

BATH COUNTY SCHOOL BOARD

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

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

Approval to Submit 2018-2019 Perkins Plan for Career & Technical Education – Mike Perry

**BACKGROUND:** In compliance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), the 2018-2019 Local Plan and Budget for Career and Technical Education must be submitted annually. Based on requirements authorized by the Standards of Quality and Perkins IV, the school division must submit its application to the Virginia Department of Education in “substantially approvable form” not later than April 30, 2018. In order to obligate Perkins funds on July 1, 2018, school divisions must adhere to the submission due date.

**RECOMMENDATION:** Approval to submit Perkins Plan for CTE is recommended.

**Virginia Department of Education  
Office of Career, Technical, and Adult Education**

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**LOCAL PLAN  
FOR  
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS  
2018-2019**

**A copy of this signed form must be faxed to the Office of Career, Technical, and Adult Education at 804-530-4560  
or emailed to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov)**

**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	Mike Perry
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	Phone (ext):
	Numbers Only		Numbers Only	Ext.
	Ext.		Ext.	Fax:
				Numbers Only
E-mail:		mikep@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. The affixed signatures below ceterfy this division 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)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Superintendent (Signature)

\_\_\_\_\_  
Date

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

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1. 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)6) and (Sec. 135(b)8)

Size:

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

Scope:

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

Quality:

- d. Career and technical education programs incorporated into the K through 12 curricula that include:
- \* Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
  - \* Career exploration opportunities in the middle school grades; and
  - \* Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)
- e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy... (Standards of Quality § 22.1-253.13:4.D.2.) Note: Beginning with students entering ninth grade for the first time in 2013-2014, a student shall earn a board-approved career and technical education credential to graduate with a Standard Diploma (8VAC 20-131-50).
- f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
- i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

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

- ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.6.)
2. 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. (8VAC 20-120-10)
3. 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. 118(d)(1-2))
4. 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))
5. 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)(D))
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 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(1))
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(a))
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. (Sec. 122(c)(12))
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(c)(5)).
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. (8VAC 20-120-120)

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

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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. (Sec 122(c)(13))
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region. (Sec 134(b)(5)) (8VAC 20-120-50)
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. (Sec. 122(c)(8))
18. Equal opportunities in career and technical education programs will be provided to persons and 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. (Sec. 134) (8VAC 20-120-100) (See 34 CFR Sections 100-6(d), 106.9, 104.8, 110.25, and 108.9)
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. (8VAC 20-120-70)
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. (Sec. 122(c)(8)) (8VAC 20-120-130)
21. Career and technical services, programs, and activities will reflect labor market needs and student interest. (8VAC 20-120-110)
22. Career and technical student organizations will be an integral and active part of each career and technical program. (8VAC 20-120-160(B))
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education. (8VAC 20-120-10)
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. If applicable, 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, 2018.  
(Refer to Superintendent's Memorandum #219-17, dated July 28, 2017)

**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. (8VAC 20-120-80)
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 Education Department General Administrative Regulations (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 showing continuous improvement, meeting or exceeding 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 Office of Management and Budget (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: 2 CFR Part 200—Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying.

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

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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 attainment 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.

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**PERFORMANCE ASSESSMENT for 2016-2017**  
**(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 2016-2017 for all completers and special populatons.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2016 - 2017	2016 - 2017 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	80.00%	100.00%	100.00%
1S2	Academic Attainment - Mathematics (Highest Level)	80.00%	96.00%	92.31%
2S1A	Technical Skills Attainment - Student Competency Rate	91.00%	100.00%	100.00%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	80.00%	100.00%	100.00%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	80.00%	96.00%	92.31%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	72.00%	96.00%	92.31%
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	75.00%	96.00%	92.31%
3S1	Secondary School Completion	96.00%	96.15%	
4S1	Graduation Rate	93.00%	96.00%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	93.00%	100.00%	100.00%
5S1	Program Completer Response Rate	75.00%	78.57%	
6S1	Nontraditional Career Preparation Enrollment	31.00%	43.07%	
6S2	Nontraditional Career Preparation Completion	27.00%	37.50%	

\*\* EOC - End-of-Course



**PERFORMANCE ASSESSMENT**  
(Continued from previous page)

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Refer to your school division's Annual Performance Report for detailed information.

1. How many performance standard(s)/element(s) were <b>not met for first time.</b>		
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.		

2. How many performance standard(s)/element(s) were <b>not met for two consecutive years.</b>		
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.		

3. How many performance standard(s)/element(s) were <b>not met for three consecutive years.</b>		
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.		

## 2017-2018 PERFORMANCE ASSESSMENT TARGETS

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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 2017-2018 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 114-17, dated July 31, 2017.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2017 - 2018	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	85.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	85.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	92.00%	Final Completer Demographics Report (CDR)  and  Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	82.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	83.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	75.00%	
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	78.00%	
	<b>Information Indicator -</b> Completers who earned an Advanced Studies Diploma <b>and</b> passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	96.50%	Final Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	93.50%	Final Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	93.50%	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	31.50%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	28.00%	Final Completer Demographics Report (CDR)

\* Based on Virginia's Annual Measurable Objectives (AMO) for all students under the ESEA Act, flexibility waivers were granted by USDOE in March 2013. Reading – Calculated based on results of the new statewide reading assessments administered for the first time during the 2012-2013 school year. Mathematics – Calculated in fall 2012 based on results of new statewide mathematics assessments administered for the first time during the 2011-2012 school year. In July 2014, USDOE approved the extension of Virginia's ESEA flexibility waiver based on revised methodology.

\*\* EOC - End-of-Course

**CTEMS CHECKLIST  
2018-2019**

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**1. CTEMS Schedules Required for School Divisions and Regional Centers (All Schedules are required.)**

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

**CTEMS SCHEDULE 1  
Stakeholder Participation/Involvement  
2018-2019 Plan**

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**Section 134(a):** 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):** 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	X
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of labor organization		X	
Representatives of Workforce Investment Council	X	X	X
Community representatives and other interested individuals	X	X	X
Representatives of special populations	X	X	X
Representatives of local community colleges	X	X	X
Teachers	X	X	X
Parents	X	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 2017-2018 school year.

The Advisory Board Officers regularly communicated with the CTE Director and CTE Coordinator to plan and evaluate activities to present to the Board. Director and teachers have shared data and accomplishments with the Bath County School Board and CTE Advisory Board. Student representatives were elected from the student body. The CTE web page, calendar and local radio enhances communication as well as print articles in local and regional papers regarding student accomplishments. In 2017-18, upcoming 8th graders continued to be offered CTE credit classes toward their high school diploma and completer designation. Visits to Mertz will be completed in the Spring of 2018 along with a CTE orientation for BCHS. A comprehensive CTE brochure was created. CTE representatives participated in Elementary Career Fair. Exploratory course will be initiated in 2018-19 for all 8th grade students. A student interest survey was completed by all students.

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**CTEMS SCHEDULE 2  
Advisory Committee Participation/Involvement  
2018-2019 Plan**

The local advisory committee for CTE must be involved in the development, implementation, and evaluation of CTE programs. The advisory committee, which meets regularly, is a group of persons representing business and industry, labor organization, Workforce Investment Council, special populations, local community colleges, teachers, parents, students, and other interested community leaders for the purpose of providing recommendations, direction, and assistance to CTE. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include the CTE administrator.

This schedule must provide a list of the names of the stakeholders indicated on Schedule 1 that contribute to the development of the local Perkins plan.

List below only one individual from each category (with the exception of business and industry, which must list three-one for each of three different career and technical education programs) on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of CTE programs. Additional members may be listed on the Comments Page of this application following Schedule 18.

<b>Group ID Letter:</b>	<b>P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council</b>	<b>B&amp;I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals</b>
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Roy Burns	Burns Auto	B&I
Chuck Burke	Normandy Group	B&I
Jennifer Lorenzo	Omni Homestead	B&I
Daniel Plecker	Plecker Building and Electrical LLC	L
Kari Sponagle	Associate Extension agent, 4-H Youth	W
Trudy Woodzell	Community	O
Ed Ozols	Technology Supervisor	O
Ed McCardle	DSLCC	CC
Joey Altizer	Carpentry	T
Glen Lowry	Parent	P
Hayden Keyser	BCHS - Student	S

Describe how members of the CTE 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 2018-2019 school year.

Input is given via the CTE advisory board and meetings with other stakeholders. During the federal review, we were given several 16 week options to add to the program of studies for the 2018-19 school year. We have submitted applications to VDOE for 13 new CTE course offerings. Mertz is working in conjunction with DSLCC to offer dual enrollment courses to our students. CTE staff and Superintendent met with The Omni Homestead Resort HR Director to pursue work experience programs. Dominion Energy, BARC, and the Normandy Group have continued to be instrumental in funding special projects such as KidWinds.





**CTEMS SCHEDULE 3 (Continued)**  
**Application for Local Career Cluster/Pathway Plans of Study**  
**2018-2019 Plan**

**DRAFT**

**Section 134(b)(3)(A):** Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page (Items 1-6) (Section 122(c)(1)(A)).

Each year the CTE administrator and coordinator work with the guidance department at BCHS to ensure that all classes are coded correctly with the department of education. The master schedule is built so that all contact hours are met for each required course. Courses offered each year are reviewed by administration and updated as the competencies or the classes change.



**CTEMS SCHEDULE 4  
Special Populations Report  
2018-2019 Plan**

**DRAFT**

**A. Identify the number of economically disadvantaged, disabled, limited English proficient (LEP)/English Language learners (ELL's), 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)
296		7	0	0	46	0

**B. Section 134 (b)(8)(A):** 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 and 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 his/her parents in meeting with the school counselor to find the best program match for each student. The case manager then works with the classroom instructor and classroom instructional assistant to meet a particular student's needs. Career transitions are discussed during yearly reviews and students are given the opportunity to attend special programs for tactile learning. Students begin to explore transition programs such as apprentice schools and workforce preparedness at the age of 15. Woodrow Wilson and DSLCC both offer excellent programs designed for disadvantaged and/or disabled students. Three career coach/advisors representing TRIP, Grasp/SOAR, and DSLCC provide our students with excellent advice and support.

**CTEMS SCHEDULE 4 (continued)**  
**Special Populations Report**  
**2018-2019 Plan**

**DRAFT**

**C. Section 134 (b)(8)(B):** Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Programs are available to all populations and every student is encouraged to participate in a career pathway to earn a standard diploma and one course to earn an advanced diploma. This is accomplished through the Career for Skills assessment and visitation of 7th grade students to the Mertz Vocational Center and a BCHS orientation fair held every spring. Students with disabilities have yearly IEP reviews to discuss transitions and promote positive, post secondary outcomes. Exploratory classes for all 8th grade students will begin in 2018-2019.

**D. Section 134 (b)(9):** 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 his/her 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 during the regular scheduling process.

**CTEMS SCHEDULE 4 (continued)  
Special Populations Report  
2018-2019 Plan**

**DRAFT**

**E. Section 134(b)(8)(C) and (b)(10):** Indicate below the activities/services your school division provides 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, including promoting preparation for non-traditional fields.

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	
High-interest reading materials for struggling readers	X	X	X			X	
Instructional or teacher aides	X	X				X	
Mentoring programs							
Systematic tutoring							
Career and technical assessment	X	X	X				
Career counseling	X	X	X			X	
Transportation for work experience							
Student Apprenticeship							
Work-study programs							
Coop education							
Job placement and follow-up							
Job-coach and job-transition services							
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	

**DRAFT**

**CTEMS SCHEDULE 5  
Strengthen/Improve Academic and Technical Skills  
2018-2019 Plan**

**Section 134(b)(3)(B,D,E):** 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							
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	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		X		X			X	X
i. Other (specify)								

**CTEMS SCHEDULE 5 (Continued)**  
**Strengthen/Improve Academic and Technical Skills**  
**2018-2019 Plan**

**DRAFT**

**Section 134(b)(3)(B,D,E):** Describe how the school division will 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 programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and career and technical education subjects; 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; and 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).

The school will pursue opportunities for pertinent inservices for CTE instructors in their field of expertise. CTE instructors have been trained in curriculum and assessment, and writing across the curriculum and/or Response to Intervention. The CTE staff work closely with the BCHS staff in providing activities that augment core classroom Standards of Learning and CTE competencies. Members of the CTE department serve on multiple committees that impact both programs. Students are encouraged to take courses and join clubs that align with Career and Technical Classes and are beneficial to their understanding of his/her career cluster. Mertz Career and Technical Center received NATEF certification in March 2018 and will offer the Automotive Technology program. Applications have been submitted to add 13 new courses to our CTE offering providing 8 potential new certifications.

**CTEMS SCHEDULE 6**  
**All Aspects of Industry**  
**2018-2019 Plan**

**DRAFT**

**Section 134(b)(3)(C):** Please follow the directions below to show how the school division will provide students with strong 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							
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. CTE 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	X
b. Work-site experiences provided								
Clinical Experience								
Cooperative Education								
Internship								
Job Shadowing				X		X		
Mentorship								
Service Learning								
Student Apprenticeship								
c. Participation of Business/Industry Reps								
Mentoring opportunities provided								
Shadowing opportunities provided				X		X		
Business/industry tours				X			X	X
Class presentations		X		X		X	X	X
Program Evaluation		X		X		X	X	X
Other Specify:								

**CTEMS SCHEDULE 6 (Continued)**

All Aspects of Industry

2018-2019 Plan

**DRAFT**

**Section 134(b)(3)(C):** Describe how the school division will provide students with strong experiences in, and understanding of, all aspects of an industry.

At the elementary level students are exposed the Career and Technical offerings during their seventh grade year via Career Pathways education completed by the guidance department. Seventh graders also visit Mertz in the spring, during scheduling, to see first hand each course offering. All eighth grade students will rotate among all CTE areas. Upon entering our CTE programs students are given a wide variety of experiences in their respective industries. Guest speakers are brought to offer insight from an employers prospective. Students complete projects that are directly related to the field for example carpentry building structures for the community. Students are also given the opportunity to work with area businesses for on-site training. We are piloting a new Auto Mechanics based Entrepreneurship program modelled after WVA Simulated Workplace. KidWinds project has incorporated a higher order thinking and real world hands-on experience.

**CTEMS SCHEDULE 7  
Technology in Career and Technical Education  
2018-2019 Plan**

**DRAFT**

**Section 135(b)(4 and 7):** Please follow the directions below to show how the school division will 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							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
<b>a.</b>	Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.		X		X			X	X
<b>b.</b>	Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.		X					X	
<b>c.</b>	Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).		X					X	X
<b>d.</b>	Provide technology applications in classroom instruction (including computer applications).		X		X			X	X
<b>e.</b>	Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.		X		X			X	X
<b>f.</b>	Other (specify)								



**CTEMS SCHEDULE 7 (Continued)**  
**Technology in Career and Technical Education**  
**2018-2019 Plan**

**DRAFT**

**Section 135(b)(4 and 7):** Describe how the school division will develop, improve, or expand the use of technology in career and technical education.

The school division will continue to improve upon and expand the use of technology in CTE by incorporating STEM activities to the program of studies, updating software in course offerings, and targeting inservice opportunities for CTE staff on the use of technology as it applies to their related fields. Grades 8-12 have one-to-one technology in the form of tablets. Students are also working with advanced equipment such as 3D printers and laser routers with advanced computer software.

**DRAFT**

**CTEMS SCHEDULE 8  
Professional Development  
2018-2019 Plan**

**Section 134(b)(4):** Please follow the directions below to show how the school division will provide professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

**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							
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
<b>a. In-service and pre-service professional development:</b>								
(1) Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.		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				
(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				
(5) Effective teaching skills based on research		X		X				
(6) Effective practices to improve parental and community involvement		X		X				
(7) Opportunities for National Board Certification to provide teachers access to Virginia incentives		X		X				
<b>b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry</b>		X		X				
<b>c. Regional, state, and college teacher placement job fairs</b>								
<b>d. Virginia Teachers for Tomorrow training program.</b>								
<b>e. Business/industry internship programs for teachers</b>								
<b>f. Other (specify)</b>								

**CTEMS SCHEDULE 8 (Continued)****Professional Development****2018-2019 Plan****DRAFT**

**Section 134(b)(4):** 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).

Mertz staff take advantage of a multitude of professional development opportunities. The CTE Director and CTE Coordinator view webinars, attend conferences and visit other programs. All CTE instructors are given regular updates on classes offered by local colleges and area training programs for recertification points. CTE instructors also participate in locally sponsored college courses with the general education instructors to provide a cross- curricular experience. New teachers are given mentors and work closely with administration to review competency completion and best instructional practice. All teachers are required to participate in an evaluation system that requires the understanding and utilization of data based on academic ability of students.

**CTEMS SCHEDULE 8 (Continued)**  
**Professional Development**  
**2018-2019 Plan**

**DRAFT**

**Directions**

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

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

**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.**

Mertz Career and Technical is fortunate in having a low turnover rate in all departments. Over the last two years we have added programs and recruiting certified area tradesmen. The division utilizes Teachers/Teachers.com to locate highly qualified individuals as well. The local community college provides Mertz with a career counselor who visits once weekly to work with students. Mertz recruits from the locality individuals who can serve on an advisory board to assist and inform instructors of community needs. All CTE teachers will be fully endorsed in their content areas. New instructors work closely with administration to ensure they are on track for licensure recertification.

**CTEMS SCHEDULE 9**  
**Evaluation of Career and Technical Education Programs**  
**2018-2019 Plan**

**DRAFT**

**Section 134(b)(7) and Section 135(b)(6):** Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance 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.

Currently, the division uses the Annual Performance Report to develop, evaluate and improve performance for all students including those in special populations. We will be using the suggestions from our federal review to increase enrollement of our special populations, including non-traditional students and students pursuing an advanced diploma. Students are given the opportunity to investigate each course offering as eighth graders. Virginia now requires students to take a fine arts or CTE course as a graduation requirement leading many of our students to take advantage of our Career and Technical Center.

**DRAFT**

**CTEMS SCHEDULE 10  
Improvement, Expansion, and Modernization  
2018-2019 Plan**

**Section 135(b)(7):** Please follow the directions below to show how the school division will 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							
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	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).		X		X			X	X
g. Initiate new program(s) or courses based on labor market needs.								
h. Expand career and technical program offerings to provide greater student choice.		X		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
k. Incorporate industry or professional/trade association certification standards.		X		X			X	X
l. Provide training in high tech or telecommunications occupations.		X					X	
m. Other (specify)	Available in 2018-19 Section G	X		X			X	X

**CTEMS SCHEDULE 10 (Continued)**  
**Improvement, Expansion, and Modernization**  
**2018-2019 Plan**

DRAFT

**Section 135(b)(7):** Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Mertz CTE will collaborate with DSLCC to strategize non traditional ways to increase and diversify courses offered to our students. Students work in collaboration with the DSLCC coach to develop career pathways. Input is given via the CTE advisory board and meetings with other stakeholders. Mertz staff and Superintendent met with The Omni Homestead HR Director to cultivate student interest in local careers and provide work experinces. . CTE instructors request yearly software updates and practice tests. Study materials have been provided to prepare students for success with competency exams. Mertz will emphasize CTE staff attendance of summer conferences, seminars, webinars and related inservices available throughout the school year. Mertz received NATEF certification of our Automotive Technology program. Applications have been submitted for the addition of 13 new CTE courses providing an opportunity for an additional 8 completer sequences.

**CTEMS SCHEDULE 11**  
**Using Data to Improve Career and Technical Education**  
**2018-2019 Plan**

**DRAFT**

**Section 134(b)(7):** Describe the process the school division will use to evaluate and continuously improve performance, by using the data provided for your school division on the State System of Performance Standards and Measures, of career and technical education programs within the school division.

All CTE Instructors are required to participate yearly in the state approved evaluation system. The staff is required to attend conferences, take college credit courses, division inservices, and professional development opportunities to continue to be up-to-date in their teaching practices. The CTE department meets once per month to discuss program needs. Our advisory committee will meet a minimum of two times per year for community stake holder input.



**CTEMS SCHEDULE 12**

**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services  
2018-2019 Plan**

**DRAFT**

**Section 134(b)(11):** 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.**

<b>Career assessment programs (please indicate programs that you are using).</b>	
<b>X</b>	<b>Virginia Education Wizard</b>
<b>X</b>	<p><b>Or Other:</b> Describe: ASVAB, Dabney Placement Testing, Harrington-O'Shea, O-Net Assessments, Woodrow Wilson Rehabilitation Center's PERT Program, YIT, Department of Aging &amp; Rehabilitative Services, Rockbridge Community Service Board, Community Support Systems, Alvin V. Baird Attention and Learning Disabilities Center with JMU</p>
<b>X</b>	<p><b>Career and academic counseling/coaching.</b></p> <p><b>Section 134(b)(11):</b> 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>
	Describe: We provide opportunities for field trips to The Omni Homestead as well as college campuses as part of career guidance. Speakers are brought in to meet with CTE students. Talent Search, Dabney and Grasp counselors meet with all students during English instruction to discuss career readiness. Students with disabilities participate in the transition program and have the opportunity to attend Woodrow Wilson Rehabilitation Center for career exploration. Seventh grade students are invited to tour our CTE classrooms and are introduced to our CTE class offerings. Beginning in 2018-19, 8th grade students will spend the year exploring Mertz CTE options.
<b>X</b>	<p><b>Career fairs, placement services and job seeking skills.</b></p> <p><b>Section 134(b)(11) and Section 134(b)(3)(C) and (8)(C):</b> 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>
	Describe: Career coaches meet regularly with individual students and classrooms to discuss job application and interviewing skills, college applications, and business etiquette.. Parents are offered the opportunity to participate in evening meetings presented by Talent Search and Grasp to review and clarify FAFSA.

**CTEMS SCHEDULE 12 (Continued)**  
**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services**  
**2018-2019 Plan**

**DRAFT**

	<b>High Schools that Work and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)</b>
	Describe:
<b>X</b>	<b>Dual Enrollment Options (Specify courses/programs.)</b>
	Describe: We currently offer Welding through DSLCC.
<b>X</b>	<b>Other (specify)</b>
	Describe: 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**  
**2018-2019 Plan**

DRAFT

**Section 134 (b)(8 and 9):** 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 race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

All CTE instructors meet with Special Education teachers regularly to review and revise annual goals and accomplishments. IEPs are renewed as needed to ensure that the needs of all students are being met. Special Education Paraprofessionals are assigned and 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 Jackson River Governor's School at DSLCC. Technology is utilized to meet a variety of learning styles.

**CTEMS SCHEDULE 14**  
**Labor Market Needs**  
**2018-2019 Plan**

**DRAFT**

Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional and state economic and workforce needs.

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 will collaborate with DSLCC and the federal review team to evaluate whether the courses offered at BCHS are appropriate prerequisites to the DSLCC curriculum (example: green energy). Staff also collaborates with area businesses to address local needs.

**DRAFT**

**CTEMS SCHEDULE 15**

**Participation in Regional Technical Education Centers**

(Only to be completed by school divisions participating in regional career and technical education centers that serve multiple divisions.)

**2018-2019 Plan**

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

**NOTE: Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.**

**CTEMS SCHEDULE 15 - A**

**CTE Regional Technical Center Funding**

**TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY**

**2018-2019 Plan**

List each school division that participates in the regional center including the Perkins funding allocated to the center. (The "Amount" column must only contain numeric entries.)

School Division	Amount
<b>TOTAL</b>	<b>\$0.00</b>

**CTEMS SCHEDULE 16  
Career and Technical Education Financial Data  
2018-2019 Plan**

**DRAFT**

<b>ADMINISTRATION</b>		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)	\$28,227.14	\$46,054.82
2. Assistant Principal (includes Special Career and Technical Centers)		
<b>EXTENDED CONTRACTS, ADULT SUPPLEMENTS</b>		
Funding Categories	State	Local
3. Extended Contract Costs	\$945.00	\$2,555.00
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
<b>LOCAL FUNDS ONLY</b>		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$279,434.00
8. Instructional Supplies/Materials		\$18,820.46
9. Other Instructionally Related Costs		
10. Equipment		\$1,562.00

CTEMS SCHEDULE 17 (Continued on next page)

**DRAFT**

**Budget of Perkins Funds  
2018-2019 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) (Section 135(a-c)	4. OBJECT CODE  See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use:  Professional Development	ix. All	Professional development and attendance to CTE related conferences and training.	3000 - Purchased Services	FED	400.00
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	23,107.90
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 and new technology.	8000 - Capital Outlay/Equipment	FED	6,332.10







School Division BATH COUNTY PUBLIC SCHOOLS  
**CTEMS SCHEDULE 17 (Continued from previous page)**  
**Budget of Perkins Funds**  
**2018-2019 Plan**

Division Number: 009

DRAFT

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) (Section 135(a-c)</small>	4. OBJECT CODE  <small>See Appendix C</small>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
<b>Career and Technical Education Programs or Activities Funded</b>			<b>Federal</b>	6,732.10	
			<b>State</b>	0.00	
			<b>Local</b>	23,107.90	
<b>Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)</b>				0.00	
<b>Grand Total Career and Technical Education Federal Budget</b>				<b>6,732.10</b>	

**CTEMS SCHEDULE 18**

**DRAFT**

**Administration/Administrative Equipment Funds and Budget Summary Worksheet  
2018-2019 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		
<b>Line 1 Administration SUBTOTAL</b>		<b>0.00</b>
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
<b>Line 2 Administrative Equipment SUBTOTAL</b>		<b>0.00</b>
Administration/Administrative Equipment		Amount
<b>Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)</b>		<b>0.00</b>

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

**2018-2019 Plan**

<b>SUMMARY BUDGET WORKSHEET</b> (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
<b>Expenditure Categories</b> <small>See Appendix C for Object Code Definitions</small>	<b>Amount</b>
1000 - Personal Services	0.00
2000 - Employee Benefits	0.00
3000 - Purchased Services	400.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	0.00
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	<b>NOT ALLOWED</b>
8000 – Capital Outlay/Equipment	6,332.10
<b>TOTAL</b> <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>	<b>6,732.10</b>

**COMMENTS**  
**2018-2019 Plan**

**DRAFT**

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.

