

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { } ACTION { X } CLOSED MEETING { }

SUBJECT: **SUPERINTENDENT’S REPORT - ACTION**

2013-2014 Perkins Local Plan & Budget for Career & Technical Education – Mrs. Rowe

BACKGROUND: **The 2013-2014 Perkins Local Plan & Budget for Career & Technical Education must be submitted no later than April 30, 2013 to the VDOE. Prior to submission, Board approval is required.**

Mrs. Rowe will present the plan at the meeting, highlighting changes from the 2012-2013 plan.

RECOMMENDATION: **Approval of the plan to meet the submission deadline for federal funding is recommended.**

Virginia Department of Education
Office of Career and Technical Education Services

**LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS
2013-2014**

(A copy of this signed form must be faxed to the Office of Career and Technical Education at 804-530-4560)

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)		Division	CTE Administrator	
BATH COUNTY PUBLIC SCHOOLS		Number	009 Sarah Rowe	
Mailing Address (Street, City or Town, and Zip Code)		Mailing Address (If different than applicant address)		
464 Charger Lane, Hot Springs, VA 24445				
Phone (ext):	(540) 839-2431	Fax:	(540) 839-3290	
	Numbers Only Ext.		Numbers Only Ext.	Numbers Only
E-mail:		sarahro@bath.k12.va.us		

Certification

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan. Via signatures below, this division certifies that it will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:

Requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Please note this includes:

- Perkins IV Technical Skills Assessment Certification;
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower tier Covered Transactions (Conditions - Item 10);
- Certification of Non-Construction and Construction Programs (Conditions - Item 11);
- Disclosure of Lobbying Activities (Conditions - Item 12);
- Coordination of Sample Career Cluster/Pathway Plans of Study and/or Academic Career Plan;*
- Performance Assessment Results (Performance Assessment Tab);
- Stakeholder Participation/Involvement CTEMS Schedule 1 (CTEMS Schedule Tab); and
- Evaluation of Career and Technical Education Programs CTEMS Schedule 8 (CTEMS Schedule Tab).

CTE Local Advisory Chairperson (Signature)

Date

Local Community College Perkins Administrator
(Signature)*

Date

Local CTE Administrator (Signature)

Date

School Board Chairperson (Signature)

4/3/2013

Date

Division Superintendent (Signature)

4/3/2013

Date

Carl D. Perkins Career and Technical Education Act of 2006**Assurances (continued on next page)**

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and all applicable Virginia Public School Laws.
2. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Sec. 119(d)(1-2))
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(c)13)
4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)3)
5. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(b)3) and (Sec. 135(b)7)
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec. 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education and tech prep activities. (Sec. 311(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 314)
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec. 315)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec. 322)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 317)
12. None of the funds expended under Perkins IV 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 interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Sec. 118).
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.
15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.

Carl D. Perkins Career and Technical Education Act of 2006
Assurances (continued from previous page)

16. This plan has been developed in consultation with the local career and technical education advisory committee which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006.

Section 134(b)(7) and Section 135(b)(6): Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. The school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument and submit in conjunction with the CTE Local Plan by April 30, 2013.

(Refer to Superintendent's Memorandum #245-12, dated September 7, 2012.)

Conditions

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of EDGAR.
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.

4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (five-year plan).
6. The locality will not fund any project, service, or activity for more than three years, the year of its inception and the two following years, unless they are showing continuous improvement, meet or exceed all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The Locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76—State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; 34 CFR Part 85—Government wide Debarment and Suspension (Nonprocurement).

Perkins IV Technical Skills Assessment Certification
(To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.

2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.
 - a) Competencies are specified to students prior to instruction.
 - b) Competencies include “all aspects of the industry” and “workplace readiness skills.”
 - c) An internal evaluation system (i.e., state supplied Student Competency Record)* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

*Student Competency Records should be used accordingly:

- a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
- b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance level of students on each essential competency.
- c) Grading rubrics should be used where appropriate in skill performance applications.
- d) Student competency records should be retained in the school division for five years.

PERFORMANCE ASSESSMENT for 2011-2012
(Annual Submission Required)

The school division's local plan should reflect activities/projects that address Perkins Performance Standards that have not improved or that do not meet the Virginia Agreed Upon Perkins Performance Levels. This information will be used to inform appropriate technical assistance, on-site visits, and/or local Federal Program Monitoring visits.

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

Directions: Provide the school division's actual performance levels for 2011-2012 for all completers and special populations.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2011 - 2012	2011 – 2012 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	94.00%	100.00%	100.00%
1S2	Academic Attainment - Mathematics (Highest Level)	84.00%	100.00%	100.00%
2S1A	Technical Skills Attainment - Student Competency Rate	81.00%	100.00%	100.00%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	52.00%	84.62%	86.36%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	72.00%	54.55%	47.37%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	33.00%	46.15%	40.91%
2S1E	Technical Skills Attainment - Completers Earning Advanced Studies Diploma or Passing a Credentialing Test	40.00%	51.28%	40.91%
3S1	Secondary School Completion	85.00%	97.62%	
4S1	Graduation Rate	80.00%	94.45%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	85.00%	100.00%	100.00%
5S1	Program Completer Response Rate	75.00%	100.00%	
6S1	Nontraditional Career Preparation Enrollment	22.00%	22.18%	
6S2	Nontraditional Career Preparation Completion	19.00%	32.44%	

** EOC - End-of-Course

PERFORMANCE ASSESSMENT
(Continued from previous page)

The Annual Performance Report for your school division is available at
http://www.doe.virginia.gov/instruction/career_technical/statistics_reports/index.shtml

How many performance standard(s)/element(s) were not met for first time.		
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met.		

How many performance standard(s)/element(s) were not met for two consecutive years.		1
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met and what action was taken in prior years to improve the performance.		
2S1C-Test Takers Passing Credentialing Tests		
The test chosen poorly aligned with the Virginia competencies. We have modified our testing practices and have chosen new tests that better align with current curriculum.		

How many performance standard(s)/element(s) were not met for three consecutive years.		
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met and what action was taken in prior years to improve the performance.		

2012-2013 PERFORMANCE ASSESSMENT TARGETS

School divisions are required to meet or exceed the Virginia Agreed Upon Performance Levels. For your information, the following chart provides the list of Perkins Core Indicators of Performance, the 2012-2013 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 027-12, dated September 13, 2012.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2012 - 2013	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	85.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	61.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	84.00%	Completer Demographics Report (CDR) and Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	55.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	75.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	35.00%	
2S1E	Technical Skills Attainment - Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	43.00%	
	Information Indicator - Completers who earned an Advanced Studies Diploma and passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	88.00%	Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	83.00%	Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	88.00%	CTE Follow-up Survey of Program Completers
5S1	Program Completer Response Rate	75.00%	CTE Follow-up Survey of Program Completers
6S1	Nontraditional Career Preparation Enrollment	25.00%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	22.00%	Completer Demographics Report (CDR)

* Based on Virginia's Federal Annual Measurable Objectives (FAMO) for all students under the NCLB Act, flexibility waivers granted by USDOE in August 2012.

** EOC - End-of-Course

**CTEMS CHECKLIST
2013-2014**

1. **CTEMS Schedules Required for School Divisions** (Schedules in red to be completed only if changes have occurred from previous year.)

	<u>Schedule 1 - Stakeholder Participation/Involvement</u>		<u>Schedule 10 - Using Data to Improve Career and Technical Education</u>
	<u>Schedule 2 - Application for Local Career Cluster/Pathway Plans of Study</u>		<u>Schedule 11 - Sufficient Size, Scope, and Quality of Program Services and Activities</u>
	<u>Schedule 3 - Special Populations Report</u>		<u>Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services</u>
	<u>Schedule 4 - Strengthen/Improve Academic and Technical Skills</u>		<u>Schedule 13 - Equity Provisions of General Education Provision Act</u>
	<u>Schedule 5 - All Aspects of Industry</u>		<u>Schedule 14 - Labor Market Needs</u>
	<u>Schedule 6 - Technology in Career and Technical Education</u>		<u>Schedule 15 - Participation in Regional Technical Education Programs</u>
	<u>Schedule 7 - Professional Development Provided</u>		<u>Schedule 16 - Career and Technical Education Financial Data</u>
	<u>Schedule 8 - Evaluation of Career and Technical Education Programs</u>		<u>Schedule 17 - Budget of Perkins Funds</u>
	<u>Schedule 9 - Improvement, Expansion, and Modernization</u>		<u>Schedule 18 - Administration/Administrative Equipment Funds and Budget Summary Worksheet</u>

2. **CTEMS Schedules Required for Regional Centers** (Schedules in red to be completed only if changes have occurred from previous year.)

	<u>Schedule 1 - Stakeholder Participation/Involvement</u>		<u>Schedule 8 - Evaluation of Career and Technical Education Programs</u>
	<u>Schedule 2 - Application for Local Career Cluster/Pathway Plans of Study</u>		<u>Schedule 9 - Improvement, Expansion, and Modernization</u>
	<u>Schedule 3 - Special Populations Report</u>		<u>Schedule 10 - Using Data to Improve Career and Technical Education</u>
	<u>Schedule 4 - Strengthen/Improve Academic and Technical Skills</u>		<u>Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services</u>
	<u>Schedule 5 - All Aspects of Industry</u>		<u>Schedule 13 - Equity Provisions of General Education Provision Act</u>
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2013-2014**

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**CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2013-2014 Plan**

Section 134(a) and Section 135 (c)(1): The local plan shall be for the same period of time as the State Plan submitted under Section 122. Please check the types of involvement each of the groups below have had in the development of your local plan.

Section 134(b)(5) and Section 135(c)(1): Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

	<i>supplied information</i>	<i>provided substantive consultation</i>	<i>reviewed and critiqued the plan or sections of the plan</i>
Representatives of business/industry	X	X	
Representatives of labor (if applicable)			
Community representatives and other interested individuals	X	X	X
Representatives of special populations	X		X
Representatives of local community colleges	X	X	X
Teachers	X	X	X
Parents	X	X	
Students	X		

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2012-2013 school year.

The Advisory Board Officers regularly communicated with the CTE Director to plan and evaluate activities to present to the Board. Director and teachers have shared data and accomplishments with the Bath County School Board, Bath Chamber of Commerce and CTE Advisory Board. A career fair was completed in October as a joint effort between The Homestead and Mertz Career and Technical. Student representative were elected from the student body. CTE web page blog and calendar enhances communication; local newspaper publishes photos and articles on student accomplishments

**CTEMS SCHEDULE 1 (Continued)
Stakeholder Participation/Involvement
2013-2014 Plan**

The local advisory committee for career and technical education must be involved in the development, implementation, and evaluation of career and technical education programs. The advisory committee, which meets regularly, is a group of persons representing business, industry, labor (if applicable), public agencies, education, and the community for the purpose of providing recommendations, direction, and assistance to career and technical education.

Note. The local advisory committee may be used for this purpose if membership is expanded to include representation from the following groups: parents, students, teachers, business and industry, labor organizations, local community colleges, special populations, and other interested individuals. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include career and technical administrator.

List below only one individual from each category on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs.

Group ID Letter:	P : Parents	B&I : Business and Industry CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals
	S : Students	
	T : Teachers	
	L : Labor Organization	

NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Melinda Nichols	Bath Chamber of Commerce	B&I
Paul Lancaster	Technology, BCPS	SP
Jane McMullen, Chairman	BCHS - Business	T
Earl Dodrill	DSLCC	CC
Joey Altizer	BCHS - Business	P
Aubrey Black	BCHS - Student	S

Describe how members of the career and technical education advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2013-2014 school year.

Input is given via the CTE advisory board and meetings with other stakeholders. Currently, because of budgetary constraints our CTE program offerings cannot be expanded in the traditional sense. Mertz CTE is working in conjunction with DSLCC to consider less traditional ways to offer more courses to our students. The CTE director has met with the Chamber of Commerce to look into internship, mentorships and shadowing opportunities for 2012-13. Mertz continues a healthy relationship with The Homestead to cultivate student interest in local careers. The Homestead sponsored Career Fair is planned for the fall of 2013 as well as monthly visitations. Five advisory committee meetings are scheduled for the 2012-2013 school year. In 2012-2013 further communication is planned with the Bath County Chamber of Commerce. ITC programs will also be put in place to link students with area businesses.

CTEMS SCHEDULE 2
Application for Local Career Cluster/Pathway Plans of Study
2013-2014 Plan

INSTRUCTIONS/PROCEDURES

Assistance for completing CTE Career Cluster/Pathway Plans of Study may be found at:

http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml

Assistance for completing Academic and Career Plans may be found at :

http://www.doe.virginia.gov/instruction/graduation/academic_career_plan.shtml

Effective school year 2013-2104, divisions must implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(3)(A) and Section 135(b)). However, to ensure your division’s previous Plans of Study (submitted over the past 6 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please e-mail a Microsoft Word file of your completed 2013-2014 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Business Management & Administration	Administrative Support-Business Management	2007-2008	Local
Hospitality & Tourism	Restaurants and Food/Beverage Services-	2008-2009	Local
Agriculture, Food, & Natural Resources	Construction-Architecture and Construction	2009-2010	State
Information Technology	Web and Digital Communications-Information	2010-2011	State
Manufacturing	Maintenance, Installation and Repair-	2011-2012	State
Architecture & Construction	Facility and Mobile Equipment Maintenance-	2012-2013	State

**Application for Local Career Cluster/Pathway Plans of Study
2013-2014 Plan**

Please e-mail a Microsoft Word file of your completed 2013-2014 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.

PLANS OF STUDY SUBMITTED FOR 2013- 2014 LOCAL PLAN

CLUSTER for 2013-2014 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Hospitality & Tourism	Restaurants and Food/Beverage Services-Hospitality and	State

1. Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in –
 - i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. career and technical education subjects.*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.*
3. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.*
4. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits/elements.
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/NOCTI assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

* Required

**CTEMS SCHEDULE 3
Special Populations Report
2013-2014 Plan**

A. Identify the number of economically disadvantaged, disabled, limited English proficient (LEP)/English Language learners (ELL), migrant, single-parent, nontraditional (underrepresented gender groups), and displaced-homemaker students eligible for services provided by your school division.

Number of Economically Disadvantaged (including foster children) (Grades K-12)	Number of Disabled (Grades K-12)	Number of Limited English Proficient/ English Language Learners (Grades K-12)	Number of Migrant Students (Grades K-12)	Number of Single-parent (including single pregnant women) (Grades 7-12)	Number of Non-traditional (under-represented gender groups) (Grades 7-12)	Number of Displaced-home-makers (Grades 7-12)
297	78	14	0	0	23	0

B. Section 134 (b)(8)(A) and Section 135(b)(9) and (c)(4) and (c)(14, 16 and 17): Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

Students who are identified as receiving special education services have access to all of the career and technical education programs at BCHS. Each case manager works with the student and their parents in meeting with the school counselor to find the best program match for each student. The case manager then works with the classroom teacher and classroom aides to meet a particular student's needs. The ELL population receives supplemental course material in order to assure language comprehension. Ongoing communication between the case manager and the course instructor helps reduce hurdles during the year. At the end of the academic year, performance data is reviewed on these students to ensure that these students are successful and to ascertain any areas which need additional support.

CTEMS SCHEDULE 3 (continued)
Special Populations Report
2013-2014 Plan

C. Section 134 (b)(8)(A) and Section 135(b)(9) and (c)(4) and (c)(17): Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

All Mertz Center programs are available to all populations. Every student is encouraged to participate in as many of the CTE programs as possible. This is accomplished via the use of a Career Fair held in the fall, Career activities lead by the school counselor and lastly through the academic and career plan process. Each student is met with on an individual basis to ensure that all students have the opportunity to participate in the programs they wish to pursue. Beginning in 2012-13 all 8th grade students will be required to take keyboard applications and word processing. Exploratory will also be offered to 8th graders to allow all students to rotate through each CTE program for exposure and experience. 2013-2014 Seventh grade students will be encouraged to visit Mertz Technical Center for future career exploration. It is planned that CTE instructors will also visit Millboro and Valley Elementaries to address grades 5 and 6.

D. Section 134 (b)(9) and Section 135(b)(9) and (c)(4): Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

No student is discriminated against on the basis of their status as a member of a special population. Every possible opportunity is employed to ensure that each student has access to the CTE program of their choice.

CTEMS SCHEDULE 3 (continued)

Special Populations Report

2013-2014 Plan

E. Section 134(b)(8)(C) and (b)(10) and Section 135(b)(9) and (c)(4) and (c)(17): Provide activities/services to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NON-TRADITIONAL	DISPLACED HOME-MAKERS
Supplemental basic academic instruction	X	X	X			X	
Supplemental social growth activities	X	X	X			X	
High-interest reading materials for struggling readers	X	X	X			X	
Instructional or teacher aides	X	X	X				
Mentoring programs						X	
Systematic tutoring	X	X	X			X	
Career and technical assessment	X	X	X			X	
Career counseling	X	X	X			X	
Transportation for work experience							
Apprenticeship							
Work-study programs							
Coop education							
Job placement and follow-up							
Job-coach and job-transition services	X	X	X			X	
Work-site visitation							
CT student organizations	X	X	X			X	
Field trips	X	X	X			X	
Child-care							
Special transportation							
Special seminars for fathers, teens, etc.							
Other: (specify)							
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	X	X	X			X	

CTEMS SCHEDULE 4
Strengthen/Improve Academic and Technical Skills
2013-2014 Plan

Section 134(b)(3)(B,D,E) and Section 135(b)(1)(A,B) and (c)(12): Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

Directions

For each of your Perkins supported programs, place an X by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place an X in the field marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects		X		X				X	X
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects		X		X				X	X
c. Developing and implementing academic and career and technical collaborative lesson plans		X		X				X	X
d. Implementing academic/career and technical team teaching		X		X				X	X
e. Providing dual credit options									
f. Providing joint academic/career and technical instructional assignments		X		X				X	X
g. Planning for and participating in joint academic/career and technical field trips to business/industry		X		X				X	X
h. Providing a senior research project with academic and career and technical education components									
i. Other (specify)									

CTEMS SCHEDULE 5

All Aspects of Industry

2013-2014 Plan

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11): Provide students with experience in and understanding of all aspects of an industry.

Directions

For each of your Perkins supported programs, place an X in the field for every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Career and technical curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry			X		X				X	X
b. Work-site experiences provided										
	Cooperative Education									
	Internship									
	Apprenticeship									
	Mentoring									
	Shadowing									
c. Participation of Business/Industry Reps										
	Mentoring opportunities provided									
	Shadowing opportunities provided									
	Business/industry tours				X					
	Class presentations		X		X			X	X	
	Program Evaluation		X		X			X	X	
Other Specify:										

**CTEMS SCHEDULE 6
Technology in Career and Technical Education
2013-2014 Plan**

Section 135(b)(4 and 7) and (c)(9 and 12): Develop, improve, or expand the use of technology in career and technical education.

Directions

For each of your Perkins supported programs, place an X in the field for any activity you will use in that program to develop, improve, or expand the use of technology.

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.			X		X				X	X
b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.			X						X	
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).										
d. Provide technology applications in classroom instruction (including computer applications).			X		X				X	X
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.			X		X				X	X
f. Other (specify)										

**CTEMS SCHEDULE 7
Professional Development
2013-2014 Plan**

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19): Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). Section 134(b)(12)(A and B): Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

Directions

For each of your Perkins supported programs, place an X in the field for any activity you will use to provide professional development for teachers, counselors or administrators associated with that program.

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development:									
(1) Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.		X		X				X	X
(2) Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965; and career and technical education subjects.		X		X				X	X
(3) Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers								X	X
(4) State-of-the-art career/technical programs and techniques		X		X				X	X
(5) Effective teaching skills based on research		X		X				X	X
(6) Effective practices to improve parental and community involvement		X		X				X	X
(7) Opportunities for National Board Certification to provide teachers access to Virginia incentives									
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry		X							
c. Regional, state, and college teacher placement job fairs									
d. Virginia Teachers for Tomorrow training program.									
e. Business/industry internship programs for teachers									
f. Other (specify)									

**CTEMS SCHEDULE 7 (continued)
Professional Development
2013-2014 Plan**

Directions

For each of your Perkins supported programs, indicate the number of teachers who will participate in the activity described below.

ACTIVITIES		DIVISION PROGRAMS								
<p>Note: All professional development provided must meet requirements as identified in Perkins IV.</p> <p>Indicate the number of teachers/ administrators participating within the fields for each program area(s).</p>		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
		a. State conferences, institutes, or workshops (including virtual training programs)			3		2			
b. National conferences, institutes, or workshops										
c. Local conferences, institutes, or workshops			1		2				1	4
d. Internship in industry										
e. Other (specify)										

**CTEMS SCHEDULE 8
Evaluation of Career and Technical Education Programs
2013-2014 Plan**

Section 134(b)(7) and Section 135(b)(6): Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

All required.

X	We agree to implement and participate annually in the state system of Performance Standards and Measures for career and technical education programs.
X	We agree to annually review the performance of special populations measured by the state system of Performance Standards and Measures to ensure that their needs are being met.
X	We agree the state system of Performance Standards and Measures will be used to evaluate the annual performance of career and technical education programs within the school division.
X	We agree that the utilization of Perkins funds will be determined based on the results of the Performance Standards and Measures System or sub-groups that perform below state standards.

CTEMS SCHEDULE 9
Improvement, Expansion, and Modernization
2013-2014 Plan

Section 134(b)(3)(6) and Section 135(b)(4,7): Initiate, improve, expand, and modernize quality career and technical education programs.

Directions

For each of your Perkins supported programs, place an X in the field for any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum.		X		X				X	X
b. Revise/update instructional materials.		X		X				X	X
c. Obtain input from business/industry/ community representatives to improve/modernize program.		X		X				X	X
d. Modernize program offerings in occupational area.		X		X				X	X
e. Conduct labor market analysis related to area.		X		X				X	X
f. Conduct community surveys (may include surveys of groups such as your local boards and community groups).									
g. Initiate new program(s) or courses based on labor market needs.		X						X	X
h. Expand career and technical program offerings to provide greater student choice.		X						X	X
i. Incorporate technology applications in the classroom/laboratory.		X		X				X	X
j. Certify teachers in industry or professional/trade association.		X		X				X	X
k. Incorporate industry or professional/trade association certification standards.		X		X				X	X
l. Provide training in high tech or telecommunications occupations.		X		X				X	X
m. Other (specify)									

CTEMS SCHEDULE 10
Using Data to Improve Career and Technical Education
2013-2014 Plan

Section 134(b)(7) and Section 135(b)(6): Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient using the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

In 2011-12 students were given a survey to poll interests in current and future CTE program offerings. Input is given via the CTE advisory board and meetings with other stakeholders. Currently, because of budgetary constraints our CTE program offerings cannot be expanded in the traditional sense. Mertz CTE is working in conjunction with DSLCC to consider less traditional ways to offer more courses to our students. The CTE director has met with the Chamber of Commerce to look into internship, mentorships and shadowing opportunities for 2012-13. Mertz continues a healthy relationship with The Homestead to cultivate student interest in local careers. CTE instructors request yearly software updates and practice tests and study materials have been provided to aid competency exams. Teachers utilize PD360 in yearly evaluations. Emphasis on CTE teacher and staff attendance of summer conferences, seminars, webinars and related programs available throughout the school year.

**CTEMS SCHEDULE 11
Sufficient Size, Scope, and Quality of Program Services and Activities
2013-2014 Plan**

Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2): Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

Complete corresponding cell for each statement that applies to your division.	Yes or No
a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)	Yes
b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)	Yes
c. 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)	Yes
d. Career and technical education programs incorporated into the K through 12 curricula that include: <ul style="list-style-type: none"> · 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.) 	Yes
e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts 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. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board... (Standards of Quality § 22.1-253.13:4.D.2.)	Yes
f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may: a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and b. Permit student completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.5.)	Yes

CTEMS SCHEDULE 12

**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2013-2014 Plan**

Section 134(b)(11) and Section 135(b)(2) and (c)(10 and 16): Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Place an X in the field for each option you have implemented to facilitate linkage between and transition from secondary to postsecondary programs. Note: several are required.

X	Career Pathways: Plans of Study (required)	
X	Career assessment programs (please indicate programs that you are using). (required)	
X	Virginia Education Wizard	
X	Other: Describe	ASVAB, PERT, Dabney Placement Testing
X	Career and academic counseling/coaching. (required)	
	<p>Section 134(b)(11) and Section 135(c)(2): Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.</p> <p>Opportunities for field trips to local hospitals, The Homestead, college campuses, as part of career guidance. Speakers are brought in to meet with students. Students attend Health Fair annually. Talent Search and Grasp counselors meet with all students during English instruction to discuss career readiness. Students with disabilities participate in the transition program.</p>	
X	Career fairs, placement services and job seeking skills. (required)	
	<p>Section 134(b)(11), Section 135(c)(2 and 10), Section 134(b)(3)(C) and (8)(C), and Section 135(c)(2, 3 and 10): Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled.</p> <p>Career coaches meet regularly with individual students and classrooms to discuss job application and interviewing skills, college applications, business etiquette, etc.; Evening meetings with parents to review and clarify FAFSA through Talent Search and Grasp. Students annually attend a Career Fair sponsored by the Homestead Resort.</p>	

**CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2013-2014 Plan**

	High Schools that Work
	Dual Enrollment Options (Specify courses/programs.)
	Welding Class - DSLCC; AC/DC Wiring - DSLCC; Renewable Energy - DSLCC
	Other (specify)
	Distance Learning courses offered through local community college (English, psychology, speech, political science); Governor's School

CTEMS SCHEDULE 13
Equity Provisions of General Education Provision Act
2013-2014 Plan

Section 134 (b)(8, 9, 10, and 12): Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

Special Education Paraprofessionals continue to be utilized to assist, adapt and modify the curriculum where needed. Non-traditional enrollment is encouraged through a variety of course offerings and skills testing (VA Wizard). Transportation is provided to governor's school, welding class @ DSLCC. Technology is utilized to meet a variety of learning styles.

CTEMS SCHEDULE 14
Labor Market Needs
2013-2014 Plan

Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet the needs of your school division.

Periodic review of state department data is discussed with staff and administration and an annual report is presented to the School Board. Each year teachers are provided opportunities to update and change course offerings within their discipline and each discipline area is represented on the CTE Advisory Board. Data from VELMA (Virginia's Electronic Labor Market Assess) is reviewed for new course additions. We participate in ongoing communication with DSLCC to evaluate prerequisites offered at BCHS that are appropriate to their curriculum (example: green energy). Staff also engages in coversations with area businesses, Board of Supervisors and the Chamber of Commerce to address local present levels of need.

CTEMS SCHEDULE 15

Participation in Regional Technical Education Programs

(Only to be completed by school divisions participating in regional programs that serve multiple divisions.)

2013-2014 Plan

COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Center	COLUMN B: Number of CTE Students Participating In Regional Program (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Program (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Program (Based on percent in Column C)
0	0	Complete Columns A and B for Calculation	0.00

CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2013-2014 Plan

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)	\$13,181.00	\$48,819.00
2. Assistant Principal (includes Special Career and Technical Centers)		
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs	\$5,293.00	\$14,355.00
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$257,656.00
8. Instructional Supplies/Materials		\$13,900.00
9. Other Instructionally Related Costs		
10. Equipment		\$1,233.77

CTEMS SCHEDULE 17 (Continued on next page)

Budget of Perkins Funds
2013-2014 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use: Professional Development	ix. All	Provide staff development that focuses on the use of formative and summative assessment to increase skill levels and pass rates on required competency tests.	3000 - Purchased Services	FED	200.00
Required Use: Activities for Special Populations (to include nontraditional)	ix. All	Continue current practices and develop new strategies to ensure that special populations are prepared effectively for high skill, high wage, and or high demand occupations - software applications, independent skill development, etc.	8000 - Capital Outlay/Equipment	LOC	24,239.00
Required Use: Regional Program Participation (only divisions submitting Schedule 15)					
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ix. All	Improve quality of instruction by continuing to add up-to-date equipment.	8000 - Capital Outlay/Equipment	FED	8,361.37

CTEMS SCHEDULE 17 (Continued on from previous page)
Budget of Perkins Funds
2013-2014 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED <small>(Indicate Required or Permissive Use of Funds)</small> See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount

CTEMS SCHEDULE 17 (Continued on from previous page)

Budget of Perkins Funds

2013-2014 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount

CTEMS SCHEDULE 17 (Continued from previous page)

**Budget of Perkins Funds
2013-2014 Plan**

1. CAREER AND TECHNICAL ACTIVITIES FUNDED <small>(Indicate Required or Permissive Use of Funds)</small> <small>See Appendix B</small>	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION <small>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)</small>	4. OBJECT CODE <small>See Appendix C</small>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Career and Technical Education Programs or Activities Funded			Federal	8,561.37	
			State	0.00	
			Local	24,239.00	
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)				0.00	
Grand Total Career and Technical Education Federal Budget				8,561.37	

CTEMS SCHEDULE 18

**Administration/Administrative Equipment Funds and Budget Summary Worksheet
2013-2014 Plan**

(Administration/Administrative Equipment not to exceed five percent of the total federal grant)

Administration - Description		Amount
1000 - Personal Services		
2000 - Employee Benefits		
3000 - Purchased Services		
4000 - Internal Services		
5000 - Indirect Cost		
5000 - Other Charges		
Line 1 Administration SUBTOTAL		0.00
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
Line 2 Administrative Equipment SUBTOTAL		0.00
Administration/Administrative Equipment		Amount
Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)		0.00

**CTEMS SCHEDULE 18 (Continued from previous page)
Administration/Administrative Equipment Funds and Budget Summary Worksheet**

2013-2014 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories <small>See Appendix C for Object Code Definitions</small>	Amount
1000 - Personal Services	0.00
2000 - Employee Benefits	0.00
3000 - Purchased Services	200.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	0.00
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	8,361.37
TOTAL	8,561.37
<i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	

COMMENTS
2013-2014 Plan

Please use this page for any additional comments you may have on any of the previous schedules.
Please identify the schedule number with the comments.