)

Applied Horticulture/Horticultural Operations, General

* [HORTICULTURE](https://courses.vccs.edu/programs/major/335.HORTICULTURE)

Architectural Technology/Technician

* [Architecture](https://courses.vccs.edu/programs/major/901.ARCHITECTURE)

Automobile/Automotive Mechanics Technology/Technician

* [Automotive](https://courses.vccs.edu/programs/major/909.AUTOMOTIVE)

Biology Technician/Biotechnology Laboratory Technician

* [Biotechnology](https://courses.vccs.edu/programs/major/149.BIOTECHNOLOGY)

Business Operations Support And Secretarial Services, Other

* [Administrative Support Tech](https://courses.vccs.edu/programs/major/298.ADMINISTRATIVE%20SUPPORT%20TEC)
* [Computer Software Specialist](https://courses.vccs.edu/programs/major/222.COMPUTER%20SOFTWARE%20SPECIALI)

Business/Managerial Operations, Other

* [Acquisition And Procurement](https://courses.vccs.edu/programs/major/248.ACQUISITION%20AND%20PROCUREMEN)
* [Management](https://courses.vccs.edu/programs/major/212.MANAGEMENT)
* [Marketing](https://courses.vccs.edu/programs/major/251.MARKETING)

Cad/Cadd Drafting and/or Design Technology/Technician

* [Computer Aided Drafting & Design](https://courses.vccs.edu/programs/major/729.COMPUTER%20AIDED%20DRAFTING%20%26)

Child Care Provider/Assistant

* [Early Childhood Development](https://courses.vccs.edu/programs/major/636.EARLY%20CHILDHOOD%20DEVELOPMEN)

Civil Engineering Technology/Technician

* [Civil Engineering Technology](https://courses.vccs.edu/programs/major/915.CIVIL%20ENGINEERING%20TECHNOLO)

Clinical/Medical Laboratory Technician

* [Medical Laboratory Technology](https://courses.vccs.edu/programs/major/151.MEDICAL%20LABORATORY%20TECHNOL)

Computer And Information Sciences, General

* [Information Systems Technology](https://courses.vccs.edu/programs/major/299.INFORMATION%20SYSTEMS%20TECHNO)
* Ist: Networking

Computer and Information Systems Security

* [Cybersecurity](https://courses.vccs.edu/programs/major/345.Cybersecurity)

Construction Trades, General

* [Construction Management Tech](https://courses.vccs.edu/programs/major/917.CONSTRUCTION%20MANAGEMENT%20TE)nology

Cooking and Related Culinary Arts, General

* [Culinary Arts](https://courses.vccs.edu/programs/major/242.CULINARY%20ARTS)

Corrections

* [Corrections Science](https://courses.vccs.edu/programs/major/462.CORRECTIONS%20SCIENCE)

Criminal Justice/Law Enforcement Administration

* [Administration Of Justice](https://courses.vccs.edu/programs/major/400.ADMINISTRATION%20OF%20JUSTICE)
* [Police Science](https://courses.vccs.edu/programs/major/464.POLICE%20SCIENCE)

Dental Hygiene/Hygienist

* [Dental Hygiene](https://courses.vccs.edu/programs/major/118.DENTAL%20HYGIENE)

Design and Visual Communications, General

* [Communication Design](https://courses.vccs.edu/programs/major/511.COMMUNICATION%20DESIGN)
* [Computer Arts](https://courses.vccs.edu/programs/major/506.COMPUTER%20ARTS)
* [Graphic Design](https://courses.vccs.edu/programs/major/514.GRAPHIC%20DESIGN)

Diagnostic Medical Sonography/Sonographer and Ultrasound Technician

* [Diagnostic Medical Sonography](https://courses.vccs.edu/programs/major/109.DIAGNOSTIC%20MEDICAL%20SONOGRA)

Diesel Mechanics Technology/Technician

* [Diesel Technology](https://courses.vccs.edu/programs/major/790.Diesel%20Technology)

Electrical, Electronic and Communications Engineering Technology/Technician

* [Computer Electronics Technology](https://courses.vccs.edu/programs/major/731.COMPUTER%20ELECTRONICS%20TECHN)
* [Computer Networking Technology](https://courses.vccs.edu/programs/major/732.COMPUTER%20NETWORKING%20TECHNO)
* [Electrical Engineering Technology](https://courses.vccs.edu/programs/major/941.ELECTRICAL%20ENGINEERING%20TEC)

Electrician

* [Electrical Technology](https://courses.vccs.edu/programs/major/841.Electrical%20Technology)
* [Electromechanical Control](https://courses.vccs.edu/programs/major/706.ELECTROMECHANICAL%20CONTROL)

Emergency Medical Technology/Technician (EMT Paramedic)

* [Emergency Medical Services](https://courses.vccs.edu/programs/major/146.EMERGENCY%20MEDICAL%20SERVICES)

Engineering Technology, General

* [Architect Civil Engineer](https://courses.vccs.edu/programs/major/895.ARCHITECT%20CIVIL%20ENGINEER)
* [General Engineering Technology](https://courses.vccs.edu/programs/major/968.GENERAL%20ENGINEERING%20TECHNO)

Environmental Control Technologies/Technicians, Other

* [Energy Technology](https://courses.vccs.edu/programs/major/820.Energy%20Technology)

Fire Science/Firefighting

* [Fire Science Technology](https://courses.vccs.edu/programs/major/427.FIRE%20SCIENCE%20TECHNOLOGY)

Forensic Science and Technology

* [Forensic Science](https://courses.vccs.edu/programs/major/405.FORENSIC%20SCIENCE)

Funeral Service and Mortuary Science, General

* [Funeral Service](https://courses.vccs.edu/programs/major/155.FUNERAL%20SERVICE)

Health Information/Medical Records Technology/Technician

* [Health Information Technology](https://courses.vccs.edu/programs/major/152.HEALTH%20INFORMATION%20TECHNOL)

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

* [Air Conditioning And Refrigeration](https://courses.vccs.edu/programs/major/904.AIR%20CONDITIONING%20AND%20REFRI)

Hospitality Administration/Management, General

* [Hospitality Management](https://courses.vccs.edu/programs/major/775.HOSPITALITY%20MANAGEMENT)

Industrial Electronics Technology/Technician

* [Electronics Technology](https://courses.vccs.edu/programs/major/981.ELECTRONICS%20TECHNOLOGY)
* [Instrumentation](https://courses.vccs.edu/programs/major/938.INSTRUMENTATION)

Industrial Production Technologies/Technicians, Other

* [Computer Integrated Manufacturing](https://courses.vccs.edu/programs/major/726.COMPUTER%20INTEGRATED%20MANUFA)
* [Industrial](https://courses.vccs.edu/programs/major/963.INDUSTRIAL)
* [Industrial Technology](https://courses.vccs.edu/programs/major/883.INDUSTRIAL%20TECHNOLOGY)

Industrial Technology/Technician

* [Technical Studies](https://courses.vccs.edu/programs/major/718.TECHNICAL%20STUDIES)

Interior Design

* [Interior Design](https://courses.vccs.edu/programs/major/520.INTERIOR%20DESIGN)

Legal Assistant/Paralegal

* [Paralegal Studies](https://courses.vccs.edu/programs/major/260.PARALEGAL%20STUDIES)

Manufacturing Technology/Technician

* [Mechatronics](https://courses.vccs.edu/programs/major/736.Mechatronics)

Mechanical Engineering Related Technologies/Technicians, Other

* [Mechanical Design](https://courses.vccs.edu/programs/major/967.MECHANICAL%20DESIGN)
* [Mechanical Engineering Technology](https://courses.vccs.edu/programs/major/956.MECHANICAL%20ENGINEERING%20TEC)

Mechanics and Repairers, General

* [Maritime Technologies](https://courses.vccs.edu/programs/major/746.Maritime%20Technologies)

Medical Radiologic Technology/Science - Radiation Therapist

* [Radiation Oncology](https://courses.vccs.edu/programs/major/113.Radiation%20Oncology)

Mental and Social Health Services and Allied Professions, Other

* [Human Services](https://courses.vccs.edu/programs/major/480.HUMAN%20SERVICES)

Mining Technology/Technician

* [Environmental Management](https://courses.vccs.edu/programs/major/711.ENVIRONMENTAL%20MANAGEMENT)

Natural Resources/Conservation, General

* [Environmental Science](https://courses.vccs.edu/programs/major/828.ENVIRONMENTAL%20SCIENCE)
* [Forest Science](https://courses.vccs.edu/programs/major/839.FOREST%20SCIENCE)
* [Forestry](https://courses.vccs.edu/programs/major/328.FORESTRY)

Nursing

* [Nursing](https://courses.vccs.edu/programs/major/156.NURSING)

Occupational Therapist Assistant

* [Occupational Therapist Assistant](https://courses.vccs.edu/programs/major/126.OCCUPATIONAL%20THERAPIST%20ASS)

Opticianary/Ophthalmic Dispensing Optician

* [Opticianry](https://courses.vccs.edu/programs/major/160.OPTICIANRY)

Photography

* [Photography](https://courses.vccs.edu/programs/major/502.PHOTOGRAPHY)

Physical Therapist Assistant

* [Physical Therapist Assistant](https://courses.vccs.edu/programs/major/180.PHYSICAL%20THERAPIST%20ASSISTA)

Precision Metal Working, Other

* [Machine Technology](https://courses.vccs.edu/programs/major/950.MACHINE%20TECHNOLOGY)

Radiologic Technology/Science - Radiographer

* [Radiography](https://courses.vccs.edu/programs/major/172.RADIOGRAPHY)

Respiratory Care Therapy/Therapist

* [Respiratory Therapy](https://courses.vccs.edu/programs/major/181.RESPIRATORY%20THERAPY)

Sign Language Interpretation and Translation

* [American Sign Language – English Interpretation](https://courses.vccs.edu/programs/major/640.AMERICAN%20SIGN%20LANGUAGE%20-%20E)

Teacher Assistant/Aide

* [Education Assisting](https://courses.vccs.edu/programs/major/626.EDUCATION%20ASSISTING)

Veterinary/Animal Health Technology/Technician and Veterinary Assistant

* [Veterinary Technology](https://courses.vccs.edu/programs/major/188.VETERINARY%20TECHNOLOGY)

Associate of Fine Arts

Art/Art Studies, General

* [Visual Arts](https://courses.vccs.edu/programs/major/561.Visual%20Arts)

Drama and Dramatics/Theatre Arts, General

* [Theater](https://courses.vccs.edu/programs/major/562.Theatre)

Film/Cinema Studies

* [Cinema](https://courses.vccs.edu/programs/major/563.Cinema)

Music, General

* [Music](https://courses.vccs.edu/programs/major/560.Music)

Associate of Science

Biological and Physical Sciences

* [Science](https://courses.vccs.edu/programs/major/880.SCIENCE)

Business Administration and Management, General

* [Business Administration](https://courses.vccs.edu/programs/major/213.BUSINESS%20ADMINISTRATION)

Computer Science

* [Computer Science](https://courses.vccs.edu/programs/major/246.COMPUTER%20SCIENCE)

Criminal Justice/Safety Studies

* [Criminology & Criminal Justice](https://courses.vccs.edu/programs/major/471.Criminology%20%26%20Criminal%20Justice)

Education, General

* [Education](https://courses.vccs.edu/programs/major/625.EDUCATION)

Engineering, General

* [Engineering](https://courses.vccs.edu/programs/major/831.ENGINEERING)

General Studies

* [General Studies](https://courses.vccs.edu/programs/major/699.GENERAL%20STUDIES)

Health Services/Allied Health/Health Sciences, General

* [Health Sciences](https://courses.vccs.edu/programs/major/620.Health%20Sciences)

Information Technology

* [Information Technology](https://courses.vccs.edu/programs/major/340.INFORMATION%20TECHNOLOGY)

Social Sciences, General

* [Social Sciences](https://courses.vccs.edu/programs/major/882.SOCIAL%20SCIENCES)

Certificate

A curriculum that consists of a minimum of 30 semester hours with a minimum of 15 percent of course work in general education which must include one three credit hour English class.

Accounting and Related Services, Other

* [Accounting](https://courses.vccs.edu/programs/major/202.ACCOUNTING)
* [Bookkeeping](https://courses.vccs.edu/programs/major/204.BOOKKEEPING)

Aircraft Powerplant Technology/Technician

* [Power Plant Maintenance](https://courses.vccs.edu/programs/major/891.POWER%20PLANT%20MAINTENANCE)

Airframe Mechanics and Aircraft Maintenance Technology/Technician

* [Airframe Maintenance](https://courses.vccs.edu/programs/major/890.AIRFRAME%20MAINTENANCE)

Allied Health Diagnostic, Intervention, and Treatment Professions, Other

* [Advanced Health Care](https://courses.vccs.edu/programs/major/194.ADVANCED%20HEALTH%20CARE)
* [Health Sciences](https://courses.vccs.edu/programs/major/190.HEALTH%20SCIENCES)

Applied Horticulture/Horticultural Operations, General

* [Sustainable Agriculture And Hort](https://courses.vccs.edu/programs/major/312.Sustainable%20Agr%20and%20Hort)iculture

Architectural Drafting and Architectural CAD/CADD

* [Architectural Drafting](https://courses.vccs.edu/programs/major/930.ARCHITECTURAL%20DRAFTING)

Audiovisual Communications Technologies/Technicians, Other

* [Music Recording Technology](https://courses.vccs.edu/programs/major/557.MUSIC%20RECORDING%20TECHNOLOGY)

Automobile/Automotive Mechanics Technology/Technician

* [Automotive Diagnosis And Technology](https://courses.vccs.edu/programs/major/910.AUTOMOTIVE%20DIAGNOSIS%20AND%20T)
* [Automotive Technology](https://courses.vccs.edu/programs/major/902.AUTOMOTIVE%20TECHNOLOGY)

Business Operations Support and Secretarial Services, Other

* [Administrative Support Technology](https://courses.vccs.edu/programs/major/398.ADMINISTRATIVE%20SUPPORT%20TEC)
* [Clerical Studies](https://courses.vccs.edu/programs/major/218.CLERICAL%20STUDIES)
* [Microcomputer Office Automation](https://courses.vccs.edu/programs/major/207.MICROCOMPUTER%20OFFICE%20AUTOM)
* [Office Information Process](https://courses.vccs.edu/programs/major/293.OFFICE%20INFORMATION%20PROCESS)
* [Office Systems Technology](https://courses.vccs.edu/programs/major/264.OFFICE%20SYSTEMS%20TECHNOLOGY)
* [Word Processing](https://courses.vccs.edu/programs/major/292.WORD%20PROCESSING)

Business/Managerial Operations, Other

* [Acquisition And Procurement](https://courses.vccs.edu/programs/major/250.ACQUISITION%20AND%20PROCUREMEN)
* [General Business](https://courses.vccs.edu/programs/major/208.GENERAL%20BUSINESS)
* [Management Development](https://courses.vccs.edu/programs/major/223.MANAGEMENT%20DEVELOPMENT)
* [Small Business Management](https://courses.vccs.edu/programs/major/232.SMALL%20BUSINESS%20MANAGEMENT)
* [Supervision And Management](https://courses.vccs.edu/programs/major/370.SUPERVISION%20AND%20MANAGEMENT)

CAD/CADD Drafting and/or Design Technology/Technician

* [Computer Aided Drafting & Design](https://courses.vccs.edu/programs/major/727.COMPUTER%20AIDED%20DRAFTING%20%26)

Child Care Provider/Assistant

* [Child Care](https://courses.vccs.edu/programs/major/634.CHILD%20CARE)
* [Early Childhood Development](https://courses.vccs.edu/programs/major/632.EARLY%20CHILDHOOD%20DEVELOPMEN)

Computer and Information Sciences, General

* [Information Systems Technology](https://courses.vccs.edu/programs/major/200.INFORMATION%20SYSTEMS%20TECHNO)
* [Networking Aplus](https://courses.vccs.edu/programs/major/353.NETWORKING%20APLUS)

Computer and Information Systems Security

* [Cybersecurity](https://courses.vccs.edu/programs/major/344.Cybersecurity)

Construction Trades, General

* [Building Construction](https://courses.vccs.edu/programs/major/989.BUILDING%20CONSTRUCTION)

Cooking and Related Culinary Arts, General

* [Culinary Arts](https://courses.vccs.edu/programs/major/245.CULINARY%20ARTS)

Corrections

* [Corrections](https://courses.vccs.edu/programs/major/461.CORRECTIONS)

Criminal Justice/Law Enforcement Administration

* [Administration Of Justice](https://courses.vccs.edu/programs/major/406.ADMINISTRATION%20OF%20JUSTICE)
* [Law Enforcement](https://courses.vccs.edu/programs/major/463.LAW%20ENFORCEMENT)
* [Police Science](https://courses.vccs.edu/programs/major/468.POLICE%20SCIENCE)

Dental Assisting/Assistant

* [Dental Assisting](https://courses.vccs.edu/programs/major/120.DENTAL%20ASSISTING)

Design and Visual Communications, General

* [Graphic Communications](https://courses.vccs.edu/programs/major/524.GRAPHIC%20COMMUNICATIONS)
* [Multimedia Design](https://courses.vccs.edu/programs/major/297.MULTIMEDIA%20DESIGN)

Diesel Mechanics Technology/Technician

* [Diesel Mechanics](https://courses.vccs.edu/programs/major/920.DIESEL%20MECHANICS)

Electrical, Electronic and Communications Engineering Technology/Technician

* [[Electricity](https://courses.vccs.edu/programs/major/942.ELECTRICITY)/Electronics](https://courses.vccs.edu/programs/major/943.ELEC/ELECTRONICS)
* [Electronics](https://courses.vccs.edu/programs/major/925.ELECTRONICS)

Electrician

* [Electricity](https://courses.vccs.edu/programs/major/942.ELECTRICITY)

Environmental Control Technologies/Technicians, Other

* [Energy Technology](https://courses.vccs.edu/programs/major/821.Energy%20Technology)

Fire Science/Firefighting

* [Firefighting](https://courses.vccs.edu/programs/major/428.FIREFIGHTING)

Forensic Science and Technology

* [Cybercrime Investigation](https://courses.vccs.edu/programs/major/409.Cybercrime%20Investigation)

Health and Medical Administrative Services, Other

* [Health Information Management](https://courses.vccs.edu/programs/major/141.HEALTH%20INFORMATION%20%20MANAGEMENT)
* [Medical Office Clerk](https://courses.vccs.edu/programs/major/285.MEDICAL%20OFFICE%20CLERK)

Health Information/Medical Records Technology/Technician

* [Health Information Technology](https://courses.vccs.edu/programs/major/142.HEALTH%20INFORMATION%20TECHNOL)

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

* [Air Conditioning And Refrigeration](https://courses.vccs.edu/programs/major/903.AIR%20CONDITIONING%20AND%20REFRI)

Hospitality Administration/Management, General

* Hospitality Management

Industrial Production Technologies/Technicians, Other

* [Industrial Maintenance](https://courses.vccs.edu/programs/major/990.INDUSTRIAL%20MAINTENANCE)
* [Manufacturing Technology](https://courses.vccs.edu/programs/major/722.MANUFACTURING%20TECHNOLOGY)
* [Wind Turbine Service Technology](https://courses.vccs.edu/programs/major/824.Wind%20Turbine%20Service%20Technolog)

Legal Assistant/Paralegal

* [Legal Assistant](https://courses.vccs.edu/programs/major/261.LEGAL%20ASSISTANT)

Liberal Arts and Sciences, General Studies and Humanities, Other

* [General Education](https://courses.vccs.edu/programs/major/695.GENERAL%20EDUCATION)

Licensed Practical/Vocational Nurse Training

* [Practical Nursing](https://courses.vccs.edu/programs/major/157.PRACTICAL%20NURSING)

Massage Therapy/Therapeutic Massage

* [Massotherapy](https://courses.vccs.edu/programs/major/179.MASSOTHERAPY)

Medical/Clinical Assistant

* [Medical Assisting](https://courses.vccs.edu/programs/major/166.MEDICAL%20ASSISTING)

Mental and Social Health Services and Allied Professions, Other

* [Human Services](https://courses.vccs.edu/programs/major/469.HUMAN%20SERVICES)

Precision Metal Working, Other

* [Computer Numeric Controls Machining](https://courses.vccs.edu/programs/major/300.COMPUTER%20NUME%20CON%20MACH)
* [Machine Shop](https://courses.vccs.edu/programs/major/959.MACHINE%20SHOP)
* [Machine Tool Operations](https://courses.vccs.edu/programs/major/952.MACHINE%20TOOL%20OPERATIONS)
* [Precision Machining Technology](https://courses.vccs.edu/programs/major/885.PRECISION%20MACHINING%20TECNOL)

Security and Protective Services, Other

* [Forensic Science](https://courses.vccs.edu/programs/major/475.FORENSIC%20SCIENCE)

Substance Abuse/Addiction Counseling

* [Substance Abuse Rehabilitation](https://courses.vccs.edu/programs/major/403.SUBSTANCE%20ABUSE%20REHABILITA)

Surgical Technology/Technologist

* [Surgical Technology](https://courses.vccs.edu/programs/major/159.SURGICAL%20TECHNOLOGY)

Technical and Business Writing

* [Professional Writing For Business](https://courses.vccs.edu/programs/major/265.PROFESSIONAL%20WRITING%20FOR%20B)

Visual and Performing Arts, Other

* [Arts and Crafts](https://courses.vccs.edu/programs/major/597.ARTS%20AND%20CRAFTS)
* [Fine Arts](https://courses.vccs.edu/programs/major/519.FINE%20ARTS)

Web Page, Digital/Multimedia and Information Resources Design

* [Web Design Manager](https://courses.vccs.edu/programs/major/352.WEB%20DESIGN%20MANAGER)

Welding Technology/Welder

* [Pipe Welding](https://courses.vccs.edu/programs/major/744.Pipe%20Welding)
* [Welding](https://courses.vccs.edu/programs/major/995.WELDING)

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

Automobile/Automotive Mechanics Technology/Technician

* [Automotive Analysis & Repair](https://courses.vccs.edu/programs/major/907.AUTOMOTIVE%20ANALYSIS%20%26%20REPA)

Construction Trades, General

* [Construction Technology](https://courses.vccs.edu/programs/major/745.CONSTRUCTION%20TECHNOLOGY)

Electrical/Electronics Maintenance and Repair Technology, Other

* [Electronics Service](https://courses.vccs.edu/programs/major/949.ELECTRONICS%20SERVICE)

Graphic Communications, General

* [Printing](https://courses.vccs.edu/programs/major/964.PRINTING)

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

* [Air Conditioning and Refrigeration](https://courses.vccs.edu/programs/major/900.AIR%20CONDITIONING%20AND%20REFRI)

Industrial Electronics Technology/Technician

* [Electrical Electronics](https://courses.vccs.edu/programs/major/940.ELECTRICAL%20ELECTRONICS)

Precision Metal Working, Other

* [Machine Operations](https://courses.vccs.edu/programs/major/951.MACHINE%20OPERATIONS)
* [Machine Shop](https://courses.vccs.edu/programs/major/958.MACHINE%20SHOP)
* [Machine Tool](https://courses.vccs.edu/programs/major/960.MACHINE%20TOOL)
* [Machine Tool and Quality](https://courses.vccs.edu/programs/major/477.Machine%20Tool%20and%20Quality)

Welding Technology/Welder

* [Welding](https://courses.vccs.edu/programs/major/707.WELDING)

In addition to the programs provided in the summary table, each college delivers [career studies](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcourses.vccs.edu%2Fcolleges&amp;data=02%7C01%7Cmestes%40vccs.edu%7C48425473b59c45efd9a208d6f4caa441%7C0f58dc2cac9c44f6bdba3b0d404475e9%7C0%7C0%7C636965548510991308&amp;sdata=zfhEdxqOsMW5P2Kwv00BLyMLoSdSLwAS8kF6kOyVbWg%3D&amp;reserved=0) [certificates](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcourses.vccs.edu%2Fcolleges&amp;data=02%7C01%7Cmestes%40vccs.edu%7C48425473b59c45efd9a208d6f4caa441%7C0f58dc2cac9c44f6bdba3b0d404475e9%7C0%7C0%7C636965548510991308&amp;sdata=zfhEdxqOsMW5P2Kwv00BLyMLoSdSLwAS8kF6kOyVbWg%3D&amp;reserved=0) to meet targeted, regional workforce needs. A career studies certificate program is defined as a program of study of not less than 9 or more than 29 semester credit hours and which is not required to include general education courses. Information regarding [Career](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcourses.vccs.edu%2Fcolleges&amp;data=02%7C01%7Cmestes%40vccs.edu%7C48425473b59c45efd9a208d6f4caa441%7C0f58dc2cac9c44f6bdba3b0d404475e9%7C0%7C0%7C636965548511001317&amp;sdata=X7MMYYmesOGczMjojxXvtZY1Fmm4uodiJ3bYfpEki6Y%3D&amp;reserved=0) [Studies Certificates provided by college](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcourses.vccs.edu%2Fcolleges&amp;data=02%7C01%7Cmestes%40vccs.edu%7C48425473b59c45efd9a208d6f4caa441%7C0f58dc2cac9c44f6bdba3b0d404475e9%7C0%7C0%7C636965548511001317&amp;sdata=X7MMYYmesOGczMjojxXvtZY1Fmm4uodiJ3bYfpEki6Y%3D&amp;reserved=0)s 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](https://www.schev.edu/index/institutional/grants/workforce-credential-grant), 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. Branded as [FastForward](https://www.fastforwardva.org/) in 2017, total program enrollments has resulted in more than 18,000 industry recognized, high-demand industry certifications and licensures.

In 2018, in accordance with the VCCS strategic plan, additional strategies were developed to support meeting the goal set forth in the plan – implementing guided career pathways – and prioritizing partnerships with K-12 that result in accelerated pathways to the workforce. For example, community colleges work with regional K-12 partners to create and expand dual enrollment opportunities 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 K-12, the 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](http://trcenter.vccs.edu/guided-pathways-2/) model.

Guided Pathways represents the thoughtful consideration of internal and external factors that influence Virginia’s college communities and the creation of a systemic approach to addressing those factors in the interest of student success. Guided Pathways are designed to guide 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 IT and computer science, demand exceeds 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 and industry certifications. With stackable pathways, students can enroll in short-term skills-based programs, find good entry-level jobs, and continue or return later to complete credits toward additional credentials. In fall 2018, the [Governor provided $5.1 million from the WIOA](https://www.governor.virginia.gov/newsroom/all-releases/2018/november/headline-836679-en.html) 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: IT/computer science, healthcare, manufacturing and trades, public safety, and early childhood education.

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 the student 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 multiyear 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 BOE 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 Virginia’s public schools. [School Quality Profiles](http://schoolquality.virginia.gov/) 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 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:

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

The programs of study will be used 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 an end-of-program or course assessment commonly administered at both secondary and postsecondary levels.

**Postsecondary**

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

* meets the criteria for postsecondary career pathways established by the VCCS and the 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 CTE 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 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 programs, and sharing information about program offerings in creative ways that target all special population groups. To comply with regulations from the U.S. Department of Education (USDE), Office of Civil Rights (OCR), all school divisions must publish statements of nondiscrimination with the name and contact information for the designated person responsible for addressing complaints.

Across the Commonwealth, students who are members of special populations go through the 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 through middle school and high school to enroll in CTE programs, including science, technology, engineering, and mathematics (STEM), that ultimately lead to future high-skill, high-wage, and in-demand industry sectors or occupations.

**Postsecondary**

All of the 23 local community colleges are required to submit annual accountability reports that include services for special populations. Strategies incorporated by the colleges include adaptive technologies, specialized personal tutoring, facilities accessibility, and transportation options. The annual USDE OCR Methods of Administration (MOA) reviews provide the colleges with information and data to help meet 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 nontraditional populations are properly included in text and illustrations, and that statements of nondiscrimination 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. The on-site reviews also ensure that 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. The VCCS provides career coaching and direction in all 23 service regions of the state to prospective students currently enrolled at the secondary level or adults interested in resuming their education. Comprehensive outreach services, including high school career coaches, adult career coaches, and advanced technology coaches, provide direct services in career and college planning, postsecondary enrollment, financial aid, etc.

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 WRS for the Commonwealth are a set of personal qualities and abilities, interpersonal skills, and professional competencies identified by Virginia employers and educators as essential for employee success in the workplace. Developed and updated over the past 30 years to adapt to changing workplace trends and needs, these skills are incorporated into the curriculum of every state CTE course. They not only provide students of diverse backgrounds the opportunity to develop the personal resources they need to obtain 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, because 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 VDOE’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 WRS, 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 WRS 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 WRS for the Commonwealth was developed. These 22 WRS are embedded and taught in context in each state-approved CTE course. The refinements made to Virginia’s WRS for the Commonwealth ensure that all courses have up-to-date and aligned employability skills that focus on the needs of Virginia’s employers.

**Postsecondary**

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

Three major initiatives help the VCCS ensure programs are aligned with critical industry demands and with industry-recognized certifications:

1) Complete 2021: six-year strategic plan to triple number of credentials earned by the year 2021

2) FastForward: short-term workforce credential program to train Virginians for top, in-demand jobs across the Commonwealth. Most programs take between 6 and 12 weeks and are built so students can get their education while they work

3) G3: Governor’s workforce development program, “Get Skilled, Get a Job, and Give Back.”

Each initiative has helped, and will continue to help, the VCCS substantially increase the number of awarded industry credentials preparing students for entry and advancement in high-skill, high-wage, and in-demand careers.

#### 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, WBL 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 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 VDOE and the 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; and the
* CTERC website in the Virginia Education Resource System Online (VERSO) approved curriculum frameworks.

State regulations, [8VAC20-131-140-C(1)(2)](http://lis.virginia.gov/cgi-bin/legp604.exe?000+reg+8VAC20-131-140), require 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 inside and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career, whether directly entering the career field or seeking postsecondary education.

Beginning with the 2018-2019 academic year:

Each elementary, middle, and secondary school shall provide for the identification of personal interests and abilities to support planning for postsecondary opportunities and career preparation for all students. Such support shall include the provision of information regarding exploration of career cluster areas in elementary grades; and, course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom including internships and WBL, and the multiple pathways to college and career readiness in middle and high school grades.

Beginning in the elementary school years, students are to explore different occupations associated with career clusters and select an area or areas of interest. Students shall begin the development of an 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 their future throughout school years. The information contained in the ACPP shall serve as the foundation for creating the ACP in grade seven.

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, WBL opportunities, completion of industry certifications, possible independent projects, and postsecondary education. The course, or its alternative, shall include demonstration of personal, professional, and technical WRS.

Local school divisions then use 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 the VCCS, they will be posted on the VDOE website 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 webpage 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
* On the Virginia CTERC website in 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 nontraditional prospective and enrolled, undecided students to CTE opportunities such as computer coding and manufacturing for females, and healthcare careers for males, among others. Additionally, several colleges have created nontraditional student support groups. The VCCS high school, adult, and advanced technology coaches advise nontraditional students to consider career and technical opportunities and make referrals to the college CTE departments.

II.B.2.c. Describe how the eligible agency will-

#### II.B.2.c.ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.

**Secondary**

The CTE State Advisory Committee was established by the Virginia BOE in 2003 at the request of former Governor Warner. This committee is a standing committee of the Board to provide input on issues important to CTE programs and periodically makes reports to the BOE. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the BOE.

Virginia’s curriculum framework documents for CTE programs/courses are developed with a statewide emphasis on competency-based education. 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 project,
* application of the modified Developing A Curriculum (DACUM) occupational analysis,
* validation of technical competencies by the state technical committees and by business/industry advisory groups, and
* correlation of Virginia’s SOL to technical competencies.

Ongoing research based on new and emerging high-skill, high-wage, and in-demand occupations and changing technology is used in the development and updating of curriculum.

**Postsecondary**

At the local level, each of the VCCS colleges maintains advisory committees for their CTE programs with representatives from business, labor, community organizations such as workforce investment boards and chambers of commerce, secondary educators, faculty, students, administrators, and special populations. Career pathways and career coaching are crucial approaches used at all colleges and serve as guiding practices for advisory committees that oversee CTE programs, courses, and related activities such as recruitment and retention. At the state level, the VCCS leaders are engaged with multiple partner agencies to promote and support CTE opportunities for special populations such as SNAP-ET, TANF, and ex-offenders. In 2018-2019, the VCCS trained more coaches using the established Virginia Career Coach training model, with more coaches having the opportunity to earn their Facilitating Career Development credential that leads to a globally recognized Global Career Development Facilitator certification. As part of Perkins V, all colleges will conduct Comprehensive Local Needs Assessments that include input from several education, business, and community groups to assess current and future CTE needs. During a May 2019 webinar, colleges were given guidance on how to complete the assessment and possible collaborations.

II.B.2.c. Describe how the eligible agency will-

#### II.B.2.c.iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.

**Secondary**

Virginia values and uses labor market data to drive the development of statewide curriculum and approval of local CTE programs. To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community/region, the local program/course approval process requires that local school divisions submit data on labor market and/or employment needs and student interest. CTE program integration of curriculum offerings is also encouraged when competencies for high-skill, high-wage, in-demand, and emerging careers require skill development from two or more concentrations (e.g., advanced manufacturing and cybersecurity). Labor market data is secured from such resources as [CTE Trailblazers](http://www.ctetrailblazers.org/), the [VEC](http://www.vec.virginia.gov/), and the [Census Quarterly Workforce Indicator Explorer](http://qwiexplorer.ces.census.gov/). School divisions must submit a [CTE New Program/Course Application](http://www.doe.virginia.gov/mwg-internal/de5fs23hu73ds/progress?id=2pUL7Zp8xJLZg95E-XaE6WB0dpMwIjORlmYCpck_g1c,) for review and approval of all new courses.

**Postsecondary**

According to the VCCS policy, occupational/technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled crafts-persons for employment in industry, business, the professions, and government. These programs, which normally require two years or less of training beyond high school, may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curricula is planned primarily to meet the needs for workers in the region being served by the community college, but the VCCS may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs.

All community colleges also maintain a workforce development division headed by a vice president, dean, or director who is charged with analyzing and addressing business and industry’s needs for a skilled workforce within the college’s local service area. These workforce leaders work collaboratively with CAO within the institution to plan, develop, and maintain occupational/technical education programs at the colleges. Curriculum advisory committees consisting of representatives from business, industry, and labor aid colleges in keeping courses and programs relevant to the workplace, signaling regional demand for skilled workers, and providing students and faculty with guidance regarding career entry requirements.

The VCCS also uses data provided by the VEC, the U.S. Department of Labor, the USDE, Advance CTE, and local workforce boards, as well as its own collected data to help determine CTE course and program priorities, and to identify colleges in need of technical assistance.

II.B.2.c. Describe how the eligible agency will-

#### II.B.2.c.iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.

**Secondary**

Virginia is committed to equal access to CTE programs for students who are members of special populations across the state and recognizes the need to actively recruit these students to enroll in all CTE programs. The VDOE and local school divisions strive to continuously improve strategies to reach and recruit students who are members of special populations starting in elementary school and continuing through high school for all CTE programs. Once enrolled in a CTE course, there are 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.

In order to overcome barriers, including those based on gender, race, color, national origin, disability, and age, the VDOE requires each local applicant for Perkins’ funds to sign an assurance statement that the local applicant will ensure equal opportunities for all eligible students, faculty, and other program beneficiaries in any project or activity in which such funds are used. Further, the VDOE requires each local applicant to complete Schedule 4 of the Local Plan and Budget (submitted in the Perkins Local Application to the VDOE) that will address how they will ensure equitable access to, and equitable participation in, the project or activity to be conducted by addressing the special needs of students, faculty, and other program beneficiaries, in order to overcome barriers to equitable participation. Finally, the VDOE will sign an assurance that all applications for Perkins funds will be reviewed to ensure that the above requirements are met.

The VDOE also conducts MOA CTE civil rights reviews and CTE federal program monitoring reviews which help ensure students who are members of special populations are provided equal access to CTE programs. The CTE civil rights and the CTE federal program monitoring reviews include an extensive examination of the school division’s data, policies, and procedures; interviews with central office administrators, school administrators, school staff, and students; and, walk-throughs of CTE classrooms and laboratories to assess building accessibility for persons with disabilities.

**Postsecondary**

The VCCS has taken the following steps to increase access and success of special population students:

* review and revise, as needed, current Perkins monitoring review questions;
* implement a specific special populations quarterly improvement plan for community colleges that have findings related to special population services as needed;
* solicit feedback from local community college administrators to identify best practices in reaching and increasing special population participation in CTE programs;
* solicit feedback in the form of a questionnaire from those who work in the student accommodations offices at all 23 colleges; and
* provide additional system leadership and resources to advance best practices across the Commonwealth.

II.B.2.c. Describe how the eligible agency will-

#### II.B.2.c.v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.

**Secondary**

In Virginia, through Perkins V, the VDOE will continue the work in the development of career pathways that was started in Perkins IV connecting high schools and postsecondary institutions through the identification of career pathways: programs of study. School divisions are required to document programs of study that progress from middle school through postsecondary, and the programs must be signed by participating agencies.

Funds are also used for collaborative academic and CTE workshops and professional development, curriculum development, and the development of CTSO scholastic and leadership activities. Program improvement is supported for new courses that address identified high-skill, high-wage, and in-demand jobs in Virginia.

The VDOE is also developing, in collaboration with multiple agencies including workforce development, online courses related to sector partnerships and career pathways to enhance and support the workforce needs throughout the Commonwealth.

The VDOE staff continually reviews the CTE program activities, including courses for secondary instructors, leadership training, integrated academic/CTE instructional activities, recognition of best practices and programs of excellence, joint student leadership training for CTSO officers, and transitional programs and instructional strategies for special populations.

**Postsecondary**

According to the VCCS policy, colleges generally originate curriculum. There must be ample justification for the creation of new curriculum based upon the needs and opportunities of a region served by the college. In determining the curriculum to be offered, the VCCS evaluates the varying needs of the communities served throughout the Commonwealth and the substantiated requests of interested local governing bodies, employers, and individuals. The VCCS policy Section 5, Educational Programs, defines all requirements for new programs, to include local college, local college board, and VCCS approval.

All CTE programs are subject to accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and, therefore, must include both technical and academic education. The VCCS Policy Manual provides stringent policies and guidelines to ensure a balance of core academic as well as career and technical knowledge and skills in CTE programs of study. Colleges must also continuously assess instruction and courses according to the requirements stipulated by the VCCS.

II.B.2.c. Describe how the eligible agency will-

#### II.B.2.c.vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.

**Secondary**

In Virginia, all state curriculum for CTE courses include a required unit on all aspects of industry to provide students with a strong experience in and an understanding of these occupational specific competencies. This unit is linked to instructional resources that focus on the work associated with career clusters and career pathways.

During 2013-2014, a strategic review of WBL was conducted to reassess and revitalize the WBL opportunities offered to Virginia’s CTE students. The results redefined WBL methods and provided flexibility to school divisions with eight options in three categories, ranging from career exploration to pre-professional to career preparation. The WBL resources are located at: [LINK: http://www.doe.virginia.gov/instruction/career\_technical/work-based\_learning/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml).

During the 2019 General Assembly, [House Bill 2018](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2018S) and [Senate Bill 1434](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1434) required the BOE to review and revise, in consultation with certain stakeholders and no later than December 1, 2019, its CTE Work-Based Learning Guide to expand the opportunities available for students to earn credit for graduation through high-quality WBL experiences such as job shadowing, mentorships, internships, and externships.

During 2018-2019, a technical review of WBL was conducted to expand the WBL opportunities offered to students. The results increased the number of opportunities for school divisions, adding three new WBL methods for a total of eleven options in three categories: job shadowing, mentorship, school-based enterprise, externship, entrepreneurship, internship, service learning, clinical experience, cooperative education, youth registered apprenticeship, and registered apprenticeship. The newly revised *Work-Based Learning Guide* will be effective July 1, 2020. A convening of business leaders and educators with defined focus on the WBL methods of instruction, best practices, and current trends is conducted annually. The goal is for each CTE student to participate in at least one WBL experience during secondary education.

**Postsecondary**

Effective and meaningful collaboration among secondary schools, postsecondary institutions, and employers is essential to the development of an appropriately skilled workforce. This focus can be appreciated through review of required student learning expressed in the VDOE Profile of a Virginia Graduate*,* which was updated in May 2019. The profile describes four overlapping areas for student learning and achievement considered essential to success beyond high school. These are:

* *Content Knowledge*: Knowledge of subject areas based on statewide standards and their application.
* *Workplace Skills*: Demonstration of personal skills and behaviors required for productivity, effective relationships, and problem-solving within one’s workplace.
* *Community and Civic Responsibility*: Understanding of the opportunities within civic organizations for service, and decision-making and responsibility for respectful interaction with others.
* *Career Exploration*: Individual participation in career exploration, planning, and preparation, based on understanding of personal interests, skills, and abilities, and the needs of the economy.

Virginia’s community colleges are committed to working with secondary educators to help advance these goals and to supporting seamless transitions to postsecondary CTE programs.

The VCCS provides a variety of programs to foster collaboration with and support for employers, incumbent workers, and the emerging workforce. Noncredit programs are delivered via open enrollment programs and as customized corporate training. Open enrollment programs are available to the general public and assist individuals in transitioning to employment after training. Customized corporate training programs are developed at the request of employer partners to upskill current or potential employees, providing opportunities for employee advancement and meeting the emerging needs of regional employers. Additionally, Virginia’s credit and noncredit career and academic pathways are designed to provide meaningful and rigorous opportunities that incorporate workplace and citizenship skills through internships, externships, credentialing, and blended learning.

The VCCS also established a director of career education programs and workforce partnerships and organized staff around these priorities, to support effective and meaningful collaboration between secondary schools, community colleges, and employers to help ensure students are provided with experience in, and understanding of, all aspects of industry. Successful WBL and apprenticeship models already exist throughout the VCCS, and expanding these opportunities is a system priority. Current program examples include the delivery of related technical instruction for apprentices and employer sponsors in the shipbuilding, ship repair, mechatronics, asphalt, and information technology industries. These programs will serve as a foundation as the VCCS seeks to expand WBL opportunities in an effort to offer these experiences to a larger percentage of students and employer partners. Significant opportunities exist for collaboration between secondary and postsecondary in this effort as this is a shared priority.

Through its programs of study, the VCCS contributes to Virginia’s distinguished record as one of the best states for education, employment, and growth in the disciplines of STEM. Virginia’s strong education pipeline and business friendly climate help support an economy that employs hundreds of thousands of Virginians in STEM fields. Additionally, Virginia is expected to add nearly 150,000 new STEM jobs in the next five years, with opportunities expected to grow for years to come.

The STEM education pipeline has not evolved as quickly as economic demand, and educational inequities often limit access to advanced courses in STEM disciplines, credentials, and WBL for many of the most vulnerable and underrepresented students. In order to close those achievement opportunity gaps, meet the growing economic demands for STEM-prepared employees, and maintain its recognition as one of the best states for STEM education and employment, Virginia’s Governor established a STEM commission and charged the commission with creating a unified vision and adopting a set of dynamic shared goals to strategically prepare students for STEM jobs of the future. Key representatives from the VCCS and the VDOE serve on this committee to help ensure alignment.

The state STEM plan requires collaboration from a wide range of state and local stakeholders, with early childhood, K-12, postsecondary, out-of-school programs, informal education, workforce development, environmental education, and business and industry partners from every region of the state. Through collaboration with stakeholders, the VCCS contributes to shared goals on several initiatives including renewed emphasis on CTE career pathways through the expansion CTE dual enrollment offerings, and opportunities to align state-level WBL efforts benefitting students and business and industry partners.

II.B.2.c. Describe how the eligible agency will-

#### II.B.2.c.vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

**Secondary**

Enhancing student learning and achievement is the goal of the Virginia BOE’s efforts to improve public education. The BOE has revised its accreditation standards to provide a more comprehensive view of school quality while encouraging continuous improvement for all schools and placing increased emphasis on closing achievements gaps. The Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) places emphasis on raising achievement standards for all students. The revised accreditation standards measure performance on multiple school-quality indicators, not just on overall student achievement on state tests. At the high school level, this includes indicators for college, career, and civic readiness.

School divisions are required to meet or exceed the Virginia Agreed-upon Performance Levels for the Perkins Core Indicators of Performance. The actual performance of the school division is recorded in each school division’s Annual Performance Report (APR). In addition, performance data for all special populations is included in the analysis of data. If an indicator is not met, the school division must provide an explanation and the actions taken to improve the performance indicator. Once the school division has met the state standards, they must maintain or show improvement each year. 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**

The VCCS will continue to use CTE performance indicator data to drive student learning outcome improvement. If performance does not meet state-approved minimum levels, the VCCS will work with the local colleges on improvement plans. These improvement plans may address specific targeted supports including tutoring, academic remediation, and specialized support for members of special populations. The VCCS will also offer technical assistance aimed at improving student performance and outcomes and will also promote student academic achievement by supporting local community college efforts to develop, expand, and improve comprehensive student support systems.

The VCCS data suggests that there are opportunity and achievement gaps that persist, for example, between students of color and white students, and students with and without disabilities. The VCCS will continue to seek and develop effective strategies to address these disparities. In order to continue its promotion and support for nontraditional CTE participation, the VCCS will also assess the feasibility of developing a plan to evaluate and, if appropriate, implement a Program Improvement Process for Equity (PIPE). The PIPE, developed by the National Alliance for Partnerships in Equity Education Foundation (NAPEEF), is a data-driven, decision-making institutional change process that focuses on increasing participation, completion, and transition of underrepresented groups in nontraditional CTE programs.

#### 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 and school division partnerships identify a common set of foundation courses that could simultaneously serve as 11th and 12th grade dual enrollment courses, youth apprenticeships, registered apprenticeships, 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, which provides statewide access to college-level courses. 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 has been an active component in Virginia’s CTE programs 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 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 used in the development and revision of curriculum.

**Postsecondary**

Secondary students may earn VCCS 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.

Dual enrollment affords qualified high school students in the Commonwealth the opportunity to enroll in college-level coursework while concurrently satisfying high school graduation requirements. Dual enrollment programs have many potential benefits for students, depending on their talents, intentions, and particular postsecondary path they intend to pursue. These benefits include improving the student’s ability to complete postsecondary programs efficiently, enriching educational opportunities, and preparing for future employment. To support the achievement of these goals, dual enrollment courses should:

* provide access to postsecondary education and pathways to the workforce for qualified high school students from all backgrounds;
* expose students to rigorous coursework that familiarizes them with the academic and behavioral expectations of colleges and universities;
* contribute to the enhanced student success and quality outcomes in postsecondary education; and
* afford the opportunity to reduce time to complete and cost of postsecondary education.

It is the mutual responsibility of higher education institutions, secondary schools, and secondary school divisions to ensure that dual enrollment offerings enable fulfillment of the above purposes according to students’ interests, abilities, and aspirations.

#### II.B.2.e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

**Secondary**

Virginia stakeholders include parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local businesses (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of its CTE programs. All of the above-named stakeholders are members of the State Plan Review Committee.

The VDOE uses the following activities/organizations to provide continued input into the planning, development, implementation, and evaluation of CTE programs.

* As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on previous State Plan Review Committees, the VDOE will continue to engage the PTA in the development of the Perkins V Four-Year State Plan.
* The CTE State Advisory Committee is a standing committee of the BOE which provides input on issues important to CTE programs. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the BOE.
* Local CTE Advisory Committees are required through state regulation (8VAC20-120-50). These committees serve the same purpose at the local level in advising and providing input on issues important to the local CTE programs and approving their Local Plan and Budget that is submitted for Perkins funds. These committees are comprised of the same stakeholders as the CTE State Advisory Committee but secured from the local/regional area served by the school divisions and represent the programs offered in that division/center.
* The Office of Career, Technical, and Adult Education’s regional directors planning group is composed of local CTE administrators from each of the eight superintendent’s regions. This group keeps the VDOE CTE staff aware of CTE-related best practices, professional development needs, and questions arising that are best addressed at the state level.
* The Virginia Career Education Foundation was established in 2002 by Governor Mark Warner, and its fundamental missions are to raise funds and to lend support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in the Commonwealth. The Foundation, a public-private partnership, supports and facilitates public-private partnerships, for it is through the combined efforts of industry, government, and educational institutions that these challenges can best be overcome. The Foundation focuses its efforts primarily on initiatives that are geared toward middle and high school students, those students for whom the future is just around the corner. Under Perkins V, the foundation will be restructured to continue to meet the needs of statewide CTE initiatives. The website is http://vcefworks.org/.
* The CTE state director for operations and accountability serves as an ex-officio member of the Virginia Association of Career and Technical Education Administrators (VACTEA) and the Virginia Association for Career and Technical Education (VACTE). These organizations provide opportunities for professional development, awareness of trends, and needed changes to CTE programs in Virginia.
* Staff at the Demographics and Workforce and Center for Survey Research of the Weldon Cooper Center for Public Service at the University of Virginia maintains Trailblazers (formerly Career Prospects in Virginia), an online resource to help teachers, administrators, and school divisions meet Perkins requirements. In addition, this site provides useful employment projections, labor market data, and research; it is regularly updated, and manages the CTE Completer Follow-Up system.
* In addition to coordinating program maintenance and improvement activities with the state’s Perkins grant subrecipients, the VDOE staff maintains open communication with each of the CTE professional associations, including VACTE, VACTEA, Virginia Association of Agriculture Educators (VAAE), Virginia Association for Career and Technical Education-Special Needs Division (VACTE)-(SND), Virginia Association of Marketing Educators (VAME), Virginia Association of Teachers of Family and Consumer Sciences (VATFACS), Virginia Association of Trade and Industrial Educators (VATIE), Virginia Business Education Association (VBEA), Virginia Health and Medical Sciences Education Association (VAHAMSEA), and Virginia Technology and Engineering Education Association (VTEEA). These organizations are dedicated to expanding relevant and rigorous CTE programs and enhancing leadership among its members.

**Postsecondary**

At the local level, each of the VCCS colleges maintains advisory committees for their CTE programs with representatives from business, labor, community organizations such as workforce investment boards, chambers of commerce, secondary educators, faculty, students, administrators, and special populations. The VCCS leadership engages with multiple partner agencies to promote and support CTE opportunities for special populations such as SNAP-ET, TANF, and ex-offenders. As part of Perkins V, all colleges will continue to conduct a Comprehensive Local Needs Assessment that includes input from education, business, and community groups to assess current and future CTE needs.

#### II.B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

**Secondary**

See Attachment A – Posted: [cteresource.org/Perkins\_V/Secondary\_PlanFY21.xlsm](http://cteresource.org/Perkins_V/Secondary_PlanFY21.xlsm)

**Postsecondary**

See Attachment B – Posted: [cteresource.org/Perkins\_V/Postsecondary\_PlanFY21.xlsm](http://cteresource.org/Perkins_V/Postsecondary_PlanFY21.xlsm)

II.B.2.g Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

**Secondary**

See Appendix C

**Postsecondary**

See Appendix D

#### 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:

1. 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:

1. 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.)
2. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)

Quality:

1. Career and technical education programs incorporated into the K through 12 curriculum 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.)

1. 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 postsecondary 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).
2. 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 BOE. School boards shall report annually to the BOE the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, for the Commonwealth Workplace Readiness Assessment passed, and the number of CTE completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
3. for the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated SOL assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
4. 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 CTE classes into which relevant SOL for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant SOL for various required classes and may, at the discretion of the Board, address some SOL 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:

1. A minimum of 74 courses in CTE is offered in each local community college.

Scope:

1. At least seven different CTE programs, not courses, that prepare students as a CTE completer are provided.

Quality:

1. CTE programs incorporated into the postsecondary education curriculum 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 includes counseling about available employment opportunities and placement services for students exiting school. Programs of study are developed with the input of area business and industry representatives, labor representatives, 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 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 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 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 program 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 Individualized Educational Plans (IEPs) or Section 504 plans, and instructional activities.

Virginia is committed to equity and to providing members of special populations equal access to CTE programs. In compliance with federal regulations, the VDOE administers 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 CTE compliance review of civil rights requirements is determined by a targeting plan that is approved by the USDE OCR and is applied to 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 CTE 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, walk-throughs to assess building accessibility.

The 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 in their language, as well.

**Postsecondary**

Annual on-site MOA and Perkins monitoring helps to ensure that all students are provided with equal access to activities assisted under this Act. These visits include an evaluation of 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.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 USDE OCR, all school divisions and colleges must publish statements of nondiscrimination and name and contact information for the 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 divisions 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**

Each eligible recipient of Perkins funding must assess access and opportunity gaps in their respective Comprehensive Local Needs Assessment. Specifically, applicants 1) describe progress toward implementation of equal access to high quality CTE courses and programs of study for all study, and 2) describe strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Such activities help to ensure that students are not discriminated against on the basis of status as a member of a special population. All eligible recipients are required to comply with all award conditions, including compliances with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Act and Section 504 of the 1973 Rehabilitation Act.

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.iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

**Secondary**

Students who are members of special populations go through the same registration process as do all students, with 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.

Virginia also has developed Education for Employment (EFE) CTE courses for students with special needs. EFE courses are specifically designed for students with disabilities, or students identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular CTE programs as soon as feasible. The EFE programs are provided at various instructional levels within the middle and high schools and include WBL opportunities.

The term “students with disabilities” refers to students who are eligible for special education and related services, including a student who is evaluated and determined to have autism, developmental delay, emotional disability, intellectual disability, orthopedic impairment, or other categories which meet the federal and state regulations. The term “disadvantaged” refers to individuals (other than students with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to succeed in CTE programs, and includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

Middle School Courses

* Exploratory Development (9083/36 weeks/for students with disabilities)
* Exploratory Development (9031/9 weeks/for students with disabilities)
* Exploratory Development (9030/6 weeks/for students with disabilities)
* Exploratory Development (9032/12 weeks/for students with disabilities)
* Exploratory Development (9082/18 weeks/for students with disabilities)
* Exploratory Preparation (9076/36 weeks/for students identified as disadvantaged)
* Exploratory Preparation (9075/18 weeks/for students identified as disadvantaged)
* Exploratory Preparation (9021/9 weeks/for students identified as disadvantaged)
* Exploratory Preparation (9020/6 weeks/for students identified as disadvantaged)
* Exploratory Preparation (9022/12 weeks/for students identified as disadvantaged)
* High School Courses
* Level I--Development (9085/36 weeks/for students with disabilities)
* Level I--Development (9084/18 weeks/for students with disabilities)
* Level I--Preparation (9077/18 weeks/for students with disabilities)
* Level I--Preparation (9078/36 weeks/for students identified as disadvantaged)
* Level II--Development (9086/18 weeks/for students with disabilities)
* Level II--Development (9087/36 weeks/for students with disabilities)
* Level II--Preparation (9079/18 weeks/for students identified as disadvantaged)
* Level II--Preparation (9080/36 weeks/for students identified as disadvantaged)

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: agricultural education, business and information technology, career connections, and technology education. In addition, family and consumer science, health and medical sciences, marketing, and trade and industrial education also provide for students with disabilities through their IEPs. Further, when a student with disability reaches age 14, their IEP must include services that are needed to transition to student-identified postsecondary goals. The transitional plan goals must relate to training, education, employment, and transition services, including courses of study to reach preferred occupational goal(s).

**Postsecondary**

Each VCCS college maintains advisory committees for their CTE programs with representatives from business, labor, community organizations such as workforce investment boards and chambers of commerce, faculty, students, administrators, and special populations. Career pathways and career coaching are crucial services used at all colleges and serve as guiding practices for advisory committees that oversee CTE programs, courses, and related activities such as recruitment and retention of special populations. At the state level, the VCCS leaders are engaged with multiple partner agencies to promote and support CTE opportunities for special populations such as SNAP-ET, TANF, and ex-offenders. Strategies used to ensure that members of special populations are provided with programs designed to enable them to meet or exceed state-determined levels of performance are incorporated by the colleges and include adaptive technologies, specialized personal tutoring, facilities accessibility, and addressing transportation concerns.

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 CTE program areas according to each student’s IEP or Section 504 plan. The 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 community 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 on the college website, in the student handbook, and in the college catalog.

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.v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

**Secondary**

Students who are members of special populations have equal access to each of the WBL experiences, dependent on each student’s interests, CTE program, and IEP or section 504 plan. The WBL supervisors, along with other school division staff responsible for the oversight and coordination of work-based learning, must monitor and verify the rigor and expectations of all placements. Students within special populations participating in WBL opportunities must also meet the technical, performance, academic, and competency standards as prescribed by their program, with accommodations if included in their IEP or Section 504 plan.

During the 2019 General Assembly, [House Bill 2018](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2018S) and [Senate Bill 1434](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1434) required the BOE to review and revise, in consultation with certain stakeholders and no later than December 1, 2019, its CTE *Work-Based Learning Guide* to expand the opportunities available for students to earn credit for graduation through high-quality WBL experiences such as job shadowing, mentorships, internships, and externships.

During 2018-2019, a technical review of WBL was conducted to expand the WBL opportunities offered to students. The results increased the number of opportunities for school divisions, adding three new WBL methods for a total of eleven options in three categories: job shadowing, mentorship, school-based enterprise, externship, entrepreneurship, internship, service learning, clinical experience, cooperative education, youth registered apprenticeship, and registered apprenticeship. The newly revised *Work-Based Learning Guide* will be effective July 1, 2020. A convening of business leaders and educators with defined focus on the WBL methods of instruction, best practices, and current trends is conducted annually. The goal is for each CTE student to participate in at least one WBL experience during secondary education.

**Postsecondary**

The VCCS will continue working with and supporting local education agency WBL coordinators throughout Virginia. The VCCS will also seek to support, or to expand support for, innovative and accessible WBL opportunities which may include: career exploration experiences, service learning, internships, cooperative education, and apprenticeships. The WBL experiences and activities include actual paid or unpaid work experience.

### II.B.4. Preparing Teachers and Faculty

#### II.B.4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

**Secondary**

The VDOE, along with the business and Industry community, places the recruitment, preparation, and retention of teachers and other school professionals as one of its top priorities. Virginia uses a number of required and optional strategies and methods to achieve this objective.

In the [Virginia Perkins V Local Application](http://www.cteresource.org/attachments/atb/2019-2020%20Perkins%20Local%20Plan%20Application%20and%20Budget%20Template.xlsm), each school division must indicate, for each Perkins Award Year, the number of teachers who will participate in professional development activities, including state conferences, institutes, or workshops (including virtual training programs); national conferences, institutes, or workshops; local conferences, institutes, or workshops; and/or internship in industry. Further, in alignment with Section 134(b)(8), each school division must describe in its Perkins Application how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession. Lastly, each school division is required to describe how they will spend a portion of its allocated Perkins funds for professional development activities. Each school division must identify the career and technical activity funded, align the budgeted expense to its Comprehensive Local Needs Assessment, identify the Section 134 Local Use of Funds and career and technical program area(s) funded, provide a narrative description and the budgeted fund amount.

The Office of Career, Technical, and Adult Education provides a [*Video Training Series for Administrators*](http://www.doe.virginia.gov/instruction/career_technical/professional_development/index.shtml) for new and experienced CTE administrators to provide sustained professional development on the responsibilities of the CTE administrator, identify resources, and to provide timely support throughout the school year. The sessions are recorded and archived on the VDOE website.

The Office of Career, Technical, and Adult Education annually conducts a *New Teacher Institute*, for college credit, that is designed to help new CTE teachers design and implement effective, engaging classroom instruction. The New Teacher Institute instruction is provided on state-approved competencies and curriculum frameworks to develop lesson plans, assessments, and instructional sequences. Additionally, emphasis is placed on differentiated instruction and authentic performance-based assessments to provide tools for the new teacher for working with students in special populations. Additionally, in 2020-2021, the *New Teacher Institute* program will be expanded, with the expectation to double the number of participants.

The VDOE, in collaboration with the VCCS, sponsors Creating Excellence Awards that recognize excellence in following secondary and postsecondary categories at the local, regional, and state levels: CTE exemplary programs, advisory committees, and business and industry partnerships. This has proved to be an excellent retention strategy as well as a local, regional, and statewide promotional event to inform about CTE programs offered in Virginia.

The Office of Career, Technical, and Adult Education annually conducts [*Experience Works – A Convening of Business Leaders and Educators*](http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml#exp) to bring together business, industry, and educators and provide focused presentations and activities on building positive WBL experiences for CTE students throughout the Commonwealth. The targeted audience includes WBL instructors and coordinators, CTE administrators, school counselors and administrators, career coaches, and business and industry leaders. Highlights include: concurrent sessions featuring best practices and establishing and developing business partnerships for the WBL instructional methods, career opportunities, strategic discussions between business leaders and educators, and a selection of industry tours in the Greater Richmond area.

**Postsecondary**

The VCCS will continue to support and promote the recruitment and preparation of instructors, faculty, administrators, and specialized instructional support personnel, and will support or provide CTE instruction, leadership, and professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

Perkins will continue to provide funding and resources for professional development and other activities to support the retention of qualified teaching and administrative personnel. Additionally, the VCCS will continue to partner with the VDOE to support, with Perkins leadership funds, an annual ACTE conference which serves as a statewide professional development conference for secondary and postsecondary CTE instructors, counselors, and administrators.

Within the VCCS’ Academic and Workforce Programs Department are the Student Success Center and the Office of Professional Development. The goal is to support the development of faculty, staff, and administrators to achieve the mission of Virginia’s Community Colleges. With more than 6,500 full-time and nearly 14,000 part-time employees across 23 colleges, the Office of Professional Development plays a vital role in supporting and preparing teachers and faculty.

## 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 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 CTE administrators. All applications must be submitted in a substantially approvable format, including all application schedules, Comprehensive Local Needs Assessment, at least one program 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 community college recipients are required to submit annual applications for review and approval by the VCCS and the VDOE. 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 underachieved Perkins performance measures. Before a college recipient receives full State approval, the application goes through six levels of review. 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;
* are based on appropriate use of anticipated funds;
* provide specific plans and use of funds to address any performance measures that the community 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 of 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 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 WRS for the Commonwealth Assessment. On an annual basis, the Virginia BOE 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 VDOE for review and approval.

**Postsecondary**

As a major part of the VCCS’ Complete 2021 initiative, the VCCS seeks to enable Virginians to fill 1.5 million new jobs by 2021. The majority of these jobs will require postsecondary credentials – an associate degree, a certificate, a certification, and a licensure that are aligned with the VCCS’ primary capabilities.

To accommodate the expanded demand for skilled workers, Virginia’s Community Colleges embarked on a six-year strategic plan with the primary goal to triple the number of credentials that students earn by the year 2021 which demonstrates the effort to promote skill attainment and especially skill attainment that leads to a recognized postsecondary credentials.

Similarly, the FastForward program is an innovative example of how higher education and workforce systems can combine to better serve workers, employers, and regional economies. This program targets some of Virginia’s most eager prospective students and focuses its efforts on closing the skills gap and filling the demand for positions by businesses across the Commonwealth. Additionally, FastForward helps students earn a credential and start a career. Efforts also focus on advisors and other influencers who can become advocates of FastForward within their immediate communities and regions.

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.c. each eligible recipient will ensure the local comprehensive needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

**Secondary and Postsecondary**

Local recipients’ funds at both the secondary and postsecondary levels must be approved through a local Perkins application. All local applications, effective with the 2019-2020 submission, were required to include a Comprehensive Local Needs Assessment, which included a description of how CTE programs offered by the local school division and community college(s) are designed to meet local economic and education needs.

Virginia conducts ongoing research based on new and emerging high-skill, high-wage, in-demand local and regional industry sectors and occupations, and changing technology, which is used in the development and updates of curriculum.

Virginia also ensures that its CTE programs and courses are consistent with employment demand and opportunities in the particular community/region. The local program/course approval is based on labor market data secured from such resources as [U.S. Bureau of Labor Statistics](https://www.bls.gov/), [CTE Trailblazers](http://www.ctetrailblazers.org/), the [VEC](http://www.vec.virginia.gov/), or the [Census Quarterly Workforce Indicator Explorer](http://qwiexplorer.ces.census.gov/).

The local school divisions and community colleges are required to submit data on labor market, employment needs, and student interest. The CTE program integration of curriculum offerings is also encouraged when competencies for high-skill, in-demand, and emerging careers require skill development from two or more concentrations (e.g., advanced manufacturing and cybersecurity).

Virginia requires that the competencies for CTE programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. These requirements emphasize the importance of developing academic and technical competencies for the current and emerging workforce requirements.

### 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 VDOE before receiving funds from the Perkins V. Any recipient of funds under this state 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 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 of Operations and Accountability, Office of Career, Technical, and Adult Education.

Virginia required all local school divisions and community colleges to use Section 134(c)(2) to determine the status of their program and activities under the Perkins state 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 collaboration 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 include providing access to career coaches and advisors, creating programs of study that outline a detailed map of how one successfully moves from coursework to careers, increasing stackable credentials, supporting bold program innovations, supporting WBL opportunities, and increasing opportunities for professional development for the VCCS faculty and staff.

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 and Postsecondary**

Virginia does not use 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 state allocations under Perkins V for July 1, 2019, through June 30, 2020, were communicated to Virginia secondary school divisions in [Superintendent’s Memo #077-19](http://www.doe.virginia.gov/administrators/superintendents_memos/2019/077-19.docx), 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 divisions 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 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 (Superintendents Memo 077-19) that documents the allocation for funds for the 2019-2020 school year (July 1, 2019-June 30, 2020)

| **LEA NO.** | **SCHOOL DIVISION** | **Entitlement Available**  **July 1, 2019** | **Entitlement Available**  **October 1, 2019** | **SY 2019-2020**  **Total Entitlements** |
| --- | --- | --- | --- | --- |
| 001 | ACCOMACK | $49,167.09 | $80,773.41 | $129,940.50 |
| 002 | ALBEMARLE | $66,441.40 | $109,152.23 | $175,593.63 |
| 003 | ALLEGHANY | $16,420.79 | $26,976.65 | $43,397.44 |
| 004 | AMELIA | $11,742.83 | $19,291.54 | $31,034.37 |
| 005 | AMHERST | $31,331.74 | $51,472.87 | $82,804.61 |
| 006 | APPOMATTOX | $16,609.22 | $27,286.21 | $43,895.43 |
| 007 | ARLINGTON | $111,581.90 | $183,310.60 | $294,892.50 |
| 008 | AUGUSTA | $54,787.56 | $90,006.91 | $144,794.47 |
| 009 | BATH | $2,779.28 | $4,565.91 | $7,345.19 |
| 010 | BEDFORD | $61,353.90 | $100,794.32 | $162,148.22 |
| 011 | BLAND | $4,802.05 | $7,888.97 | $12,691.02 |
| 012 | BOTETOURT | $19,806.80 | $32,539.30 | $52,346.10 |
| 013 | BRUNSWICK | $20,714.36 | $34,030.26 | $54,744.62 |
| 014 | BUCHANAN | $33,663.17 | $55,303.01 | $88,966.18 |
| 015 | BUCKINGHAM | $18,809.25 | $30,900.48 | $49,709.73 |
| 016 | CAMPBELL | $49,779.02 | $81,778.69 | $131,557.71 |
| 017 | CAROLINE | $30,181.03 | $49,582.44 | $79,763.47 |
| 018 | CARROLL | $32,069.65 | $52,685.14 | $84,754.79 |
| 019 | CHARLES CITY COUNTY | $5,473.07 | $8,991.36 | $14,464.43 |
| 020 | CHARLOTTE | $17,934.80 | $29,463.91 | $47,398.71 |
| 021 | CHESTERFIELD | $253,151.32 | $415,885.76 | $669,037.08 |
| 022 | CLARKE | $8,675.40 | $14,252.24 | $22,927.64 |
| 023 | CRAIG | $5,088.82 | $8,360.10 | $13,448.92 |
| 024 | CULPEPER | $51,242.48 | $84,182.93 | $135,425.41 |
| 025 | CUMBERLAND | $12,468.21 | $20,483.20 | $32,951.41 |
| 026 | DICKENSON | $23,033.28 | $37,839.88 | $60,873.16 |
| 027 | DINWIDDIE | $27,049.55 | $44,437.93 | $71,487.48 |
| 028 | ESSEX | $13,329.98 | $21,898.94 | $35,228.92 |
| 029 | FAIRFAX | $800,162.64 | $1,314,534.90 | $2,114,697.54 |
| 030 | FAUQUIER | $42,796.18 | $70,307.05 | $113,103.23 |
| 031 | FLOYD | $16,199.62 | $26,613.29 | $42,812.91 |
| 032 | FLUVANNA | $16,893.63 | $27,753.43 | $44,647.06 |
| 033 | FRANKLIN COUNTY | $55,437.45 | $91,074.56 | $146,512.01 |
| 034 | FREDERICK | $62,467.34 | $102,623.51 | $165,090.85 |
| 035 | GILES | $16,118.25 | $26,479.62 | $42,597.87 |
| 036 | GLOUCESTER | $31,636.99 | $51,974.35 | $83,611.34 |
| 037 | GOOCHLAND | $12,380.48 | $20,339.09 | $32,719.57 |
| 038 | GRAYSON | $18,485.92 | $30,369.30 | $48,855.22 |
| 039 | GREENE | $18,905.22 | $31,058.15 | $49,963.37 |
| 040 | GREENSVILLE | $25,180.12 | $41,366.77 | $66,546.89 |
| 041 | HALIFAX | $45,974.61 | $75,528.69 | $121,503.30 |
| 042 | HANOVER | $60,545.69 | $99,466.55 | $160,012.24 |
| 043 | HENRICO | $318,974.89 | $524,023.01 | $842,997.90 |
| 044 | HENRY | $66,308.42 | $108,933.78 | $175,242.20 |
| 045 | HIGHLAND | $1,497.74 | $2,460.55 | $3,958.29 |
| 046 | ISLE OF WIGHT | $27,692.06 | $45,493.48 | $73,185.54 |
| 048 | KING GEORGE | $19,844.87 | $32,601.84 | $52,446.71 |
| 049 | KING & QUEEN | $6,555.00 | $10,768.79 | $17,323.79 |
| 050 | KING WILLIAM | $10,612.52 | $17,434.61 | $28,047.13 |
| 051 | LANCASTER | $10,348.11 | $17,000.24 | $27,348.35 |
| 052 | LEE | $35,665.53 | $58,592.57 | $94,258.10 |
| 053 | LOUDOUN | $212,856.12 | $349,687.42 | $562,543.54 |
| 054 | LOUISA | $30,903.46 | $50,769.28 | $81,672.74 |
| 055 | LUNENBURG | $15,769.79 | $25,907.15 | $41,676.94 |
| 056 | MADISON | $11,983.95 | $19,687.65 | $31,671.60 |
| 057 | MATHEWS | $6,803.94 | $11,177.76 | $17,981.70 |
| 058 | MECKLENBURG | $40,099.84 | $65,877.41 | $105,977.25 |
| 059 | MIDDLESEX | $10,411.45 | $17,104.28 | $27,515.73 |
| 060 | MONTGOMERY | $64,955.97 | $106,711.93 | $171,667.90 |
| 062 | NELSON | $16,104.68 | $26,457.33 | $42,562.01 |
| 063 | NEW KENT | $12,641.73 | $20,768.26 | $33,409.99 |
| 065 | NORTHAMPTON | $17,162.87 | $28,195.76 | $45,358.63 |
| 066 | NORTHUMBERLAND | $13,503.46 | $22,183.94 | $35,687.40 |
| 067 | NOTTOWAY | $21,307.21 | $35,004.21 | $56,311.42 |
| 068 | ORANGE | $29,289.76 | $48,118.23 | $77,407.99 |
| 069 | PAGE | $27,398.35 | $45,010.96 | $72,409.31 |
| 070 | PATRICK | $18,120.27 | $29,768.61 | $47,888.88 |
| 071 | PITTSYLVANIA | $63,774.37 | $104,770.74 | $168,545.11 |
| 072 | POWHATAN | $14,498.55 | $23,818.73 | $38,317.28 |
| 073 | PRINCE EDWARD | $24,817.84 | $40,771.61 | $65,589.45 |
| 074 | PRINCE GEORGE | $29,220.19 | $48,003.93 | $77,224.12 |
| 075 | PRINCE WILLIAM | $377,539.46 | $620,234.91 | $997,774.37 |
| 077 | PULASKI | $33,093.94 | $54,367.88 | $87,461.82 |
| 078 | RAPPAHANNOCK | $5,792.84 | $9,516.68 | $15,309.52 |
| 079 | RICHMOND COUNTY | $9,317.44 | $15,307.02 | $24,624.46 |
| 080 | ROANOKE COUNTY | $59,376.81 | $97,546.28 | $156,923.09 |
| 081 | ROCKBRIDGE | $21,393.23 | $35,145.54 | $56,538.77 |
| 082 | ROCKINGHAM | $63,364.01 | $104,096.58 | $167,460.59 |
| 083 | RUSSELL | $33,421.70 | $54,906.33 | $88,328.03 |
| 084 | SCOTT | $23,885.03 | $39,239.15 | $63,124.18 |
| 085 | SHENANDOAH | $38,375.71 | $63,044.95 | $101,420.66 |
| 086 | SMYTH | $37,130.80 | $60,999.77 | $98,130.57 |
| 087 | SOUTHAMPTON | $18,639.75 | $30,622.03 | $49,261.78 |
| 088 | SPOTSYLVANIA | $114,128.33 | $187,493.97 | $301,622.30 |
| 089 | STAFFORD | $97,651.35 | $160,425.03 | $258,076.38 |
| 090 | SURRY | $6,409.18 | $10,529.23 | $16,938.41 |
| 091 | SUSSEX | $13,261.04 | $21,785.70 | $35,046.74 |
| 092 | TAZEWELL | $50,632.55 | $83,180.90 | $133,813.45 |
| 093 | WARREN | $34,269.68 | $56,299.42 | $90,569.10 |
| 094 | WASHINGTON | $53,006.32 | $87,080.63 | $140,086.95 |
| 095 | WESTMORELAND | $15,780.84 | $25,925.32 | $41,706.16 |
| 096 | WISE | $56,387.62 | $92,635.53 | $149,023.15 |
| 097 | WYTHE | $31,796.16 | $52,235.83 | $84,031.99 |
| 098 | YORK | $41,053.78 | $67,444.57 | $108,498.35 |
| 101 | ALEXANDRIA CITY | $124,717.58 | $204,890.36 | $329,607.94 |
| 102 | BRISTOL CITY | $25,624.28 | $42,096.45 | $67,720.73 |
| 103 | BUENA VISTA CITY | $6,959.89 | $11,433.95 | $18,393.84 |
| 104 | CHARLOTTESVILLE CITY | $38,249.47 | $62,837.56 | $101,087.03 |
| 106 | COLONIAL HEIGHTS CITY | $20,438.74 | $33,577.48 | $54,016.22 |
| 107 | COVINGTON CITY | $6,698.64 | $11,004.77 | $17,703.41 |
| 108 | DANVILLE CITY | $84,130.56 | $138,212.61 | $222,343.17 |
| 109 | FALLS CHURCH CITY | $6,660.14 | $10,941.52 | $17,601.66 |
| 110 | FREDERICKSBURG CITY | $31,259.10 | $51,353.52 | $82,612.62 |
| 111 | GALAX CITY | $12,874.52 | $21,150.71 | $34,025.23 |
| 112 | HAMPTON CITY | $177,792.79 | $292,084.16 | $469,876.95 |
| 113 | HARRISONBURG CITY | $46,477.96 | $76,355.59 | $122,833.55 |
| 114 | HOPEWELL CITY | $44,667.23 | $73,380.88 | $118,048.11 |
| 115 | LYNCHBURG CITY | $97,317.04 | $159,875.81 | $257,192.85 |
| 116 | MARTINSVILLE CITY | $26,339.53 | $43,271.49 | $69,611.02 |
| 117 | NEWPORT NEWS CITY | $275,601.46 | $452,767.63 | $728,369.09 |
| 118 | NORFOLK CITY | $317,843.49 | $522,164.31 | $840,007.80 |
| 119 | NORTON CITY | $6,586.18 | $10,820.00 | $17,406.18 |
| 120 | PETERSBURG CITY | $57,863.17 | $95,059.61 | $152,922.78 |
| 121 | PORTSMOUTH CITY | $158,931.68 | $261,098.46 | $420,030.14 |
| 122 | RADFORD CITY | $10,490.89 | $17,234.79 | $27,725.68 |
| 123 | RICHMOND CITY | $347,912.65 | $571,562.96 | $919,475.61 |
| 124 | ROANOKE CITY | $159,751.21 | $262,444.82 | $422,196.03 |
| 126 | STAUNTON CITY | $25,349.59 | $41,645.18 | $66,994.77 |
| 127 | SUFFOLK CITY | $105,739.91 | $173,713.18 | $279,453.09 |
| 128 | VIRGINIA BEACH CITY | $355,188.22 | $583,515.52 | $938,703.74 |
| 130 | WAYNESBORO CITY | $29,542.26 | $48,533.06 | $78,075.32 |
| 131 | WILLIAMSBURG CITY | $59,523.89 | $97,787.91 | $157,311.80 |
| 132 | WINCHESTER CITY | $32,817.12 | $53,913.09 | $86,730.21 |
| 135 | FRANKLIN CITY | $17,415.59 | $28,610.94 | $46,026.53 |
| 136 | CHESAPEAKE CITY | $244,239.59 | $401,245.27 | $645,484.86 |
| 139 | SALEM CITY | $21,956.15 | $36,070.32 | $58,026.47 |
| 142 | POQUOSON CITY | $6,634.69 | $10,899.69 | $17,534.38 |
| 143 | MANASSAS CITY | $44,846.93 | $73,676.09 | $118,523.02 |
| 144 | MANASSAS PARK CITY | $15,057.43 | $24,736.87 | $39,794.30 |
| 202 | COLONIAL BEACH | $6,434.25 | $10,570.42 | $17,004.67 |
| 207 | WEST POINT | $2,106.36 | $3,460.40 | $5,566.76 |
| Blank Cell | TOTALS | $7,739,542.78 | $12,714,789.14 | $20,454,331.92 |

The Virginia BOE will determine any adjustments in the 2020-2024 allocation of funds between secondary and postsecondary during its 2020 meetings, which will be scheduled before April 15, 2020.

**Postsecondary**

The postsecondary state allocations under Perkins V for July 1, 2019, through June 30, 2020, were communicated to the VCCS in CTE State Director Memo, April 1, 2019. Below are the specific dollar allocations made available by the VCCS for CTE programs under Perkins V for postsecondary education programs at the 23 Virginia community colleges.

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.

| **COMMUNITY COLLEGE** | **SY 2019-2020**  **Total Entitlements** |
| --- | --- |
| Blue Ridge Community College | $60,413.12 |
| Central Virginia Community College | $69,298.68 |
| Dabney S. Lancaster Community College | $60,000.00 |
| Danville Community College | $98,529.26 |
| Eastern Shore Community College | $60,000.00 |
| Germanna Community College | $103,710.22 |
| J. Sargeant Reynolds Community College | $331,388.30 |
| John Tyler Community College | $149,536.35 |
| Lord Fairfax Community College | $84,349.03 |
| Mountain Empire Community College | $127,353.99 |
| New River Community College | $89,379.09 |
| Northern Virginia Community College | $497,875.21 |
| Patrick Henry Community College | $80,354.30 |
| Paul D. Camp Community College | $60,000.00 |
| Peidmont Community College | $68,880.55 |
| Rappahannock Community College | $61,389.69 |
| Southside Community College | $120,082.62 |
| Southwest Community College | $132,205.36 |
| Thomas Nelson Community College | $255,295.71 |
| Tidewater Community College | $573,757.93 |
| Virginia Highlands Community College | $102,314.32 |
| Virginia Western Community College | $149,638.61 |
| Wytheville Community College | $74,595.47 |

The Virginia BOE will determine any adjustments in the 2020-2024 allocation of funds between secondary and postsecondary during its 2020 meetings, which will be scheduled before April 15, 2020.

### 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 VDOE provides leadership and technical assistance to the state’s correctional institutes, including the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ). The funding formula for these institutions is based on enrollment trends. Of the Perkins V allocation, $157,696 is allocated to the DOC and $62,304 is allocated to the DJJ.

DEPARTMENT OF CORRECTIONS

Funding provided for the DOC will be used to enhance and improve existing programs, develop and implement new programs, provide for staff development, and create 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, the 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 DJJ will be used to enhance and improve existing programs, develop and implement new programs, provide for staff development, and create 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 the use of computer-based training to provide real-world experiences. The agency provides services to its postsecondary students through a partnership with Community College Workforce Alliance.

Also, the 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 use consortia within the state.

**Postsecondary**

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

### 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 and Postsecondary**

There were no changes in the subrecipients’ 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 and 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 and 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 and 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 and Postsecondary**

Virginia will not submit any waiver request.

**Perkins V Reserve Funds**

II.C.8. 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.

Reserve fund grants are awarded on a competitive basis to school divisions and community

colleges meeting at least one of two eligibility requirements, which are:

* rural area; and/or
* areas with disparities or gaps in performance.

Reserve fund grants are used to support the implementation or enhancement of CTE programs of study, prepare students for careers, and/or provide professional learning experiences to CTE educators, administrators, counselors, or faculty.

### II.C.9. 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)

**Eligible Agency**

Virginia’s current maintenance of effort is based on aggregate expenditures. In the State Combined Annual Report (CAR), which was submitted in December 2019, the maintenance of effort listed for the state under nonfederal share of expenditures (Column H) was $1,415,524.70. The baseline is a continuing level.

## II.D Accountability for Results*.*

## II.D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

#### II.D.1.a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Virginia is selecting 1.a, 1.b, and an additional measure for program quality: Technical Skill Attainment. This measure was a Virginia Core Indicator under Perkins IV and is a valuable measurement that is collected locally and statewide, valid, reliable, and comparable across the state.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Core Indicator of Performance 5S1: Program Quality – Attained Recognized Postsecondary Credential

The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

Numerator: Number of CTE concentrators who met or exceeded proficiency on industry standards to attain a recognized postsecondary credential (approved for a specific CTE program) and who, in the reporting year, graduated from secondary education. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE concentrators who took an assessment aligned to industry standards leading to attainment of a recognized postsecondary credential and who, in the reporting year, graduated from secondary education.

II.D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

#### II.D.1.b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

**Secondary**

Virginia is not using the postsecondary credits quality indicator.

**Postsecondary**

Not Required - Not applicable to postsecondary.

II.D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

#### II.D.1.c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Virginia is selecting 1.a, 1.c, and an additional measure for program quality: Technical Skill Attainment. This measure was a Virginia Core Indicator under Perkins IV and is a valuable measurement that is collected locally and statewide, valid, reliable, and comparable across the State.

**Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.**

Core Indicator of Performance 5S3: Program Quality – Participated in Work-based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: Number of CTE concentrators who participated in work-based learning and who, in the reporting year, graduated from secondary education.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE concentrators, in the reporting year, who graduated from secondary education.

**Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.**

**Secondary**

Virginia is selecting 1.a, 1.c, and an additional measure an additional measure for program quality called Technical Skill Attainment. Technical Skill Attainment was a Virginia Core Indicator under Perkins IV. Technical Skills Attainment is a valuable measurement that is collected locally statewide, valid, reliable, and comparable across the State.

5S4—Technical Skills Attainment: Rate for School Divisions is calculated by the VDOE (Reported by CTE Serving Division)

1. Competency Rate from End-of-Year Student Record Collection (CTE Completers)

Numerator: Number of CTE completers who attained a satisfactory rating (one of the three highest marks) on the Student Competency Rating (SCR) scale on at least 80 percent of the required (essential) competencies in a CTE course

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE completers

1. Participation Rate Percentage of CTE Completers Taking External Credentialing Tests

Numerator: Number of CTE completers who participated in an approved external examination

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE completers

1. Passing Rate of CTE Completers Taking External Credentialing Tests

Numerator: Number of CTE completers who passed an approved external examination

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE completers taking external credentialing tests

1. Completers Passing Credentialing Tests

Numerator: Number of CTE completers who passed an approved external examination

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE completers

1. CTE Completers who Passed a Credentialing Test Plus Completers Who Earned an Advanced Studies Diploma and Did Not Pass a Credentialing Test

Numerator: Number of CTE completers passing a credentialing test plus the number of CTE completers earning an Advanced Studies Diploma without passing a credentialing test

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Denominator: Number of CTE completers

**Postsecondary**

Not Required - Not applicable to postsecondary

### II.D.2. Provide on the form in Section V.B, for each year covered by the State Plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

**Secondary and Postsecondary**

Refer to pages 133 and 134 in Section V.B.: State Determined Performance Levels (SDPL) for each year covered by the state plan beginning in FY 2020, state determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the state.

**Text Box 6: Statutory Definition of CTE Concentrator**

The term 'CTE concentrator' means-

1. at the secondary school level, a student served by an eligible recipient who has completed at least two courses\* in a single CTE program or program of study; and
2. at the postsecondary level, a student enrolled in an eligible recipient who has-
   1. earned at least 12 credits within a CTE program or program of study; or
   2. completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

\* Once a student completes two courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

### II.D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

#### II.D.3.a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

**Secondary**

The process that was used to establish the state-determined level of performance for each of the core moderators of performance included a state Perkins V core stakeholders team meeting that was held on September 23, 2019. At this meeting, stakeholders representing business, industry, local school divisions, postsecondary institutions, correctional institutions, representatives of special groups, and others met to provide input on the accountability system. Further, at the VACTEA CTE directors conference, accountability and performance targets were presented and discussed. A 60-day public comment period on the CTE accountability system was held from January-March 2020. No public comments were received during that time period.

**Postsecondary**

Public hearings were conducted by the VDOE on October 15, 16, 23, and 24, 2019, to solicit public comments. Additionally, the VCCS distributed a survey to Perkins stakeholders to solicit comments on the state-determined levels of performance and the degree to which the proposed levels of performance:

* meet the requirements of the law;
* support the improvement of performance of all CTE concentrators; and
* support the needs of local education and the business community.

#### II.D.3.b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

**Secondary**

These measures and levels of performance were reviewed by stakeholders including: directors of CTE for each local school division, the VCCS, and the state Perkins V core stakeholders team and WIOA Combined State Plan workgroup participants. Recommendation for performance measures and level of performance on which consensus were reached were then submitted for public comment through a portal on the VDOE website. All participants were made aware that additional indicators of performance, with corresponding measures and levels of performance, would also be developed if needed.

**Postsecondary**

All postsecondary levels of performance:

* Are expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable.
* Reflect VCCS’ commitment to continually make meaningful progress toward improving the performance of all CTE students.
* Have been subject to the public comment process as described in this application.
* If adjusted, will take into account how the levels of performance involved compare with the state levels of performance established for other states, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided.
* If adjusted, will be higher than the average actual performance of the two most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with other statutory provisions.
* Take into account the extent to which the state determined levels of performance advance the eligible agency's goals, as set forth in the state plan.

#### II.D.3.c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

**Secondary**

Virginia has achieved a coherent state system of accountability by aligning Perkins V performance measures with priority measures embedded in the Profile of a Virginia Graduate, ESSA, Consolidated State Plan, and the Virginia WIOA Combined State Plan. These performance measures and performance levels span across state and federal laws and present an aligned message to stakeholders about which outcomes are valued in increasing the career and college readiness for all students.

The approach used to establish state-determined levels of performance for each of the Perkins performance measures is consistent with the state accountability approach using a growth model. Each recipient is expected to demonstrate progress (growth) on each measure, relative to their previous performance. Performance level baselines for indicators 1S1, 2S1, 2S2, 3S1, 5S4A-E, and 1P1 were established using the state’s baselines and projections approved by the USDE in the Virginia negotiated performance targets previously set for the reporting year 2018-2019. The level of performance baselines for indicators 2S3, 4S1, 5S1, 5S3, 2P1, and 3P1 were established by an analysis of currently collected data that had not been previously reported for Perkins IV reporting measures but was determined to be reliable and valid across Virginia.

**Postsecondary**

The postsecondary baseline was established after analysis of actual outcomes achieved in the 2017-2018 academic year. The VCCS is committed to improving performance in each of the measures. Increases shown each year reflect anticipated meaningful progress toward improved CTE performance.

### II.D.4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

**Secondary and Postsecondary**

Refer to Appendix A: Public Hearings for written responses to comments regarding state-determined levels of performance. Public comment and stakeholder feedback did not necessitate any changes to the state-determined performance levels.

### II.D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State Plan prior to the third program year in order to address this requirement.

**Secondary and Postsecondary**

The VDOE and VCCS will review the statewide CTE Annual Performance Report (APR) and analyze the data on the indicators to identify gaps among student groups in performance and equity, if any.

Further, each secondary school division and postsecondary college will receive an APR, which includes the performance measures for the Core Indicators of Performance. These reports include Perkins Performance Standards and Virginia Agreed Upon Performance Levels for previous year’s data for use in the analysis of CTE performance and annual planning, and to identify gaps among student groups in performance and equity.

If a performance standard is not met, the school division and/or postsecondary institution must explain why and explain the actions taken to improve performance. Once a school/college has met the state performance standards, they must maintain or show continuous improvement each year.

Each recipient will be required to provide an analysis of CTE student performance and identify improvement efforts in their annual application. This information will be used to inform appropriate technical assistance, on-site visits, and/or local federal program monitoring visits.

# III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

## III.A. Statutory Assurances-The eligible agency assures that:

### III.A.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)

**Secondary and Postsecondary**

The VDOE assures that the Perkins V Four-Year State Plan was made publicly available for public comment for a period of not less than 60 days, by electronic means and in an easily accessible format, before submission to the secretary for approval and such public comments were taken into account in the development of this state plan. See Section II.A.3. for more detail.

III.A. Statutory Assurances-The eligible agency assures that:

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

**Secondary**

Perkins V funds will be used to support and initiate initiatives to promote occupations in the 17 career clusters. Emphasis will be placed on career sectors identified by the VEC and Workforce Development Boards that focus on high-skills, high-wage, and in-demand occupational fields. Information and best practices for increasing enrollment of special populations and nontraditional participation and completion will be a priority.

The Trailblazers website will be used to disseminate current disaggregated data on employment trends, demographic and labor market demand, together with policy and program analysis to support continuous improvement in CTE in Virginia. Trailblazers serves as a centrally located portal for labor market data products, reports, and external resources unique to CTE, especially information pertaining to nontraditional occupations.

**Postsecondary**

The VCCS uses occupational and employment data on a regional, statewide, and national levels to determine high-skill, and high-wage, and in-demand occupations and nontraditional fields. Funds are used to support requirements of Section 103 of the WIOA.

III.A. Statutory Assurances-The eligible agency assures that:

### III.A.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)

**SECONDARY**

Technical assistance will be provided to local school divisions and other eligible recipients through the following methods:

* The CTE coordinators and clusters. The professional staff of the Office of Career, Technical, and Adult Education provide technical expertise on a continuing basis to local educational agencies, regional CTE centers, and eligible institutions in the state in the following areas:
  + Guidance pertaining to required and permissive use of Perkins funds
  + Technical services to teachers, administrators, and teacher educators
  + Coordination of curriculum efforts
  + Presentations on curriculum frameworks and standards to local teachers and administrators
  + Professional development for school personnel in accordance with the identified needs in the state plan and with the VDOE Strategic Plan
  + Brokering services and leveraging resources in program areas where sufficient VDOE capacity may not exist.
* The CTERC offers many products and services to assist the VDOE and all localities in preparing students for career and lifelong learning. The CTERC provides the following services and products:
  + Assistance in developing and updating curriculum
  + Occupational research analysis
  + Maintenance of a CTE library
  + Assistance with computer database searches
  + Dissemination of curriculum and other products
  + Maintenance of VERSO
  + Review of locally developed documents.

The CTERC provides promotional support for the development of program guides, posters, brochures, and research to assist with recruiting students into CTE programs. The VDOE and the CTERC collaborate with the Career and Technical Education Consortium of States (CTECS) to provide regional and national resources.

* The CTSOs’ cocurricular activities foster the development of future leaders by providing students with leadership and workplace experiences where students interact with mentors and observe leadership in action, empowering students and authentic leadership roles, and providing challenging activities that develop the spirit of competition at the local, state, and national levels. The leadership activities and experiences afforded students through the CTSOs prepare students for individual and group leadership responsibilities to the family, school, community, state, and nation.
* The CTE Federal Program Monitoring Review System is designed to assess compliance with regulations, standards, and state and federal laws. It involves desk, off-site and on-site data collection, staff interviews, document reviews, and observation of the 132 CTE programs in operation in the state. The school divisions’ CTE programs are reviewed on a six-year cyclical schedule, with an additional monitoring period to correct compliance issues, if needed. During each year cycle, 22 school divisions are required to conduct and submit a CTE Federal Program Monitoring Review System self-assessment to the VDOE. Based on the data received from the self-assessment and from a desk review of the data of each division’s CTE core indicators and other targeting plan criteria, seven school divisions are selected for an on-site review. A detailed report is developed by the VDOE and provided to the school division. A comprehensive corrective action plan is then developed and monitored by the VDOE until completion. The VDOE may perform additional off-site or on-site reviews, and/or provide technical assistance through webinars or individual teleconferences, as needed.
* The CTE Local Program Reviews. Technical assistance will be provided by the CTE staff to local programs, when requested, for the purpose of program improvement. Specialists’ recommendations will provide guidance for program improvement to local CTE programs. Specialists will also be available to assist local administrators as they implement the recommendations.
* Technical Assistance Visits. In addition to the CTE civil rights review and the CTE federal program monitoring review visits, the staff conducts in-depth, on-site reviews at the request of school division superintendents. These technical assistance visits include a review of the school division’s CTE (a) instructional program, (b) student populations served, (c) instructional staff, (d) administration and supervision, (e) support systems, (f) public relations, (g) health and safety, (h) internal program evaluation process, (i) inventory, and (j) additional areas of the focus requested by the school division. A detailed report of the findings is prepared within 30 days of the on-site review.
* Updates for Local Administrators. Annually, a series of administrative video training technical assistance programs is broadcast and archived. The goal of the video training programs is to provide sustained professional development on the responsibilities of the CTE administrator, identify resources, and provide support throughout the school year. These programs are announced under a state superintendent’s memo. Program topics may include, but are not limited to, (a) CTE Plans of Study, (b) Implementing Career Clusters and Career Pathways, (c) Health and Safety and Department of Labor and Industry Regulations, (d) State and Perkins Financial Information, Allocations, Reimbursements, and Reports, and (e) CTE Student Completer Follow-Up Surveys. In addition to these programs, the staff disseminates a quarterly CTE newsletter, CTE director memos, and participates in the annual conferences of the associated CTE professional organizations.

**Postsecondary**

At the postsecondary level, all local allocations are made to the VCCS colleges. Technical assistance is provided by the VCCS administration via informative quarterly webinars, regular distribution of CTE-related topics, and best practices to assist local colleges in closing gaps and in improving student persistence and successful completion of CTE programs of instruction. On-site Perkins evaluations are conducted annually at selected colleges. For the past several years, the VCCS has held annual “summits” for all of the college’s local Perkins administrators and selected faculty to improve college performance in the recruitment, enrollment, and persistence of underrepresented genders in CTE programs of study.

III.A. Statutory Assurances-The eligible agency assures that:

### III.A.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)

**Eligible Agency**

The VDOE assures that the agency will comply with the requirements of Perkins V, 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.

III.A. Statutory Assurances-The eligible agency assures that:

### III.A.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)

**Secondary**

The VDOE assures that no funds will be expended under Perkins V 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.

**Postsecondary**

The VCCS assures that no funds will be expended under Perkins V 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.

III.A. Statutory Assurances-The eligible agency assures that:

### III.A.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)

**Secondary**

The VDOE provides leadership and technical assistance to the state’s correctional institutes including, the DOC and the DJJ. The funding formula for these institution is based on enrollment trends. Of the Perkins V allocation, $157,696 is allocated to the DOC, and $62,304 is allocated to the DJJ.

DEPARTMENT OF CORRECTIONS

Funding provided for the DOC will be used to enhance and improve existing programs, develop and implement new programs, provide staff development, and create 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 the use of computer-based training to provide real-world experiences. Also, the 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 DJJ will be used to enhance and improve existing programs, develop and implement new programs, provide staff development, and create 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 the use of computer-based training to provide real-world experiences. The agency provides services to its postsecondary students through a partnership with Community College Workforce Alliance.

Also, the 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 use consortia within the state.

**Postsecondary**

Direct services to the DOC and the DJJ are coordinated by the VDOE.

## III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.1. It is eligible to submit the Perkins State Plan.

**Secondary and Postsecondary**

CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education. §22.1-227. Board designated to carry out provisions of federal act. The BOE is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, family and consumer sciences, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

For the purposes of this section, “promote,” shall not be construed to mandate the implementation of any additional CTE programs that are not currently offered. (Code 1950, §22-319; 1980, c.559; 1992, cc. 673, 897; 2001, c 483.) Source: Virginia School Law Deskbook, 2006 Edition, page 119.

III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.2. It has authority under State law to perform the functions of the State under the Perkins program(s).

**Secondary**

See III.B.1. This section of the Code of Virginia designates the board’s authority to carry out the provisions of this act. (CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education. §22.1-227.)

**Postsecondary**

The state BOE serves as the board for both secondary and postsecondary education.

III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.3. It legally may carry out each provision of the plan.

**Secondary**

See III.B.1-2. This section of the Code of Virginia designates the board’s authority to carry out the provisions of this act. (CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education. §22.1-227.)

**Postsecondary**

The state BOE serves as the board for both secondary and postsecondary education.

III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.4. All provisions of the plan are consistent with State law.

**Secondary and Postsecondary**

The VDOE, under the authority of the BOE, certifies that all provisions of the state plan are consistent with state law.

III.B. EDGAR Certifications - By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.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.

**Secondary**

Perkins V funds shall be transmitted to the VDOE, under the authority of the State Superintendent of Public Instruction, to receive, hold, and disburse Perkins V funds. These responsibilities are delegated to the director for operations and accountability, Office of Career, Technical, and Adult Education with responsibility to maintain records of receipt, balances, and disbursements and reimbursements.

**Postsecondary**

Perkins V funds shall be transmitted to the VDOE, under the authority of the State Superintendent of Public Instruction to receive, hold, and disburse Perkins V funds. These responsibilities are delegated to the director for operations and accountability, Office of Career, Technical, and Adult Education with responsibility to maintain records of receipt, balances, and disbursements and reimbursements.

III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

**Secondary**

CODE OF VIRGINIA §22.1-23. Duties in General. The Superintendent of Public Instruction shall:

1. Serve as secretary of the Board of Education.

…

8. Perform such other duties as the Board of Education may prescribe.

Code 1950, §§ 22-25, 22-26, 22-28; 1980, c. 559; 2001, cc. [689](http://lis.virginia.gov/cgi-bin/legp604.exe?011+ful+CHAP0689), [700](http://lis.virginia.gov/cgi-bin/legp604.exe?011+ful+CHAP0700); 2007, cc. [43](http://lis.virginia.gov/cgi-bin/legp604.exe?071+ful+CHAP0043), [55](http://lis.virginia.gov/cgi-bin/legp604.exe?071+ful+CHAP0055); 2015, c. [140](http://lis.virginia.gov/cgi-bin/legp604.exe?151+ful+CHAP0140); 2016, c. [594](http://lis.virginia.gov/cgi-bin/legp604.exe?161+ful+CHAP0594).

**Postsecondary**

The authority for the administration of Perkins V is vested to the state Board of Education.

III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.7. The entity has adopted or otherwise formally approved the plan.

**Secondary**

The VDOE certifies the approval of the Perkins V Four-Year State Plan in accordance with the requirements of the act.

**Postsecondary**

The postsecondary components of the Perkins V Four-Year State Plan have been approved by the VCCS.

III.B. EDGAR Certifications- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

### III.B.8. The plan is the basis for State operation and administration of the Perkins program.

**Secondary**

The VDOE certifies that the approved plan will be the basis for the state operation and administration of CTE programs’ use of federal funds.

**Postsecondary**

The VCCS certifies that funds used under this act will be the basis for the state operation and administration of CTE programs.

## III.C. Other Forms- The eligible agency certifies and assures compliance with the following enclosed forms:

### III.C.1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - [LINK: https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf](https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf)

The VDOE certifies and assures compliance with the Assurances for Non-Construction Programs in accordance with OMB No. 0348-0040.

See Appendix E: Assurances for Non-Construction Programs

III.C. Other Forms- The eligible agency certifies and assures compliance with the following enclosed forms:

### III.C.2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [LINK: https://www.grants.gov/forms/post-award-reporting-forms.html](https://www.grants.gov/forms/post-award-reporting-forms.html)

See Appendix F: Disclosure of Lobbying Activities

III.C. Other Forms- The eligible agency certifies and assures compliance with the following enclosed forms:

### III.C.3. Certification Regarding Lobbying (ED 80-0013 Form): [LINK: https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf](https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf)

The VDOE certifies and assures compliance with the certifications regarding lobbying.

See Appendix G: Certifications Regarding Lobbying

III.C. Other Forms- The eligible agency certifies and assures compliance with the following enclosed forms:

### III.C.4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): [LINK: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf)

See Appendix H: General Education Provisions Act

### IV. BUDGET

## IV.A. Instructions

### 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.A.2. In completing the budget form, provide-

A.2.Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. This amount should correspond to the amount of funds noted in the Department’s program memorandum with estimated State allocations for the fiscal year.

A.2.Line 2: The amount of funds made available to carry out the administration of the State Plan under section 112(a)(3). The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or $250,000, whichever is greater.

A.2.Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.

A.2.Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.

A.2.Line 5: The amount of funds to be made available for services that prepare individuals for nontraditional fields pursuant to section 112(a)(2)(B) of Perkins V. The amount of funds should be not less than $60,000 and not more than $150,000.

A.2.Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or $50,000, whichever is lesser.

A.2.Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.

A.2.Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.

A.2.Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

A.2.Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

A.2.Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.

A.2.Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

A.2.Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

A.2.Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.

## IV.B Budget Form

**State Name:** Virginia

**Fiscal Year (FY):** 2019

|  |  |  |  |
| --- | --- | --- | --- |
| **Line Number** | **Budget Item** | **Percent of Funds** | **Amount of Funds** |
| 1 | **Total Perkins V Allocation** | **Not applicable** | $28,310,494.00 |
| 2 | **State Administration** | % | $1,415,524.70 |
| 3 | **State Leadership** | % | $2,831,049.40 |
| 4 | * Individuals in State Institutions | % | $220,000.00 |
| 4a | * Correctional Institutions | **Not required** | $157,696.00 |
| 4b | * Juvenile Justice Facilities | **Not required** | $62,304.00 |
| 4c | * Institutions that Serve Individuals with Disabilities | **Not required** | $0.00 |
| 5 | * Nontraditional Training and Employment | **Not applicable** | $150,000.00 |
| 6 | * Special Populations Recruitment | % | $2,831.05 |
| 7 | **Local Formula Distribution** | % | $24,063,919.90 |
| 8 | * Reserve | % | $0.00 |
| 9 | * Secondary Recipients | % | $0.00 |
| 10 | * Postsecondary Recipients | % | $0.00 |
| 11 | * Allocation to Eligible Recipients | % | $24,063,919.90 |
| 12 | * Secondary Recipients | % | $20,454,331.92 |
| 13 | * Postsecondary Recipients | % | $3,609,587.98 |
| 14 | **State Match *(from non-federal funds)*** | **Not applicable** | $1,415,524.70 |

# V. STATE DETERMINED PERFORMANCE LEVELS

## V.A. Instructions

V.A. 1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide

V.A.2. In completing the SDPL form, provide—

Column 2: Baseline level

Columns 3-6: State determined levels of performance for each year covered by the State Plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.

V.A.3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—

V.A.3.i. Prior to the third program year covered by the State Plan for the subsequent program years covered by the State Plan pursuant to section 113(b)(3)(A)(ii); and/or

V.A.3.ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

Table 6: Section 113(b) Core Indicators of Performance

|  |  |  |
| --- | --- | --- |
| **Indicator Descriptions** | **Indicator Codes** | **Indicator Names** |
| **Secondary Level** | | |
| The percentage of CTE concentrators who graduate high school, as measured by  the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965). | 1S1 | Four-Year Graduation Rate |
| (At the state's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate  defined in such Section 8101. | 1S2 | Extended Graduation Rate |
| CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such act. | 2S1 | Academic Proficiency in Reading/Language Arts |
| CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics  as described in Section 1111(b)(2) of such act. | 2S2 | Academic Proficiency in Mathematics |
| CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(l) of the Elementary and Secondary  Education Act of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such act. | 2S3 | Academic Proficiency in Science |
| The percentage of CTE concentrators who, in the second quarter after graduating from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. | 3S1 | Post-Program Placement |

**Table 6: Section 113(b) Core Indicators of Performance (continued)**

|  |  |  |
| --- | --- | --- |
| **Indicator Descriptions** | **Indicator Codes** | **Indicator Names** |
| **Secondary Level (continued)** | | |
| The percentage of CTE concentrators in CTE programs and programs of study that lead to nontraditional fields.11 | 4S1 | Nontraditional Program Concentration |
| *The eligible agency must include at least one program quality indicator- 5S1, 5S2, or 5S3- and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.* | | |
| The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. | 5S1 | Program Quality - Attained Recognized Postsecondary Credential |
| The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program or program of study earned through a dual or concurrent enrollment or  another credit transfer agreement | 5S2 | Program Quality - Attained Postsecondary Credits |
| The percentage of CTE concentrators graduating from high school having participated in WBL. | 5S3 | Program Quality - Participated in Work-Based Learning |
| Other(s) *(optional):* The percentage of CTE concentrators achieving on any other measure of student success in CTE that is statewide, valid, and reliable, and comparable across the state. Please identify. | 5S4, 5S5, 5S6, ... | Program Quality - Other |

**Table 6: Section 113(b) Core Indicators of Performance (continued)**

|  |  |  |
| --- | --- | --- |
| **Indicator Descriptions** | **Indicator Codes** | **Indicator Names** |
| **Postsecondary Level** | | |
| The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.  Numerator: CTE program completers retained by the VCCS, transferred to another postsecondary institution, are pursuing a workforce credential at the VCCS, or employed six months after program completion  Denominator: CTE program completers (i.e., students who earned a VCCS award in a CTE program or completed a Fast Forward workforce training program) | 1P1 | Post-Program Placement |

|  |  |  |
| --- | --- | --- |
| The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.12  Numerator: CTE program concentrators that earned a VCCS CTE award or received a recognized third-party credential within twelve months after completion of a noncredit CTE program.  Denominator: CTE program concentrators who were not enrolled in postsecondary education or pursuing a workforce credential during 12-month period after leaving the program. | 2P1 | Earned Recognized Postsecondary Credential |
| The percentage of CTE concentrators in CTE programs and programs of study that lead to nontraditional fields.13  Numerator: Nontraditional gender program concentrators in a nontraditional program of study.  Denominator: All program concentrators in a nontraditional program of study. | 3P1 | Nontraditional Program Concentration |

12 This means that a student is counted under this indicator whether the student obtains the credential during participation or within one year of completion. The USDE interprets "within one year of completion" to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the one year following that student's completion of the program.

## V.B: State Determined Performance Levels (SDPL) Form

**State Name: Virginia**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Column 1** | **Column 2** | **Column 3** | **Column 4** | **Column 5** | **Column 6** |
| **Indicators** | **Baseline Level** | **Performance Levels** | | | |
| **FY 2020** | **FY 2021\*\*** | **FY 2022** | **FY 2023\*\*\*** |
| **Secondary Indicators** | | | | | |
| 1S1: Four-Year Graduation Rate | 93.00 | 93.50 | 94.00 | 94.50 | 95.00 |
| 1S2: Extended Graduation Rate | N/A\* | N/A\* | N/A\* | N/A\* | N/A\* |
| 2S1: Academic Proficiency in Reading Language Arts | 85.00 | 85.25 | 85.50 | 85.75 | 86.00 |
| 2S2: Academic Proficiency in Mathematics | 85.00 | 85.25 | 85.50 | 85.75 | 86.00 |
| 2S3: Academic Proficiency in Science | 85.00 | 85.25 | 85.50 | 85.75 | 86.00 |
| 3S1: Post-Program Placement | 93.00 | 93.25 | 93.50 | 93.75 | 94.00 |
| 4S1: Nontraditional Program Concentration | 28.00 | 28.25 | 28.50 | 28.75 | 29.00 |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | 65.00 | 65.25 | 65.50 | 65.75 | 66.00 |
| 5S2: Program Quality – Attained Postsecondary Credits | N/A\* | N/A\* | N/A\* | N/A\* | N/A\* |
| 5S3: Program Quality – Participated in Work- Based Learning | 10.00 | 10.25 | 10.50 | 10.75 | 11.00 |
| 5S4: Program Quality – Other13 | 80.00 | 80.50 | 81.00 | 81.50 | 82.00 |

**\***The performance indicator will not be used.

**\*\***In FY 2020, Virginia will administer new end-of-course reading assessments, as a result of this change for FY 2021, an amendment to performance targets will be required to accurately reflect the new assessment data.

**\*\*\***In FY 2021, Virginia will administer new end-of-course science assessments, as a result of this change for FY 2022, an amendment to performance targets will be required to accurately reflect the new assessment data.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Column 1** | **Column 2** | **Column 3** | **Column 4** | **Column 5** | **Column 6** |
| **Indicator** | **Baseline Level** | **Performance Levels** | | | |
| **FY 2020** | **FY 2021** | **FY 2022** | **FY 2023** |
| **Postsecondary Indicators** | | | | | |
| 1P1: Post-Program Placement | 65.5 | 65.6 | 65.7 | 65.8 | 65.9 |
| 2P1: Earned Recognized Postsecondary Credential | 40.9 | 41.0 | 41.1 | 41.2 | 41.3 |
| 3P1: Nontraditional Program Concentration | 16.1 | 16.2 | 16.3 | 16.4 | 16.5 |

*Provide any additional information regarding SDPLs, as necessary:*

The postsecondary baseline is established after analysis of actual outcomes achieved in the 2017-2018 academic year. The VCCS is committed to improving performance in each of the measures. Increases shown each year reflect meaningful progress toward improved career and technical education performance.

# Appendix A

Key Stakeholders

Stakeholders Team Meeting

September 23, 2019

| **Category from § 122 (c) and (e)** | **Title** | **First Name** | **Last Name** | **Job Title** | **Organization** |
| --- | --- | --- | --- | --- | --- |
| Governor's Office | Ms. | Holly | Coy | Deputy Secretary of Education | Office of the Secretary of Education |
| Virginia Department of Education | Mr. | George | Willcox | Director, Operations and Accountability Office of Career, Technical, and Adult Education | Virginia Department of Education |
| Virginia Department of Education | Dr. | David | Eshelman | Director, Workforce Development and Initiatives Office of Career, Technical, and Adult Education | Virginia Department of Education |
| Virginia Department of Education | Mr. | William | Hatch | Coordinator, Planning, Administration, and Accountability Office of Career, Technical, and Adult Education | Virginia Department of Education |
| Virginia Community College Agency | Mr. | Randall | Stamper | Assistant Vice Chancellor for Career Pathways and Workforce Programs | Virginia Community College System |
| Virginia Community College Agency | Mr. | John | Mahoney | Perkins Specialist | Virginia Community College System |
| Virginia Community College Agency | Mr. | Todd | Estes | Director, Career Education Programs and Workforce Partnerships | Virginia Community College System |
| Virginia Community College Agency | Mr. | Aris | Bearse | Director of Institutional Research | Virginia Community College System |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category from § 122 (c) and (e)** | **Title** | **First Name** | **Last Name** | **Job Title** | **Organization** |
| Agencies Serving Out-of-School Youth, Homeless Children and Youth, and At-Risk Youth, including State Coordinator for Education of Homeless Children and Youth | Dr. | Patricia | Popp | EHCY State Coordinator | College of William and Mary School of Education |
| School Division Administrator | Ms. | Toinette | Outland | CTE Instructional Supervisor | Newport News City Public Schools |
| School Division Administrator | Mr. | Bruce | Watson | CTE Director | Goochland County Public Schools |
| School Leaders | Mr. | Brian | Russell | CTE Principal | Chesterfield Technical Center @ Hull |
| CTE Teacher | Ms. | Bobbi | Comer | FCCLA Teacher | Page County High School |
| CTE Advisory Committee Member Virginia ACTE Liaison | Ms. | Brenda | Long | Virginia Advisory Committee Member/ Virginia ACTE Liaison |  |
| Career and Academic Guidance Counselor | Mr. | Joseph | Wharff | Associate Director, Office of Student Services | Virginia Department of Education |
| Specialized Instructional Support Personnel | Mr. | Thomas | Guterbock | Academic Director, Center for Survey Research | Weldon Cooper Center for Public Service UVA |
| Specialized Instructional Support Personnel | Dr. | Kara | Fitzgibbon | Director, Center for Survey Research | Weldon Cooper Center for Public Service UVA |
| Specialized Instructional Support Personnel | Ms. | Meredith | Gunter | Director of Strategy and Public Engagement | Weldon Cooper Center for Public Service UVA |
| CTE Advisory Committee | Mr. | Stewart | Harris | Chair, Career and Technical Education Advisory Committee | Thomas Nelson Community College |
| **Category from § 122 (c) and (e)** | **Title** | **First Name** | **Last Name** | **Job Title** | **Organization** |
| Virginia Department of Corrections | Mr. | Cleon M. | Ross | Assistant Superintendent for CTE Programs | Virginia Department of Corrections Division of Education |
| Virginia Department of Juvenile Justice | Dr. | Melinda | Boone | Interim Superintendent/Education Consultant | Virginia Department of Juvenile Justice |
| Virginia Department of Juvenile Justice | Ms. | Deana | Williams | Director, CTE/Postsecondary Education | Virginia Department of Juvenile Justice |
| 2 year minority serving institutions, including HBCUs | Dr. | Robert | Corley | Assistant Vice Provost for Graduate Programs | Virginia State University |
| Adult Education Providers | Mr. | Bruce | Sobczak | Chair, Adult Education Advisory Committee | Sobo Associates, LLC Consulting Services |
| Student (Copy Teacher) | Ms. | Kennedy | Strickler | Past National FCCLA President | Page County High School |
| Labor Organizations | Ms. | Darlene | Hart | State Workforce Development Director | Associated Builders and Contractors, Virginia Chapter |
| Community Organization | Mr. | Travis | Staton | CEO and President | United Way of Southwest Virginia |
| Paraprofessional | Ms. | Debi | Coleman | Writer/Editor | CTE Resource Center |

# Appendix B

Public Hearings

Perkins V Four-Year State Plan Public Hearing

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
| October 15, 2019 |  |  |
| Berkeley Middle School Williamsburg, Virginia |  |  |
| Dia Key | CTSO | Comments centered around the support for CTE career and technical student organizations. The courses that benefitted her the most included CTSO opportunities which provided leadership experiences. |
| Karren Roberts | Professional Development | Continued funding for CTE teachers to attend professional development is critical in providing a level of confidence and competency as a professional educator. |
|  | Importance of CTE | Shared that CTE has had a positive impact on the national graduation rate. |
|  | CTSO | Stressed the importance of continued funding to support CTSO opportunities for students such as providing leadership, skills to resolve conflicts, and build self-esteem. |
| Kevin Reilly | CTE Resource Center | Shared the value and significance of the work at the CTE curriculum resource center for the past 37 years. About 70% of the funding comes from Perkins. Staff support curriculum revision, development of new courses, establishment of the 17th career cluster, WBL Guide, Safety Guide. 2 million hits a year on the website.  Funding must remain to ensure Virginia's CTE curriculum keeps pace with industry and workforce needs. |
| Naomi Nichols | CTSO | Active member and in full support of opportunities made available through CTSOs. TSA applies the skills learned in the classroom. Has benefited from the leadership experiences made possible by CTSO. Currently serves as regional president. Continues support of CTSO opportunities must be a priority. TSA and other CTSOs prepare students for success in life and enhance learning that takes place in the classroom. |
| Vijay Vadi | Importance of CTE | Referenced the importance of CTE and how it helped him acquire the necessary soft skills. Shared how CTE courses introduced him to CTSO opportunities. The Make It Your Business class helped him start a social media startup. CTE courses have had a lasting impact on his life. |
| Toinette Outland | Split | Commented on behalf of the Virginia ACTE as vice president of membership. Virginia ACTE strongly supports current Perkins funding split 85/15. Any changes to the split would negatively impact resources and services provided by the VDOE and directly impact student achievement outcomes in local school divisions. Changes to split would impact the CRC and curriculum support. A reduction in Perkins funding will reduce secondary CTE program availability impacting the curriculum resource center and decrease the workforce pipeline. |
| Colleen Bryant | Split | Requested to maintain current Perkins funding allocation. The funding is crucial to ensure the necessary resources to prepare students to be college and career ready. Gave several personal student examples indicating the significance of CTE programs and the preparation provided through WBL opportunities. |
|  | Professional Development | Shared concerns to ensure funding was available for all staff to remain current in their field. Some teachers are required by their industry to remain certified in order to maintain their teaching license. Students in automotive technology programs seek to earn their state inspector license and ASE certifications. Teachers in this program area are required to attend professional development training by industry to stay current in order to prepare students for rigorous exams. |
| Brian Russell | Split | Shared several examples related to the importance of continued Perkins funding at the secondary level to support CTE programs. Concerns were shared to ensure equipment replicates industry standards to prepare students for tomorrow’s workforce. An increase in special population student enrollment has increased instructional costs. Decreasing federal funding seeks to shift local resources to cover this growing population. |
| Sam Leone | CTSO | Funding to support school divisions to provide CTSO opportunities is critical. Any further reduction to Perkins allocations will further hinder their division's ability to provide equitable CTE programs across the division. |
|  | CTE Resource Center | Funding to support the curriculum resource center is critical and losing it would be devastating. The CRC provides aligned curriculum with industry standards and ensures competencies are identified. The CRC clearly articulates CTE courses, industry certifications, course sequences just to name a few. |
| Chad Maclin | Split | Cautioned the VDOE on changing the current funding formula, as any reduction in federal investment will significantly impact our division's ability to implement CTE with fidelity and equity. It is requested where possible that the secondary to postsecondary split be increased in favor of secondary to support the increased demands on special education, WBL, and industry credentials. |
|  | WBL | Implementing WBL has highlighted the need for a centralized management system. Funding is needed to support this initiative. |
| Sara Lockett | Split | Strongly in support of the 85/15 split and the current state administration and state leadership allocations. Any change in this formula will impact the programs that prepare our 68,000 students for the real world. Comments around equipment, professional development, CRC, and credentials needing continued support/funding. Shared a personal student story related to the importance and impact of CTE at the secondary level. |

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
| Diane Zawadzki | CTSO | Comments in support of CTSOs and the variety of leadership opportunities they provide. This teacher has worked with over 50 FBLA regional, state, and national officers. CTSO opportunities have helped students learn the importance of workplace readiness skills. Several personal stories of personal student success were shared. Strongly urged the continuation of Perkins funding supporting secondary schools. |
| Jayla McCoy | Importance of CTE | Shared examples of the importance CTE courses have had on her education. Discussed the impact of workplace readiness skills that are emphasized in all CTE courses. |
|  | CTSO | By participating in FBLA she has learned important skills in leadership and goal development preparing her for what lies ahead. FBLA has helped her become a role model in her school. Truly believes that CTE courses and CTSO opportunities have been a vital part of her like. Continued support of CTSOs is important for future generations. |
| Seth Black | Importance of CTE | Gave several examples of the significance of CTE and the importance of continued support. The Academies of Hampton are transforming the high school experience. Funding to support career exploration with programs like My Future, My Journey provide students to experience and explore all careers at the Hampton Convention Center. CTE is an integral experience along with CTSO opportunities, industry credentialing, professional development, Curriculum Resource Center and equipment for hands-on activities are critical for student success ensuring students are life ready as students fill the workforce pipeline throughout the Commonwealth. |
| October 16, 2019 |  |  |
| Hylton High School Woodbridge, Virginia |  |  |
| George Bishop | Split | Representing VACTE and the organization’s position on Perkins funding. Discussed the value of CTE and its success preparing students to be college and career ready. State data illustrates student academic success, technical attainment, on-time graduation, high transition rate to an industry with credentials, as well as a successful transition rate to post-secondary education. Any reduction in the funding formula would require school divisions to lose funding in support of their programs. Local school divisions still have not recovered from sequestration and budget cuts from 2007-2014. Any reduction to the split would severely impact the curriculum resource center and the resources made available to teachers throughout Virginia. |
| Jim Egenrieder | Importance of CTE | Discussed CTE opportunities like the Thinkabit Lab in Falls Church, where over 5,000 5-12 graders study the foundations of microelectronics, computer science and programming, and robotics. CTE courses provide the hands-on technical skills need for the future workforce. Continued support of CTE at the secondary level is essential. |
| Abby Stern | CTSO | Speaking as the national vice president of FCCLA. Shared how participation in FCCLA has had a tremendous impact on her life. Leadership skills and workplace readiness skills have helped in her transition into life after high school. Several examples of the impact of her FACS classes were shared. The skills she has learned align with the state focus on the Profile of a Virginia Graduate. She encouraged an increase in support of CTSO opportunities for future generations. |
| Laura Butcher | Split | Speaking as a CTSO sponsor and teacher for FCCLA. Shared the national FCCLA theme this year "Our Story, Your Story." Shared that each student participating in FCCLA now has their story and its impact on their future. She shared her personal story and why it is crucial that teachers have opportunities for professional development so they can incorporate CTSOs seamlessly into their classrooms. Requested to increase funding to help increase opportunities for students. |
| Laura Lam | Importance of CTE | State officer for FCCLA. CTE courses and CTSO experiences have changed her life. Gave several personal examples of the impact of CTE. The essential real-world skills students learn through CTE classes are applied and further developed in each CTSO activity. She feels every CTE student should have the same opportunities through their CTSO that she had. |
| Toshieba Ragland | Importance of CTE | Teacher and sponsor of FCCLA. Shared personal story how her career is changing the lives of students through CTE opportunities at the secondary level. CTSO opportunities provide colleges and employers what they really want; holistically educated, passionate young people which is exemplified within the CTSO purpose. Continued Perkins funding at the same level can provide the necessary professional development to ensure CTSOs continue. |
| Mary Beth Dobbins | Split | Advocating for the Virginia state plan to keep the same designated split of funds between K-12 and postsecondary institutions. If the split were to change to 65/35, Prince William alone would lose approximately $200,000. This decrease would require reductions in things such as teacher professional development, equipment purchases, industry certification preparation software and testing, just to name a few. A personal success story was shared about a student that won a world championship trophy from Microsoft Office Specialist World Championship Competition. Each school division relies on the VDOE and the CRC staff in order for teachers to deliver high-quality instruction. |

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
| Chad Maclin | Split | Shared comments as a parent of three students. Discussed the importance of early career exploration. Shared the impact of an unfunded mandate to implement a course in career investigations for all students in middle school. Requested the VDOE to increase federal funding for secondary education to ensure quality career investigation opportunities are available for all students. Also indicated that the academic career plan is an additional unfunded mandate. In addition, economics and personal finance course requirement has had a significant cost to local school divisions. Any reduction of federal investment for secondary schools would further tie the hands of public education. |
| Barbara Davenport | Split | Requested federal funding not be reduced for school divisions. Asked to increase funding to secondary education to ensure students are competitive in a global market. Perkins helps to fund opportunities like credentials and pathways, providing routes to further education and advanced training for demanding careers. |
| Colleen Bryant | Split | Chesterfield has delivered time and time again on its investment with consistent, above-state-level performance. Any adjustments to the fiscal funding will hinder the district's ability to deliver at these high levels. We are requesting that the split be increased in favor of secondary education to support the increased demands. Any decrease in federal funding will only increase the disparity and investment required to maintain this high level of student performance. |
| Georgia Kasper | Split | Shared multiple examples to increase the split of funds in favor of secondary education based on enhancing Work-Based Learning as a national, state, and local focus in Perkins V. Work-Based Learning plays an integral role in improving career readiness and providing a pipeline of talent to meet Virginia's workforce needs. Several vital components to support WBL in Virginia were described. An online management tool that assists with coordination, scheduling, and reporting outcomes is a priority. A system accessible to teachers, counselors, students, employers, and administrators is needed. Staff to help coordinate at the high school level are needed to lead this effort. Professional development is key and would benefit with increased funds by modifying the split in favor of secondary education. |
| Nathaniel Cochran | Split | Shared a personal story as a plumbing and HVAC contractor in support of maintaining the current split to support the growing demand of trades programs. Funding should increase at the secondary level, rather than push forward for people to possibly take on debt for an uncertain future after college. |
| Eddie Stevens | Split | Presented comments as a passionate and successful automotive technology teacher for 25 years. Comments centered around the importance of keeping current with teaching resources to prepare students for the ever-changing workforce needs. As difficult as funding decisions are, we need to do our best to ensure funding is a priority at the secondary level, where the education is free for all students. |
| Doug Wright | Split | Shared comments as teacher, building level administrator, and now a central office administrator supporting all CTE students in Prince William County. A strong advocate for Perkins funding to remain with the current split. This funding is needed to fulfill the mission to prepare students to be career, college, and life ready. |
| Michael Mills | Split | Shared comments as a 30-year volunteer board member of the Virginia Future Business Leaders of America. In addition, is the director of supply chain services at American Woodmark Corporation. Provides professional development for teachers to help keep them current with industry needs. Their foundation supports students in leadership development, scholarship, and competition. He gives back to his community based on his past experience as a student in a career and technical student organization. He encouraged to increase funding at the secondary level to help pave the way for continued student success. |
| Shawn Giese | Importance of CTE | Presented as a parent and shared a personal story of his own son's success as a CTE student in the automotive technology program at Hylton High School. Throughout his career pathway and involvement in SkillsUSA his son was able to compete with students all over the country in seven different states. Based on a Work-Based Learning opportunity and classroom success, he received over $100,000 in scholarship funding to attend a technical school. He earned a full ride through the Universal Technical Institute and then followed the Mercedes-Benz Drive program. Today, at 20 years old, his son is a Mercedes-Benz mechanic at Huber Mercedes-Benz in Fredericksburg, Virginia. He is self-sufficient, living on his own with a bright future thanks to the Hylton automotive CTE program. Any reduction in federal funding would lead to having antiquated training resources or outdated equipment, creating a more difficult transition to a technical school or the industry, thus impacting scholarship opportunities to current and future Hylton High School students. |
| Conor Legere | Importance of CTE | Presented on behalf of the CTE Advisory Board for Prince William County Public Schools. Commented how CTE students work ethic simply cannot be taught through academic classes. Stressed the important work that is being done related to workplace readiness as key in any career. Shared multiple examples why it is important to increase funding at the secondary level. |
| Tricia Jacobs | Split | Additional funding is needed to provide the resources necessary for the increasing enrollments in CTE courses. Additionally, funding is needed for teacher professional development to ensure curriculum is aligned to meet the needs of the workforce. Do not cut funding. Increasing the funding to unlock the CTE door to success for all students must be the priority. |

|  |  |  |  |
| --- | --- | --- | --- |
| October 23, 2019 |  | |  |
| Skyline Middle School, Harrisonburg Virginia |  | |  |
| Speaker | Topic | | Summary |
| Chloe Copenhaver | CTSO | | Offering CTSOs in the classroom has provided her opportunities to develop her leadership skills and learn the importance of teamwork, honesty and time management. By participating in State-and National-level activities, she has developed confidence to talk with business owners, public officials and even strangers. She has learned skills and knowledge to increase credential achievements in the area of workplace readiness and financial literacy. She believes CTSOs should continue to be a required part of every CTE classroom. |
| Simone Marion | CTSO | | Being a part of FCCLA, she blossomed as a leader and learned public speaking, professionalism, time management, and teamwork skills. She learned that in addition to her exploratory classes being fun, they are preparing her for the future. She has been able to explore career possibilities, learn money management skills and learn more about herself. She realizes that FCS and FCCLA rely on each other and the skills learned through CTE align with the Profile of a Virginia Graduate. She indicated CTE is an important part of every high school and middle school, changing the lives of millions of students across the nation. She has learned the value of CTSO as a required integral part of every CTE classroom. She encourages the increase of emphasis on the requirement for CTSOs because every student should have the same opportunity for leadership and career preparation. |
| Kelly Thompson | CTSO | | Shared how CTE and CTSOs have helped students gain skills for life. She indicated we cannot expect students to succeed if teachers cannot succeed. CTSOs are an important part of the CTE classroom. She indicated that Family and Consumer Sciences classrooms should be required to promote FCCLA as cocurricular part of the Family and Consumer Sciences curriculum. FCCLA reinforces technical, academic, and employability knowledge and skills that are taught in FCS. She has seen how students in FCCLA have excelled beyond the classroom and gained skills like time management, public speaking, teamwork and diversity training. CTSOs develop civic-minded individuals. Professional development for teachers is critical in knowing how to incorporate CTSO as an integral part of the classroom. Current Perkins funding is crucial to meeting this need for teachers. Even though she has never known Family Consumer Science without FCCLA, many FCS classroom do not offer FCCLA as a component. She indicated the average high school graduation rate for students concentrating in CTE programs is 93% compared to 80% national freshmen graduation rate. She has seen extraordinary growth in her students. She stated that more Virginia students need to be given the same opportunity for this leadership development, community service, workplace readiness. Her FCCLA and FCS story began in middle school and continued through high school and she found her career path being involved in a CTSO. |
| Rob Leonard | Importance of CTE | | Shared comments that the amount of funding is too low and needs to be increased in all lanes of career exploration and training for youth and adults. This also includes strengthening the CTE teachers and faculty pipeline, expanding the reach and scope of career guidance and academic counseling. None of the CTE postsecondary and private sectors can afford to lose any funding, do not decrease any of the lanes of funding. Removing funds from the critical stepping-stones of high school CTE does not best serve the critical bridge from initial career exploration through training and to career placement. Student vocational development and critical funding needs to work from 5th grade career exploration through middle school to high school and extend into specialized programming within the VCCS industry partner program. |
| Ken Nicely | Importance of CTE | | Shared statistics that demonstrate that Roanoke County CTE graduates are successful and the CTE programs depend on federal Perkins funding to provide equipment for the labs and workshops and these items require updating to meet industry standards. Perkins funding helps to promote CTE programs to non- traditional and special needs students and helps offset costs for these students to attend important state and national competitions. He commented that data indicates the demand in CTE-oriented careers is outpacing supply at an alarming rate; businesses desperately need skilled workers. CTE is helping train the next generation and needs funding to continue to keep programs going. Any decrease in funding will have a significant impact on our students and the future workforce, which will impact Virginia’s economy. We need to maintain and expand our investment in Career and Technical Education in our K-12 public schools. He strongly opposes any proposal to reduce the level of Perkins funding for K-12 public schools. |
| Jason Suhr | Split | | Comments focused around the differences between public school funding and the community college system. Public schools do not generate income, by law cannot charge tuition or impose fees for anything directly related to instruction and cannot levy any tax. Public schools can only operate on the predetermined funds received from federal, state and local resources. If funding is reduced, the public must make cuts. He identified the fact that community colleges generate revenue and charge for tuition and impose fees. Community colleges receive dual enrollment tuition from high school students even though students are sitting in a high school classroom being taught by a high school teacher and using resources, facilities, and equipment provided by the high school, they also have access to other funding sources not available to public schools in addition to private donations and grants. If the state were to adopt the changes proposed by the VCCS and the Perkins funding plan, Roanoke County would lose $36,000. With 366 high schools in Virginia and only 23 community colleges, he asked that we provide more not fewer opportunities for our public school students. |
| Speaker | Topic | Summary | |
| Mark Jones | Split | Commented on unfunded mandates that are good for the students and come at a heavy financial cost to K-12 education. Most unfunded mandates require expenditures that cannot be passed along to parents or students. Perkins funding is one way CTE can help offset these mandated expenses. Some of the unfunded mandates for public schools include career investigation for all middle school students. We must help secondary students develop academic and career plans. All students are required to complete economics and personal finance, which requires teachers and other resources, which is only partially funded via SOQs. Another big unfunded mandate is the requirement that CTE programs align with industry and professional standards such as ASE, which requires updating facilities, equipment and training personnel, and when industry standards change the schools are required to change and adapt as well. He recommends a different Perkins funding ratio than what has been proposed. Let us allocate even more funding to where it is needed most: K-12 public schools. He supports a reallocation formula of Perkins of 90% to secondary CTE programs, 10% to postsecondary. | |
| Luke Hartman | Private School Students | Indicated that he represents residents with intellectual disabilities paired with mental health diagnosis and the Virginia Association of Independent Specialized Educational Facilities (VAISEF). He commented on how Perkins V resources are being used locally for nontraditional special populations and helping those with IEPs make their transition plans a reality. He advocated for getting organized and building a system of communication so that Perkins V resources can be expanded to our state students in these independent specialized schools. Such organization will allow VAISEF School and the willing and supportive coordinators to support each other in the best interest of our students. | |
| Eric Fitzgerald | Split | Commented that the current funding model 85/15 split Perkins funding accounts for about one-half of Rockingham County’s funding for equipment necessary to operate successful relevant programs. CTE funding from Perkins dollars directly impact every student. The proposed split 65/35 will impact our ability to provide high-quality programs that are in demand. This split will impact all public school students in addition to the CTE Resource Center in Richmond. For thirty-seven years, The Resource Center has produced outstanding competency-based frameworks that align with industry, state, and national standards and is known in the CTE world as a highly desired model in Virginia and throughout the nation. In the last few years, many unfunded mandates have come through legislature requiring use of our funding resources, yet funding has remained the same and level across the board in CTE. He concluded with stating if we change the funding model where CTE programs receive less funding, it will result in a hardship for local school divisions. | |
| Madelynne Ritchie | CTSO | Shared that her involvement in the Technology Student Association has provided her experience and self- improvement in many areas: increased confidence, developed problem solving skills, communication and life adaptation skills becoming better prepared for the workplace. The profile of a Virginia CTE graduate is an exact match to the Profile of a Virginia Graduate. Both emphasize categories of content knowledge, workplace skills, community service and career planning. CTSOs are the backbone of student success. She spoke of the need to emphasize the importance of these organizations in the classroom to develop student soft skills before they reach college and the workplace. These organizations build life-ready individuals. | |
| Kevin Hutton | Split | Commented that one of the biggest parts of a technical center is making sure we have programs and careers that are in demand and up to date technologically. He asked to keep the current ratio of Perkins V funding because decreased funding through K-12 would directly affect the center’s possibilities or availability to keep that state of the art equipment. Currently there are over 33,000 jobs in cybersecurity in the state of Virginia and over 300,000 in the United States. Due to Perkins funding, we have been able to have a ribbon cutting ceremony for the first ever, Educational Security Operations Centers (EsoC), available to high school students in the state of Virginia and the nation. A decrease in funding would make it hard to offer this opportunity to our students. Since the ribbon cutting, we have been contacted by other businesses interested in our security program and the opportunity to provide students for their workforce. This opportunity will not be available with a decrease in funding. | |
| Christian Gibson | CTSO | Shared her high school experience in cybersecurity and the advisor that believed in her, encouraged her, and did his best to bring out the potential he saw in her. This encouragement led to her becoming the Virginia state president for Skills USA and a phenomenal change that has occurred for her. The framework from Skills USA is the best way for a worker to show themselves in the workforce. From her training, she has been able to be an example of the Skills USA framework in the classroom, in her local community, and her home, demonstrating all she has learned from her CTSO. She is spreading the word to tell others about CTSO and helping teach the lessons she has learned and the skills developed. She commented that words may be forgotten but things done and actions taken will be remembered. CTE is about action. She concluded that as long as there are CTSOs and students that are willing to learn, the world will never forget the actions CTE can achieve. | |
| Natalie Youngblood | CTSO | Spoke of her success from involvement in FBLA and her CTE classes. These classes sparked her interest in business and leadership she has improved her public speaking, communication, and networking skills, which are necessary career skills and skills that will be with her for a lifetime. As she transitions to college, she feels prepared and confident in the skills she has developed through the classes and CTE program and feels that this will lead to a successful path for the rest of her life. She feels her high school experience would not have been as influential without the CTE classes. She believes every student should have access to CTE courses and CTSOs for the benefit of the countless positive effects and impact on their development and futures success. | |

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
| Lydia Craig | CTSO | Spoke of the positive impact FBLA and the CTE program had on her high school education. She commented on the necessary life skills, certifications for Microsoft Office suite applications, workplace readiness and financial literacy she received from the classes and CTE program. She said she has grown as a leader, sharpened her public speaking skills and forged meaningful relationships. She believes that without FBLA and CTE courses, she would not have any of these public speaking, communication, or networking skills. Every student should have the option to participate in CTE and CTSOs so they can develop leadership and important life skills before they graduate. |
| Mary Beth Echeverria | Split | Commented that CTE courses provide all students in public schools an opportunity to find their passions and begin the construction of the workforce pipeline. It is imperative that we provide resources for career exploration, teach technical and workplace readiness skills, reinforce academic knowledge, and provide opportunities for applications of those skills and knowledge in work-based learning experiences. Public schools work diligently with limited funding streams to meet mandates for program quality. She spoke of the funding sources Virginia community colleges have access to and the cost that they do not incur and how they benefit greatly from the public school partners that include dual-enrollment. She proposes to increase the funding formula to 90% for secondary CTE. Through CTE students leave high school ready for work and future education and the larger investment in preK-12 and secondary CTE will have greatest impact. |
| Missy McDonald | WBL | Shared the importance of work-based learning. These experiences provide our students with authentic learning opportunities on a spectrum from career exploration all the way through career preparation. Perkins funding supports the opportunity for work-based learning to be imbedded in CTE courses. She pointed out that the nurse aide program is an example; during clinical instruction students visit multiple sites throughout our community in order to experience patient interaction and gain practical skills critical to earning their certification. These programs jump-start a career in the health sciences is important for students and communities. Specialty programs have developed in alignment with the Profile of a Virginia graduate that address student career interests and assist them in exploring high demand career fields, as well as local Employment opportunities. She request that the funding formula increase to 90% for secondary CTE. |
| Terry Templeton | Private School Students | Addressed the need for the special population of students that are attending private schools, private placed students be included in the resources for Perkins and ask that a concerted effort be made to look at how these students could be better served with Perkins funds. Perkins V required states to make meaningful progress toward improving the performance of special populations and look at the gaps. These students have some of the worst outcomes for future employment and require the most significant needs for support tin reaching postsecondary goals. This population contributes to the poverty census and headcount for which Perkins funds are distributed, yet they are not receiving the benefits. The evidence based practices for futures success for special needs students point to CTE initiatives, including vocational training work- based learning, career planning, and paid and unpaid work experience. The goal is to get these students back to public school, and she believes that if they had some of these opportunities or even opportunity to try some experience in these programs that would be a way to get them interested and back to public schools. |
| Al Alexander | WBL | Commented on the skills learned through the technology program and the project-based activities. They have lab experiences related to many technical careers, they learn about opportunities for careers in their local community, they learn the importance of academics. They can participate in dual enrollment programs to go on to higher education. The results our students have experienced in the CTE program would not be possible without adequate CTE funding from Perkins. Increased funding would promote and make possible better career and technical preparation and training for our youth. |
| Michael Tetto | WBL | Spoke of the increased emphasis on work-based learning, the Profile of a Virginia Graduate, the expansion of Perkins down to 5th grade, and Perkins funds are desperately needed to meet these needs. Perkins funds are used for upgrading equipment and to assist with training in all CTE programs. Without that funding, the program would stagnate in growth, limiting the opportunities for students and progression from school to industry. He added that they are appreciative of the resources received through the CTE Resource Center. He concluded that could use more of a percent of the funding than they currently receive. |
| Paige Owens | Split | Commented about working hard to keep CTE programs up to industry standards and that secondary education should continue getting 85% of the Perkins V funding. There is currently a greater need to provide our community business partners with high- quality students that can fill local workforce needs and become excellent employees. We need to be able to educate and train students on being great, the 5 C’s, get student industry credentials, and give them more opportunities for employment. The new graduation requirements have a greater focus on CTE and requires more support to meet those standards. Our students’ success stories include a student being vested in our welding program and two years out of high school will be making $80,000 a year. Another student now runs his own restaurant in his local community and is a CTE teacher. Without CTE programs, these student would not have been able to achieve these results. She is requesting that a minimum of 85% of Perkins V funding go to secondary CTE programs and 15% to postsecondary and to please explore changing the formula to 90% secondary an 10% postsecondary. |

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
| Jane Baker | Importance of CTE | Spoke about the concern of Perkins funding for CTE programs as a concerned grandmother of three grandchildren in public schools. If Perkins funding is cut, what will happen to CTSO organizations, work-based learning opportunities, equipment updating? She addressed the 10% of new jobs that will occur over the next ten years and if her grandchildren will have the opportunity to be trained and ready for those jobs upon graduation. They need to know they will have other opportunities aside from a college degree and to understand that they can make a difference in the world whether they are coming directly from high school or from a technical trade program. |
| India Harris | Importance of CTE | Pointed out that Virginia is falling short in our K-12 programs. This is seen in the adoption of Virginia’s profile of a graduate and the push for high school innovation and redesign. The new programs recognize the critical need to align; program at a foundation level in CTE and that requires funding. Our K-12 schools are in a unique position of being unable to generate their own funding; instead are dependent on money allocated from state, local, and federal government. We need to create, build, and expand programs in K-12, not cut them. We need those innovative programs to establish a strong foundation for our young people so they can make informed decisions for their future. These programs will require equipment, training for teachers, and infrastructure. We need to focus on building a strong foundation, which means equal if not increased funding for K-12 programs as we bring them up to speed with industry needs. |
| Todd Lynn | Split | Spoke about the great success of their program and their recent fall advisory committee meeting where businesses were full of excitement about what they are doing, they looked at new equipment; the paint simulator, the nursing simulator, and culinary students prepared and served food. All this possible through Perkins funding. He shared success stories about students in agriculture, family and consumer sciences, the trade and culinary program. Two students have plans to operate their own businesses: a rabbit breeder and a baker. Another student is starting a career as an electrician. He suggested doubling the investment in CTE for everyone. CTE is important, so add more money for everyone instead of arguing over the same piece of pie. Sometimes the next bright spot in a student’s life is in CTE. The ability for us to maintaining and provide high-quality in-demand jobs with credentialing is essential. |
| Chad Maclin | Split | Shared the need to increase funding for secondary career and technical education programs beyond the 85%. Career and technical education programs improve student attainment and academic knowledge and technical skills and the programs are required to be aligned with business and industry standards. Unfunded mandates from Virginia lawmakers and VDOE leadership on secondary CTE programs over the past decade have strained local school division budgets. The unfunded mandates warrant increased funding. He indicated that for his school division in Chesterfield County Public Schools the unfunded mandates have burdened the school division with an additional $5.8 million in unfunded mandates. He proposes a 90% increase for secondary education to help all school divisions. |
| George Bishop | Split | Commented on being in favor of the 90% split between secondary education and VCCS from Perkins funding. He shared his personal story, pointing out that if it were not for CTE and funding for the program he would not be here today. He started learning typing, then electronics to mechanics and pneumatics. These skills led to his career in the United State Marine Corps for aviation and he finished his degree. After the military, he worked for Culpeper County and has been doing this work for 20 years. His professional and personal experience has taught him that if we do not fund secondary education as it goes down to 5th grade, students will be lacking skills necessary to keep this country running. He commented he wants to see his grandchild and other children have the same opportunity he had at a better funding level. We cannot afford to slight the children that are coming behind us. |
| October 24, 2019 |  |  |
| George Wythe High School, Wytheville, Virginia |  |  |
| Anthony Sykes | Perkins Performance Levels | Shared comments of concern related to the fact that science is now an additional performance measure in Perkins V. Indicated that Virginia is considering the biology SOL as a performance measure. This essentially means that our CTE students' biology scores will help determine our CTE program quality. He shared that he doesn't think CTE should be held accountable for what will come down to biology SOL scores. Urged to reconsider this measure. In addition, while he supports dual enrollment, he is not in support of making dual enrollment credits a measure of program quality. |
|  | Split | Made a comment that he is in support of not changing the distribution of Perkins funds unless it's an increase for public schools. You have to consider how secondary has to divide up the funding to support 358 high schools and 374 middle schools. Any reduction in federal funding could result in fewer CTSO opportunities, a reduction in staff professional development, fewer equipment upgrades, and fewer credentialing opportunities. |
| Hanna Musick | Importance of CTE | Virginia vice president of FCCLA. Shared her personal story how CTE courses and experiences have impacted her life. Discussed how she loves that CTE courses focus on practice and improvement rather than rote memorization. CTE courses help develop skills for life. Urged to continue to find ways to integrate the CTSO opportunities so other students can benefit like she did. |
| Mike Ketron | Importance of CTE | Shared real stories and real successes from real students. None of the personal student success stories would have been possible without the support of Perkins funding. An example of the impact of CTE is a student that earned International Code Council certifications through the building trades program who is now an electrician for the U.S. Navy stationed in San Diego. |

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
|  | Split | Asked to continue the current 85/15 split but would not be opposed to a 90/10 split in favor of secondary education. |
| Shaun Sparks | Split | Spoke in support of career and technical education. The CTE funding currently has a very strong return on investment in Virginia. CTE continues to not only provide tremendous opportunities and support for students but also our industry partners, families, and community at large. Data support that students involved in CTE programs not only have greater academic success, their on-time graduation rate is higher than other students. Not only are they successful transitioning to postsecondary education, they are more successful when they get there. Requested to raise the funding for secondary schools to a 90/10 split. |
| Vickie Kitts | Split | Presented in support of CTE at the secondary level as a teacher, administrator, and FBLA advisor. Shared comments related to the importance of Perkins funding to the success of CTE students. Discussed the importance of preparing students to be career and college ready, which aligns to Virginia's Profile of a Graduate and the College, Career, and Civic Readiness Index. A comment was made to not only think of CTE at secondary schools. We cannot forget that the work begins in the elementary and middle school levels through academic career plans, career exploration beginning in the fifth grade. |
| Barry Yost | Split | Shared comments related to the impact of any reduction of Perkins funding to secondary schools. Several examples were given related to opportunities in CTE programs. CTE provides opportunities to students and industry while preparing students to be career-ready. Data shows that CTE has an impact on student academic success, technical attainment, on-time graduation rate, CTSO experiences, and supports a high transition rate to an industry as well as postsecondary education. Based on the funding divide between secondary and postsecondary, the ability of the community college system to obtain funds from multiple sources, he requested to maintain the split of funds or increase the amount for secondary schools to 90%. |
| Terri Webber | Private School Students | Shared comments as the director of education for Minnick Schools Private/Special Ed Day School. Indicated that Perkins V requires states to continually make meaningful progress toward improving the performance of special populations. Private schools in Virginia serve over 4,000 students. The goal of many private day schools is to return the student to their home school. It only makes sense to assess the needs of these students and staff when determining how funds can be equitably applied to move the needle toward positive outcomes for this special population. |
| Bill Sutherland | Private School Students | Shared comments as the principal of the Minnick School in Wytheville. This private day school serves 12 different school divisions. He feels the mission of Perkins V is to provide every student in Virginia with the opportunity to gain career-ready skills. Private day school students need the same access to training, equipment, and resources. He indicated that his students need and deserve an equal access to CTE programs. |
| Jessica Dalton | Split | Shared comments as the principal of the Career and Technical Center for Pittsylvania County. Comments focused around advocating for increased funding for secondary schools to a 90/10 split. Their school division is experiencing an increase in CTE enrollment. Any reduction in Perkins funding and their local school division would not be able to absorb the ever-growing needs of career and technical education. Any decrease in current funding would be a total hardship for our programs and our students. Without our federal funding, not only would this impact students, but the outcry from parent and our local business community would be astronomical. |
| Brandon Barts | Split | Shared comments as an electricity teacher for Pittsylvania Career and Technical Center. Supports increasing the split in favor of secondary education to 90%. Since the last reauthorization, there have been many legislative and policy mandates on secondary education that warrants increased funding and have placed significant burdens on already strapped local school division budgets. |
|  | CTE Resource Center | Commented in favor of an increase to support the CTE Resource Center. Any decrease in funding would severely impact the ability of the CTE Resource Center to provide free access to and support the curriculum resources for all teachers. |
| Angela Rigney | Split | Shared comments as the CTE director for Pittsylvania County. Supports increasing the split in favor of secondary education to 90%. Since the last reauthorization, there have been many legislative and policy mandates on secondary education that warrants increased funding and have placed significant burdens on already strapped local school division budgets. In addition, fully supports an increase to support the CTE Resource Center. |
| Megan Atkinson | Split | Shared comments as an advocate for CTE. Fully supports to maintain the current funding split at minimum. Pulaski County CTE enrollment is busting at the seams. Any reduction in funding would potentially cause the closing of program offerings. Changing the split would require Pulaski County to take money from other programs within the division to continue the career exploration activities that help connect students to their future careers. |
| Ryan Stinson | CTSO | Shared comments around the many benefits of participating in CTSO. Public speaking, team building, and general leadership ability have increased exponentially by taking advantage of TSA experiences. One of the greatest things about TSA is the fact that this is a student-led organization. This has provided the opportunity to combine our strengths and weaknesses to create the best possible environment for our organization. Experiences like this must have continued support. |

|  |  |  |
| --- | --- | --- |
| Speaker | Topic | Summary |
| Lexi Vencill | CTSO | Shared her personal experience engaged in her school through participation in the Technology Student Association. Being able to apply workplace readiness skills has truly prepared her for the future. Continued support for organizations like TSA is needed for every student to have the same experiences she has had. |
| Rebecca Collins | CTSO | Through TSA and CTSOs, students are provided with opportunities to serve, lead, expand their skills and knowledge, and experience career planning far beyond the scope of the classroom. Continued funding to support teacher providing these experiences is absolutely vital helping students learn to lead in a technical world. |
| Mark Long | Split | Shared several examples of the importance of continued funding support to enhance and modernize CTE program offerings. In a small school division, many projects span multiple years in order to balance the budget. Student discipline is reduced with students actively engaged in CTE programs. |
| Jonathan Wood | Split | In Patrick County, Perkins funding supports a pivotal part of the students' education. Several examples were shared highlighting the value CTE provides to students, parents, and industry. Funding increases for secondary CTE beyond the 85% would improve student attainment of academic knowledge and technical. Regardless of the student's postsecondary goals, all students can benefit from CTE courses at the secondary level. Any reduction in funding would negatively impact our small local school division. |
| Travis Staton | Professional Development | Shared comments as the president and CEO of United Way Southwest Virginia. Discussed how his organization is working with local school divisions. Emphasized the importance of business and education working together to ensure efforts are aligning with local business needs. Collaboration and breaking down silos is critical across organizational efforts like Go Virginia. Local assessments help strengthen to align resources to targeted areas. |
| Brian Alexander | Split | Requested that funding between secondary and postsecondary remain the same or even increase to a 90/10 split in favor of secondary education. In the agriculture field is critical to keep up with equipment needs. Additional funding will help with that. Supporting the needs of the CTE Resource Center is also necessary along with the associated professional development. |
| Brian Austin | Split | Shared comments as the superintendent of Lee County Schools. Spoke on behalf of the Regional Superintendent's Group, which represents 19 school divisions in Southwest Virginia. He indicated that the Division Superintendent's Group supports the 85/15 split of funding because of their commitment to children. Community colleges have a variety of other opportunities provided through industry partnerships to help with equipment needs that school divisions can't. He advocates highly that the state Board of Education continue to fund Perkins or increase funding for secondary education. |
| Brian Karriker | Importance of CTE | Shared comments as a parent and long time advocate for CTE and the benefits it provides students like himself. After leaving the military, he became a master electrician and master plumber. He is in support of funding for secondary schools to exceed the 90/10 split everyone else talks about. |

# Appendix C

Secondary Comprehensive Local Needs Assessment Template

**Career and Technical Education**

**Required**

**Comprehensive Local Needs Assessment**

**(To be submitted along with the local Perkins application)**

**2020-2021**

      School Division

*(fill in division name)*

**Comprehensive Local Needs Assessment**

Section 134 (c)

1. To be eligible to receive financial assistance each local school division shall:
2. Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application; and
3. Update the local needs assessment not less than once every two years.

| **Describe:** |
| --- |

1. Requirements: The comprehensive local needs assessment described in paragraph (1) shall include each of the following.

| **Requirements –**  Section 134 (c)  (A) Provide an evaluation of the performance of the students served by the school division with respect to State determined and local levels of performance including an evaluation of performance for special populations and each subgroup described in section 1111 (h)(1)(c)(ii) of the Elementary and Secondary Education Act of 1965. |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (B) Provide a description of how career and technical education programs offered by the local school division are–   1. Sufficient in size, scope, and quality to meet the needs of all students served by the local school division |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (B) Provide a description of how career and technical education programs offered by the local school division are–   1. (I) aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by the state workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board including career pathways, where appropriate. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (B) Provide a description of how career and technical education programs offered by the local school division are–  (ii) (II) designed to meet local education or economic needs not identified by state boards or local workforce development boards. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (C) Provide an evaluation of progress toward the implementation of career and technical education programs of study. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (D) Provide a description of how the local school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (E) Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –  (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (E) Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –  (ii) providing programs that are designed to enable special populations to meet the local levels of performance. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134 (c)  (E) Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –  (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. |
| --- |

| **Describe:** |
| --- |

**Comments**

| **Describe:** |
| --- |

# Appendix D

Postsecondary Comprehensive Local Needs Assessment Template

**Career and Technical Education**

**Required**

**Comprehensive Local Needs Assessment**

**(To be submitted along with the local Perkins application)**

**2020-2021**

      Community College

*(fill in college name)*

**Comprehensive Local Needs Assessment**

Section 134(c)

1. To be eligible to receive financial assistance each college shall:
2. Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application; and
3. Update the local needs assessment not less than once every two years.

| Section 134(c)  (A) Provide an evaluation of the performance of the students served by the community college with respect to state-determined and local levels of performance, including an evaluation of performance for special populations and each subgroup described in Section 1111 (h)(1)(c)(ii) of the Elementary and Secondary Education Act of 1965. |
| --- |

1. Requirements: The comprehensive local needs assessment described in paragraph (1) shall include each of the following.

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

1. To be eligible to receive financial assistance each local school division shall:

| Section 134(c)  (B) Provide a description of how career and technical education programs offered by the community college are:   1. Sufficient in size, scope, and quality to meet the needs of all students served by the community college. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134(c)  (B) Provide a description of how career and technical education programs offered by the community college‒   1. (I) aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by the state workforce development board described in Section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board including career pathways, where appropriate. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134(c)  (B) Provide a description of how career and technical education programs offered by the community college are –  (ii) (II) designed to meet local education or economic needs not identified by state boards or local workforce development boards. |
| --- |

| **Describe:** |
| --- |

| Section 134(c)  (C) Provide an evaluation of progress toward the implementation of career and technical education programs of study. |
| --- |

**Comprehensive Local Needs Assessment**

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

Section 134(c)

(D) Provide a description of how the community college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career coaches and academic counselors, including individuals in groups underrepresented in such professions.

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134(c)  (E) Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –  (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

| Section 134(c)  (E) Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –  (ii) providing programs that are designed to enable special populations to meet the local levels of performance. |
| --- |

| **Describe:** |
| --- |

**Comprehensive Local Needs Assessment**

|  |
| --- |
| Section 134(c)  (E) Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –  (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. |

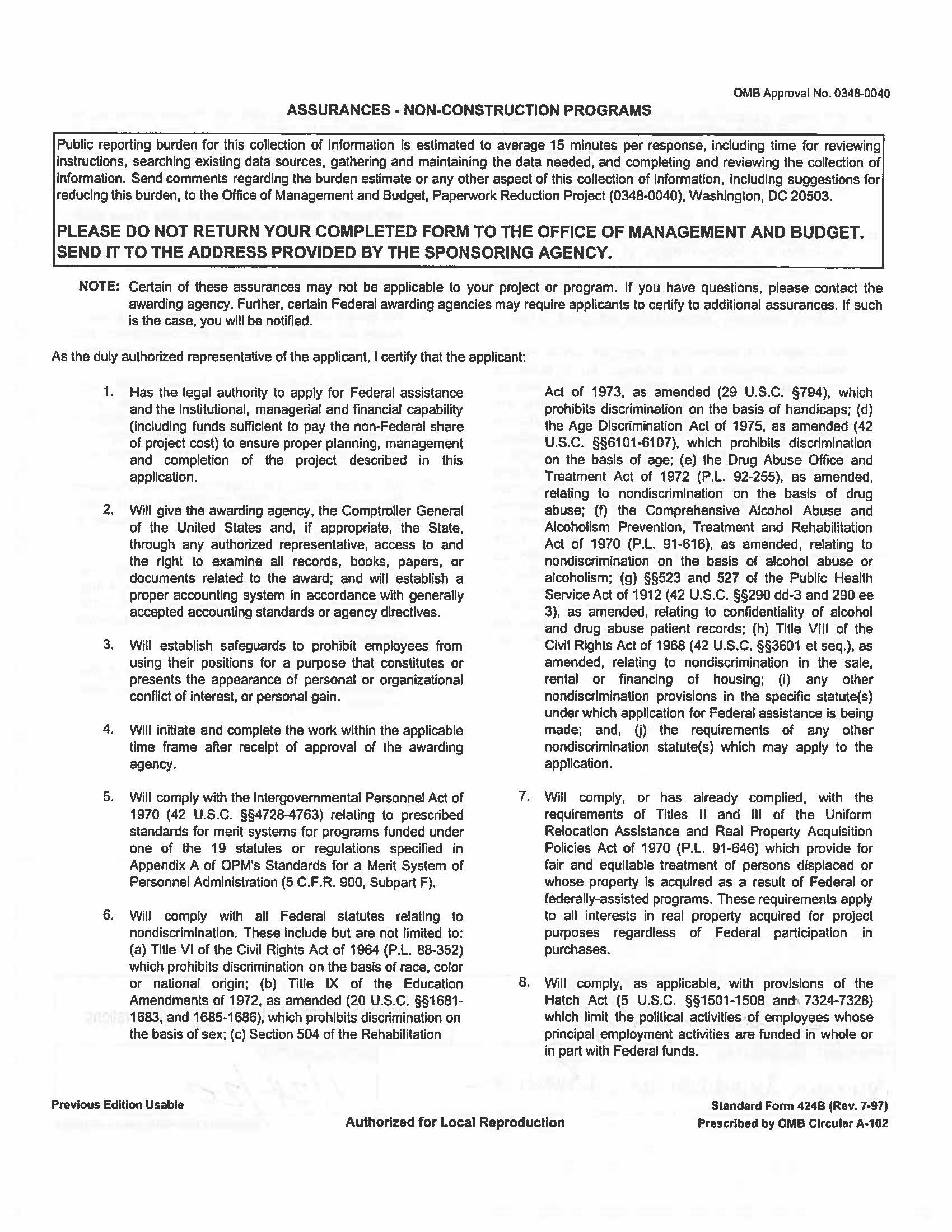
| **Describe:** |
| --- |

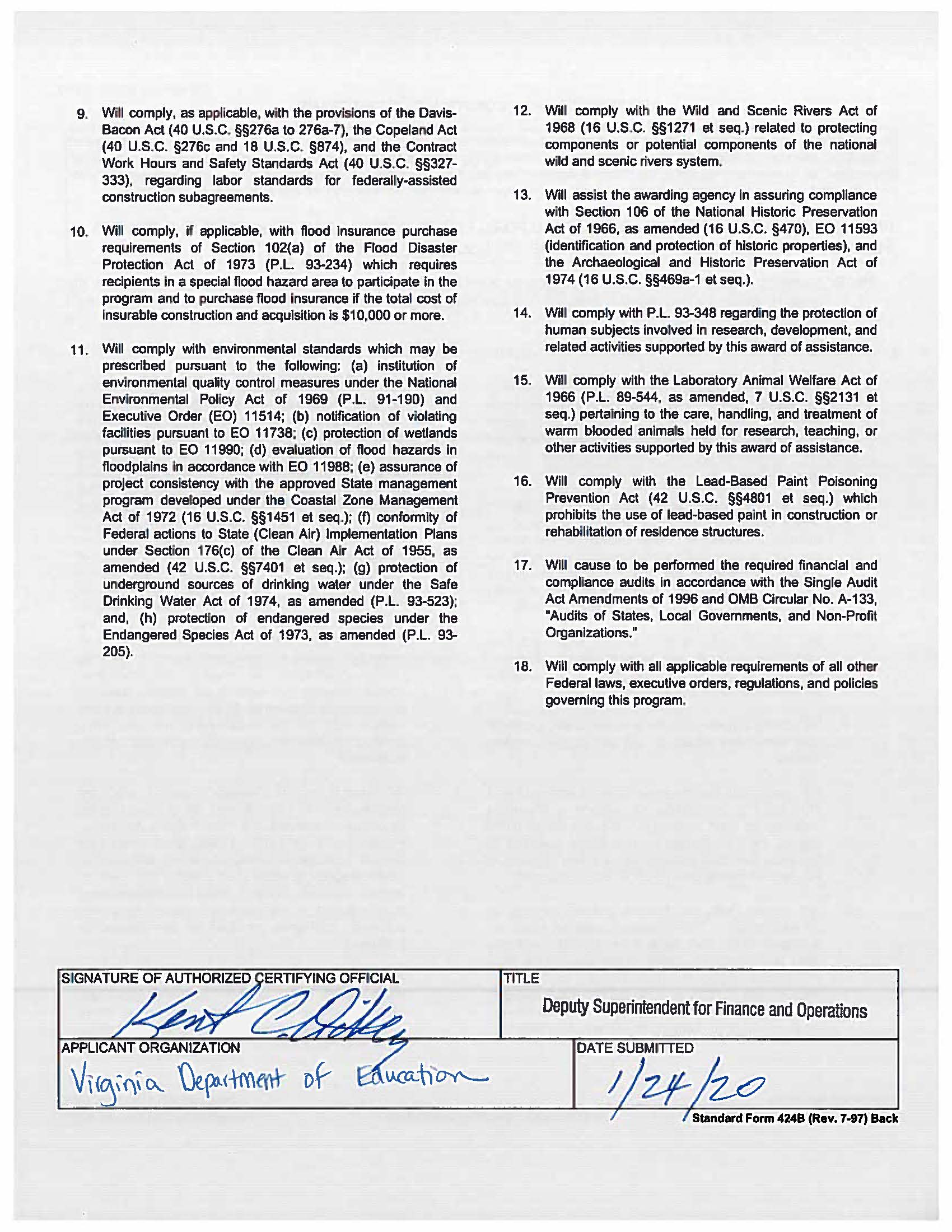
**Comment**

|  |
| --- |
| **Describe:** |

# Appendix E

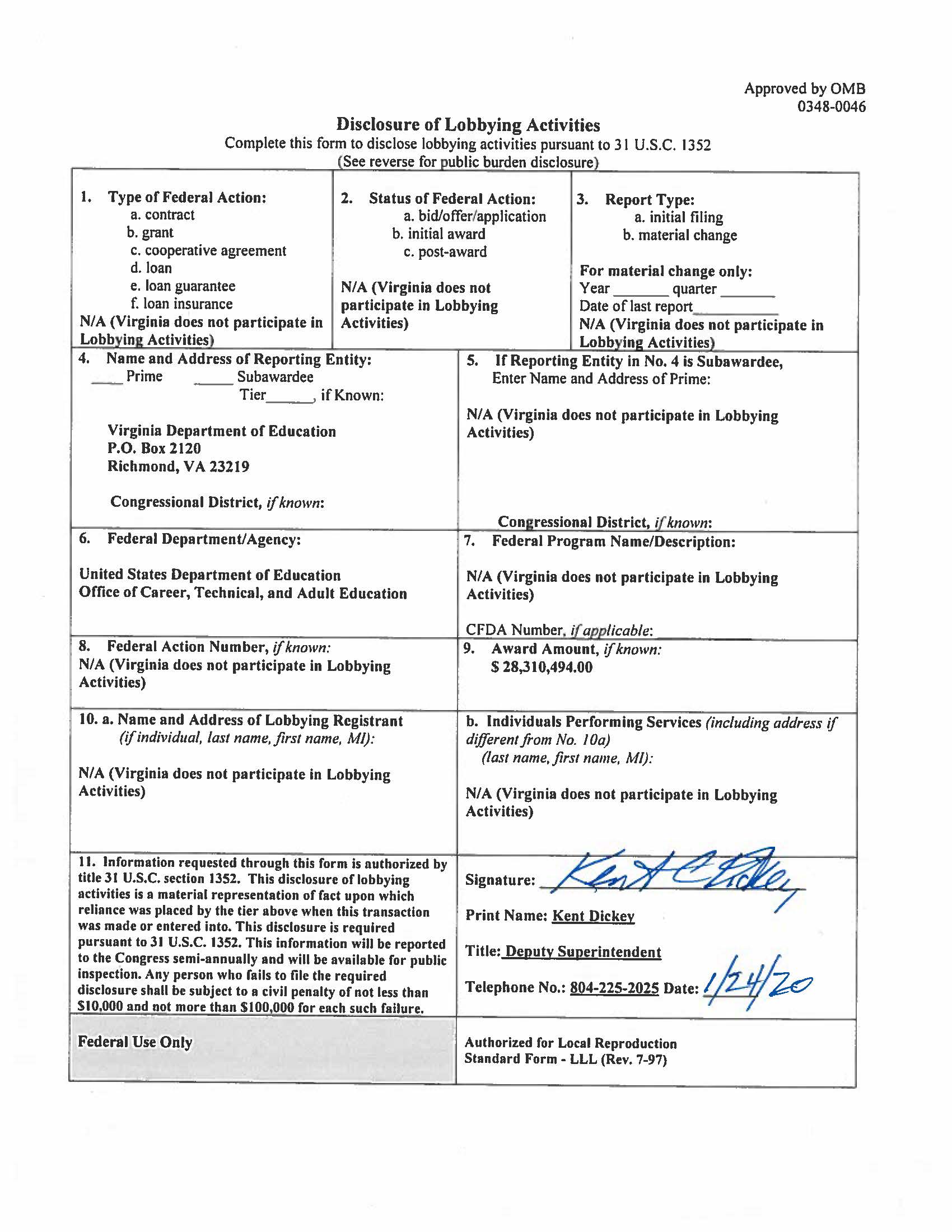
Assurances for Non-Construction Programs





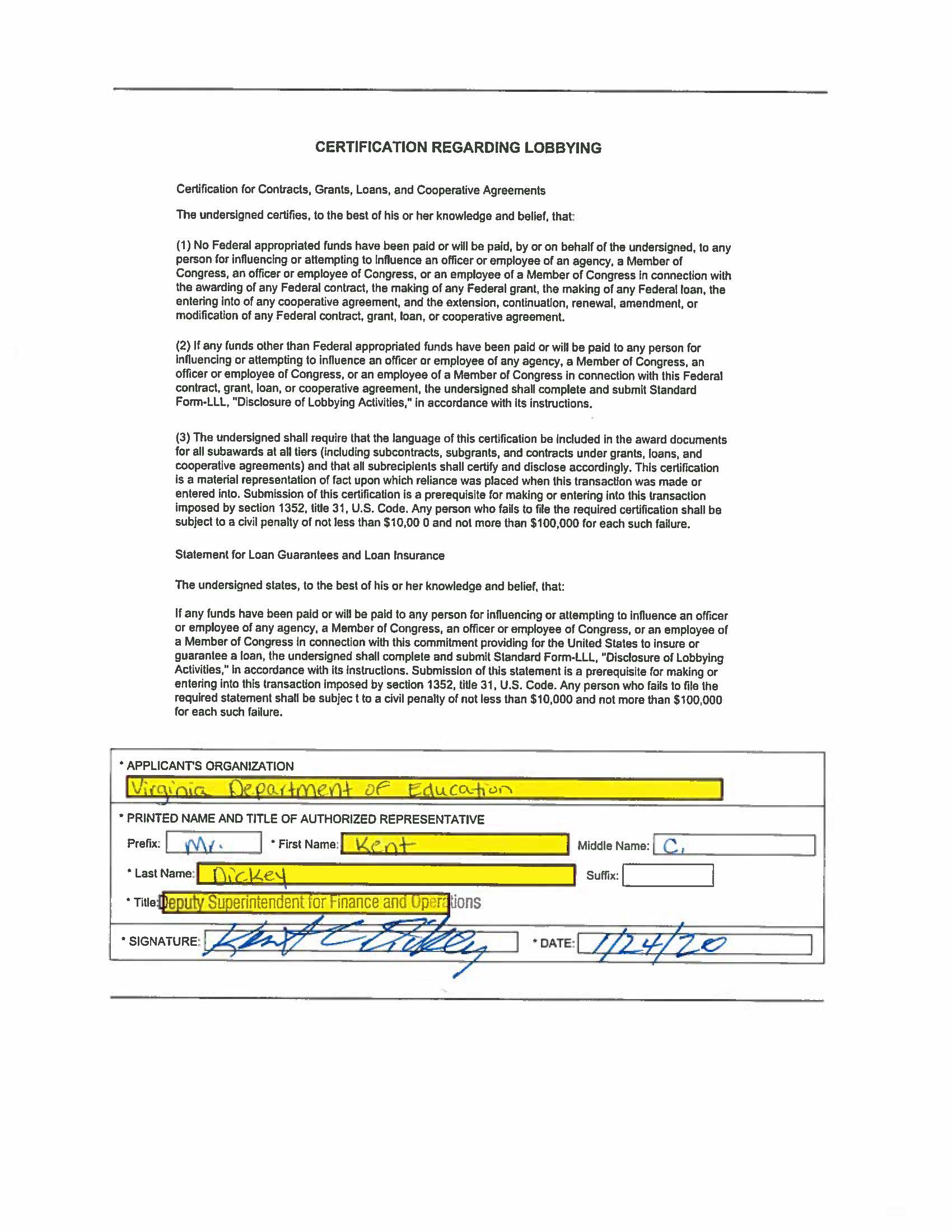
# Appendix F

Disclosure of Lobbying Activities



# Appendix G

Certification Regarding Lobbying



# Appendix H

General Education Provisions Act



Attachment B

