

Revised 2/5/15

Welcome to the 2015-2016 Career and Technical Education (CTE) Local Plan and Budget Application in Excel. Please use the tabs at the bottom of this spreadsheet to complete the Certification and Assurances, Performance Assessment, and the Career and Technical Education Management System (CTEMS) Schedules 1 - 18. Use your local personal computer to prepare the document for submission to the Virginia Department of Education's (VDOE) Online Management of Education Grant Awards (OMEGA) reporting system.

**To print Annual Plan Document, please select this button:**

**Print Annual Plan**

**To view the Annual Plan Document by pages, click on "Page Break Preview" under View.**

**NOTE:** For additional instructions on how to submit files in OMEGA, please consult the OMEGA User's Guide at: [http://www.doe.virginia.gov/school\\_finance/budget/grants\\_acct\\_reporting/omega/omega\\_user\\_guide.pdf](http://www.doe.virginia.gov/school_finance/budget/grants_acct_reporting/omega/omega_user_guide.pdf)

Or, once you are in OMEGA on the division's opening page, you may click "Help" in the top right sidebar, and the first paragraph has the link to the OMEGA User's Guide. Additionally, you may e-mail questions or concerns regarding OMEGA by clicking on "OMEGA SUPPORT" in the top right sidebar. You may also contact OMEGA Support directly at 804-371-0993 or e-mail them directly at [Omega.Support@doe.virginia.gov](mailto:Omega.Support@doe.virginia.gov)

For questions concerning the CTE Local Plan and Budget Application, please contact George Willcox, coordinator, or Joseph Wharff, specialist, CTE Planning, Administration and Accountability, as assigned in Appendix A, at (804) 786-4206 or [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) Do NOT contact OMEGA Support.

### **Introduction**

The Carl D. Perkins Career and Technical Education Act of 2006 (referenced from this point on as the "Perkins Act" or "Perkins IV") requires that each eligible recipient develop and implement a Local Plan for Career and Technical Education that includes specific information in the following three areas:

1. program and services,
2. required uses of funds, and
3. permissible uses of funds.

In an effort to reduce or eliminate redundancy as you respond to the Perkins Act, each requirement is dealt with on a separate schedule. A text box is provided for you to enter comments, additional categories, or narratives needed to describe or explain a particular program. Please follow the specific instructions listed for each schedule.

To be eligible for CTE funding, school divisions must complete the appropriate schedules and include certifications of compliance with all statements of assurance and all conditions. The schedules provided are designed to set forth the proposed career and technical education programs, services, and activities to be funded. The local application for career and technical education funds must be submitted through the Single Sign-On for Web Systems (SSWS) via the OMEGA reporting system (**NOTE: As well as 2003 Excel .xls files, OMEGA will now support uploading 2007 Excel .xlsx or .xlsm formatted files. If you experience any problems, please contact OMEGA Support.**)

### **CTE Local Plan Due Date**

**In compliance with [federal requirements](#) the school division must submit its application to the VDOE in "substantially approvable form" via OMEGA not later than April 30, 2015. In order to obligate Perkins funds on July 1, 2015, school divisions must adhere to the submission due date.**

### **Federal Grants**

Under the provisions of the Perkins Act, all federal grants, as provided from the Basic Grant of the Perkins Act, must be distributed by formula. Application for this grant is made through the Career and Technical Education Management System (CTEMS) and meets all necessary conditions and assurances related to the use of these funds.

## **Basis for Determining 2015-2016 Perkins Grants to Local Education Agency (LEA)**

Grants made to local education agencies are determined by the following formula:

Thirty (30) percent shall be allocated to such local educational agencies in proportion to the number of individuals in grades 9 through 12 (ages 15-19), inclusive, who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy (70) percent shall be allocated to such local educational agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school division served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for the most recent Census Bureau estimate.

## **Appropriate Use of Federal Funds (See Appendix B.)**

### Section 135. Local Uses of Funds

- (a) General Authority - Each eligible recipient receiving funds under this part shall use such funds to improve career and technical education programs.

## **Program Improvement**

As in prior Perkins Acts, Perkins IV does not identify "program improvement" nor was the past definition, in Perkins I, repealed; thus we must refer to previous legislation for a definition and guidance. In the August 14, 1992, Federal Register Part III 34 CFR Part 400, et al.: State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education: Final Rule; Appendix A-Analysis of Comments and Changes, Part 403-State Vocational and Applied Technology Education Program, pages 36826-36827, you will find the Section titled "Improving Vocational Education" followed by "Comments and Discussion."

The following statement appears under the discussion caption: "The Secretary believes that a State and its eligible recipients should have the flexibility to determine how funds awarded under 403.112, 403.113, or 403.116 will be used to 'improve' career and technical education programs for their students. The Secretary does not believe that it is possible to develop a definition of 'program improvement' that would apply in all cases. Thus, while a State is free to use the guidelines provided in the previous regulations implementing the previous act, they are not required to do so."

Note. As a state agency, Virginia will allow funding for projects, services, or activities beyond three years as long as all Perkins performance standards are showing state-defined continuous improvement: meet, or exceed the adjusted state-level performance standards. If any of the Perkins performance standards fail to show continuous improvement, then school divisions may not utilize Perkins funds for more than three years on any project, service, or activity unless there are justifiable special circumstances. Justification to extend funding beyond the third year on any project, service or activity that failed to show continuous improvement must be submitted to the Office of Career and Technical Education prior to further implementation.

The three years began with 2006 - 2007, the initial year of the Perkins IV Act or the year of the project, service or activity's inception, whichever is the later date.

## **Funds for Administration of the Federal Grant Award**

Up to five percent of the total federal grant award may be used to administer activities to carry out purposes of the Perkins Act. In addition, funds may be expended to purchase equipment used for administrative purposes, such as microcomputers.

## **SPECIAL NOTES**

- 1 Allocations for completing the local budget:** Use your **current year allocation** to complete the local budget part of this application. Once the VDOE receives the new allocations for the next school year from the U.S. Department of Education, school divisions will be notified by a Superintendent's Memorandum. If you have already submitted your CTE Local Plan and Budget Application prior to the final allocation, you will need to revise your budget and Budget Worksheet.
- 2 Review of Local Plan and Budget Applications.** Please see the list in Appendix A of these directions to determine who will be reviewing your plan at the VDOE. If you have questions, please contact the appropriate CTE staff.
- 3 Required and Permissive Uses of Perkins Funds:** School divisions must use 60 percent or more on Required Uses of Funds. Virginia allows up to 40 percent of your total Perkins allocation for Permissive Uses of Funds. Both Required and Permissive Uses of Funds are designated by the Perkins Act (refer to Appendix B). If you have questions, please contact the appropriate CTE staff.
- 4 Expenditure Account Descriptions:** Be sure to use Appendix C for accurate assignment of expenditures in the budget segment of your application.
- 5 DO NOT Round Budget Amounts: In the application, the budget total must match the federal allocation exactly. Do not round budget amounts.**
- 6 Regional Career and Technical Centers:** Complete the Local Plan using the schedules identified on the CTEMS Schedules Checklist tab. **NOTE: Effective School Year 2015-2016, regional technical center administrators must obtain from each participating school division the amount of Perkins funding that will be allocated for center use. This total funding amount from all participating school divisions will be used to complete Schedule 17.**
- 7 Accountability Report:** An accountability report will be required at the end of the fiscal period to report actual financial data for items included on CTEMS Schedules 16 and 17 and to report equipment items purchased in whole or in part with federal funds.
- 8 Prior-Year Data: Use prior-year data for projecting 2015-2016 state or federal funding in the following categories:**

Standards of Quality (SOQ) Add-on	Adult Occupation Supplements
Federal Grants	Adult Occupation Teachers, Full-time
Extended Contracts	Adult Occupation Teachers, Part-time
CTE Center Administrators (Principals and Assistant Principals)	
- 9 New Programs/Courses.** The Application for New CTE Programs/Courses is reported outside of the OMEGA system and is located at and may be downloaded from:

[http://www.doe.virginia.gov/instruction/career\\_technical/administration/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/administration/index.shtml)

## SPECIFIC DIRECTIONS FOR COMPLETING THE LOCAL YEAR PLAN FOR CAREER AND TECHNICAL EDUCATION FUNDS

**NOTE: When using hyperlinks, you may return to your original schedule by clicking the tab where you were working at the bottom of this screen.**

### **1 CERTIFICATIONS AND ASSURANCES**

Use the drop-down menu to choose your school division and division number. Complete all other requested information and obtain signatures. The original Certification and Assurances page(s) with appropriate signatures must be retained and filed at the local level. A copy of the signed Certification and Assurances page(s) must be faxed to the Office of Career and Technical Education at 804-530-4560.

For assistance in obtaining access to OMEGA, (User Permission Form for School Divisions - OP1), the OMEGA User's Guide, and requirements for application submission, please refer to the OMEGA information page at:

[http://www.doe.virginia.gov/school\\_finance/budget/grants\\_acct\\_reporting/omega/index.shtml](http://www.doe.virginia.gov/school_finance/budget/grants_acct_reporting/omega/index.shtml)

### **2 PERFORMANCE ASSESSMENT REPORT**

Complete all required information. This section replaced the Local Improvement Plan as of the 2007 - 2008 school year. Performance standards that are not met must be addressed within the schedules of the plan and the budget.

### **3 CTEMS SCHEDULES**

**To ensure compliance with provisions of the Perkins Act, you must provide descriptions of CTE services in the schedules as appropriate. Please indicate in narrative format, where required, your division's practices, policies, and plans.** The CTEMS Schedule Checklist tab may be used to move between schedules.

#### **Schedules 1 and 2**

**Stakeholder/Advisory Committee Participation/Involvement.** Describe your local process for involving the required groups in the development, implementation, and evaluation of CTE programs. **NOTE: Effective school year 2015-2016 and thereafter, a minimum of three business and industry representatives must be listed representing three different program areas.**

#### **Schedule 3**

**Application for Local Career Cluster/Pathway Plans of Study.** As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters. However, to ensure your division's previous Plans of Study (submitted over the past 8 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 2015-2016 Plan of Study to CTE@doe.virginia.gov for separate approval.

#### **Schedule 4**

**Special Populations Report.** List the number of individuals eligible for services provided by the school division in each of the following special populations: economically disadvantaged (K-12), disabled (K-12), limited English proficient/English language learners (K-12), migrant students (K-12), single parents (7-12), nontraditional--underrepresented gender group (7-12), and displaced homemakers (7-12).

**Strategies for Overcoming Access Barriers and Assuring Success for Special Populations.** Describe how you will annually review CTE programs and implement strategies to overcome barriers that result in lowering rates of access to and success in the programs for special populations and provide programs designed to enable the special populations to meet the state adjusted levels of performance.

**Non-discrimination Statement.** Describe how individuals will not be discriminated against on the basis of their status as members of a special populations

**Identification of Services.** Check the appropriate services offered for each special population in your division.

*Please note that child-care, special transportation, and special seminars for fathers, teens, e.g., are only available to single-parents, nontraditional, and displaced homemaker students.*

### **Schedule 5**

**Strengthen/Improve Academic and Technical Skills.** Indicate in the program area checklist activities for school year 2015-2016 that are intended to strengthen and improve the academic and technical skills of participating students. Complete the narrative.

### **Schedule 6**

**All Aspects of Industry.** Indicate in the program area checklist activities for school year 2015-2016 that are intended to provide students with experience in and understanding of all aspects of industry. Complete the narrative.

### **Schedule 7**

**Technology in Career and Technical Education.** Indicate in the program area checklist activities for school year 2015-2016 that are intended to develop, improve, or expand the use of technology in CTE. Complete the narrative.

### **Schedule 8**

**Professional Development.** Indicate in the program area checklist activities for school year 2015-2016 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any of your CTE programs. Also, in the second program area checklist, indicate the number of teachers who will be participating in professional development activities. Complete the narratives.

### **Schedule 9**

**Evaluation of Career and Technical Education Programs.** Describe how the state system of Performance Standards and Measures will be used to develop, evaluate, and continuously improve the performance of CTE programs, including an assessment of how the needs of special populations are being met.

### **Schedule 10**

**Improvement, Expansion, and Modernization.** Indicate in the program area checklist activities for school year 2015-2016 that are intended to initiate, improve, expand and modernize quality career and technical education programs. Complete the narrative.

### **Schedule 11**

**Using Data to Improve Career and Technical Education.** Describe how you will use the data provided for your school division on the State System of Performance Standards and Measures to improve CTE.

### **Schedule 12**

**Secondary/Postsecondary Linkages.** Identify and provide details (where applicable) for school year 2015-2016 activities implemented to facilitate linkage between and transition from secondary to postsecondary programs.

**Career and Academic Counseling.** Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.

**Placement Services and Job-Seeking Skills.** Describe placement services provided for all students exiting school. Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

### **Schedule 13**

**Equity Provisions of General Education Provision Act.** Describe steps that will be taken 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, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups.

### **Schedule 14**

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

## Schedule 15

**Participation in Regional Career and Technical Education Centers. (Only to be completed by school divisions participating in regional CTE centers that serve multiple divisions.)**

### **Column A: Total CTE Students in School Division**

Indicate the total number of students enrolled in CTE classes in your division. This should include students participating/enrolled in courses at the home school and in the regional technical center. This should be an **unduplicated count**. **Add to your unduplicated count the number of students attending class at a regional technical center.** Use current year data.

### **Column B: Number of CTE Students Enrolled in Courses in Regional CTE Technical Center**

Indicate the number of students from your divisions participating in regional technical center. Use current year data.

### **Column C: Percent of CTE Students**

Divide the number in Column B by the number in Column A. Once Columns A and B are completed, the calculation is automatically programmed for Column C.

### **Column D: Amount of Perkins Funds to be Sent to the CTE Regional Technical Center**

The amount of Perkins funding in Column D **must equal** the percentage identified in Column C. (Multiply total Perkins funding allocation times percentage in Column C.) **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.**

## Schedule 15-A

**CTE Regional Technical Center Funding. To be completed by CTE Regional Technical Centers only.)**

List each school division that participates in the regional center including the Perkins Funding allocated to the center.

## Schedule 16

### Career and Technical Education Financial Data

#### Administration (State and Local Funds)

##### **Lines 1 and 2: Principals and Assistant Principals**

Indicate the **TOTAL PROJECTED COSTS** of CTE center administrators (principals and assistant principals) by category. Indicate projected state and local for each.

##### **Extended Contracts, Adult Supplements, and Local Funds. (Documentation of local funds provides needed information for maintenance of effort by the locality.)**

##### **Line 3: Extended Contracts**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all CTE program areas.

##### **Line 4: Adult Occupation Supplements**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for adult

##### **Line 5: Adult Occupation Teachers (Full-time)**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for all full-time adult teachers.

##### **Line 6: Adult Occupation Teachers (Part-time)**

Indicate the **PROJECTED TOTAL** costs, by state and local projected expenditures, for all part-time adult teachers.

##### **Line 7: Operational Costs (Local Funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for salaries. Do not include extended contract supplements.

##### **Line 8: Instructional Supplies and Materials (Local Funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for instructional supplies and materials.

### **Line 9: Other Instructionally Related Costs (Local Funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for other instructionally related costs.

### **Line 10: Equipment (Local funds Only)**

Indicate the **PROJECTED TOTAL** local expenditures for equipment. Localities must meet the state maintenance of effort for equipment.

## **Schedule 17**

### **Budget of Perkins Funds**

The Perkins Act contains the following statement in Section 135 (a):

*General Authority - Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.*

- 1 In Column 1, indicate required or permissive funds and the funding requirement code under required or permissive for which expenditures are planned using federal funds. *Use the arrow above the pop-up message to access the drop-down menu to choose codes. A link in the Column heading will take you to Appendix B of the Instructions for code explanations.* A locality must fund professional development, activities to prepare special populations, and one or more additional required uses of funds before permissive items can be funded. Warning: The total amount for permissive items may **not exceed 40 percent** of the total federal grant (a note will appear if you exceed the 40 percent).
- 2 In Column 2, use the drop-down menu to indicate the name of the program area for which expenditures are planned using federal funds. "All" is an option.
- 3 In Column 3, 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 Act.
- 4 In Column 4, using the drop-down arrow, identify the object code used for budgeting expenditures.
- 5 In Column 5, using the drop-down arrow, identify the source of funding: FED - Federal, ST - State, or LOC - Local. Fill in the amount for each category identified.

## **Schedule 18**

### **Administration/Administrative Equipment Funds and Budget Summary Worksheet**

#### **Administration and Administrative Equipment**

Enter description and amounts to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such as microcomputers. **Object Code 5000 - a separate line has been provided to list Indirect Costs.**

The **total amount** for administration may **not exceed five (5) percent** of the total federal grant (a note will appear if you exceed the five (5) percent).

#### **Summary Budget Worksheet**

The worksheet will automatically classify the federal proposed activities identified on CTEMS Schedule 17 - Budget of Perkins Funds, and Schedule 18 - Administrative and Administrative Equipment, according to the correct expenditure categories on the Summary Budget Worksheet. Refer to Appendix C for Expenditure Accounts Descriptions. The total amount of all expenditure categories **must equal** the CTEMS Schedule 17 Grand Total.

**NOTE: Please coordinate with your finance and/or budget office for the correct placement of budget items into the expenditure categories.**

### **Comments Page**

**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.**

**APPENDIX A  
LOCAL DIVISION ASSIGNMENTS**

<b>CONTACT INFORMATION:</b>			
<b>George Willcox, Coordinator for Planning, Administration and Accountability</b> <a href="mailto:CTE@doe.virginia.gov">CTE@doe.virginia.gov</a> or <a href="mailto:George.Willcox@doe.virginia.gov">George.Willcox@doe.virginia.gov</a> 804-786-4206		<b>Joseph Wharff, Specialist for Planning, Administration and Accountability</b> <a href="mailto:CTE@doe.virginia.gov">CTE@doe.virginia.gov</a> or <a href="mailto:Joseph.Wharff@doe.virginia.gov">Joseph.Wharff@doe.virginia.gov</a> 804-786-4206	
<b>Division Number</b>	<b>Division Name</b>	<b>Division Number</b>	<b>Division Name</b>
002	Albemarle County	001	Accomack County
004	Amelia County	003	Alleghany County
007	Arlington County	005	Amherst County
008	Augusta County	006	Appomattox County
013	Brunswick County	009	Bath County
015	Buckingham County	010	Bedford County
019	Charles City County	011	Bland County
020	Charlotte County	012	Botetourt County
022	Clarke County	014	Buchanan County
025	Cumberland County	016	Campbell County
027	Dinwiddie County	017	Caroline County
029	Fairfax County	018	Carroll County
030	Fauquier County	021	Chesterfield County
032	Fluvanna County	023	Craig County
033	Franklin County	024	Culpeper County
034	Frederick County	026	Dickenson County
039	Greene County	028	Essex County
040	Greensville County	031	Floyd County
041	Halifax County	035	Giles County
052	Lee County	036	Gloucester County
053	Loudoun County	037	Goochland County
055	Lunenburg County	038	Grayson County
058	Mecklenburg County	042	Hanover County
060	Montgomery County	043	Henrico County
062	Nelson County	044	Henry County
067	Nottoway County	045	Highland County
069	Page County	046	Isle of Wight County
070	Patrick County	048	King George County
071	Pittsylvania County	049	King & Queen County
073	Prince Edward County	050	King William County
074	Prince George County	051	Lancaster County
077	Pulaski County	054	Louisa County
078	Rappahannock County	056	Madison County
080	Roanoke County	057	Mathews County
081	Rockbridge County	059	Middlesex County
082	Rockingham County	063	New Kent County
083	Russell County	065	Northampton County
084	Scott County	066	Northumberland County
085	Shenandoah County	068	Orange County
086	Smyth County	072	Powhatan County



**CONTACT INFORMATION:**

**George Willcox, Coordinator for Planning, Administration and Accountability**  
[CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or  
[George.Willcox@doe.virginia.gov](mailto:George.Willcox@doe.virginia.gov)  
**804-786-4206**

**Joseph Wharff, Specialist for Planning, Administration and Accountability**  
[CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or  
[Joseph.Wharff@doe.virginia.gov](mailto:Joseph.Wharff@doe.virginia.gov)  
**804-786-4206**

<b>Division Number</b>	<b>Division Name</b>	<b>Division Number</b>	<b>Division Name</b>
090	Surry County	075	Prince William County
091	Sussex County	079	Richmond County
092	Tazewell County	087	Southampton County
093	Warren County	088	Spotsylvania County
094	Washington County	089	Stafford County
096	Wise County	095	Westmoreland County
097	Wythe County	098	York County
101	Alexandria City	102	Bristol City
104	Charlottesville City	103	Buena Vista City
106	Colonial Heights City	107	Covington city
108	Danville City	110	Fredericksburg City
109	Falls Church City	111	Galax City
114	Hopewell City	112	Hampton City
115	Lynchburg City	113	Harrisonburg City
116	Martinsville City	117	Newport News City
119	Norton City	118	Norfolk City
120	Petersburg City	121	Portsmouth City
122	Radford City	123	Richmond City
124	Roanoke City	127	Suffolk City
126	Staunton City	128	Virginia Beach City
130	Waynesboro City	131	Williamsburg-James City County
132	Winchester City	136	Chesapeake City
135	Franklin City	142	Poquoson City
139	Salem City	202	Colonial Beach
143	Manassas City	207	West Point
144	Manassas Park City	302	Jackson River Technical Center
301	Charlottesville-Albemarle Technical Ctr.	307	New Horizons Technical Center
304	Massanutten Technical Center	308	Pruden Center for Industry & Technology
306	Valley Technical Center	310	Northern Neck Technical Center
309	Rowanty Technical Center	313	Bridging Communities Regional Technical Center
311	Amelia-Nottoway Technical Center		
854	Virginia Community College System		
917	Department of Juvenile Justice		
930	Department of Corrections		

**APPENDIX B**  
**REQUIRED AND PERMISSIVE USE OF FUNDS**

**Section 135. Local Uses of Funds**

- (a) **General Authority.** Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.
- (b) **Requirements for Uses of Funds. (Virginia requires that localities fund professional development, activities for special populations, and one other required use before using funds for permissive uses.)** Funds made available to eligible recipients under this part of the Perkins Act shall be used to support career and technical education programs that:
1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in the Section 122(c)(1)(A), to ensure learning in:
    - A. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) , and
    - B. career and technical education subjects;
  2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;
  3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
  4. develop, improve, or expand the use of technology in career and technical education, which may include:
    - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
    - B. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
    - C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
  5. provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
    - A. in-service and pre-service training on
      - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      - ii. effective teaching skills based on research that includes promising practices;

- B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - C. internship programs that provide relevant business experience; and
  - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
  7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
  8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
  9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

(c) **Permissive.** Funds made available to an eligible recipient under this title may be used for the following:

1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. to provide career guidance and academic counseling, which may include information described in Section 118, for students participating in career and technical education programs, that –
  - A. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
  - B. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
3. for local education and business (including small business) partnerships, including for –
  - A. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
  - B. adjunct faculty arrangements for qualified industry professionals; and
  - C. industry experience for teachers and faculty;
4. to provide programs for special populations;
5. to assist career and technical student organizations;
6. for mentoring and support services;
7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library

8. for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including –
  - A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
  - B. postsecondary dual and concurrent enrollment programs;
  - C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
  - D. other initiatives –
    - i. to encourage the pursuit of a baccalaureate degree; and
    - ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. to provide activities to support entrepreneurship education and training;
12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. to develop and support small, personalized career-themed learning communities;
14. to provide support for family and consumer sciences programs;
15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
18. to provide support for training programs in automotive technologies;

19. to pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include –
  - A. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
  - B. establishing, enhancing, or supporting systems for –
    - i. accountability data collection under this Act; or
    - ii. reporting data under this Act;
  - C. implementing career and technical programs of study described in Section 122(c)(1)(A); or
  - D. implementing technical assessments; and
20. to support other career and technical education activities that are consistent with the purpose of this Act.

(d) **Administrative Costs.** Each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted under this section.

**APPENDIX C**  
**EXPENDITURE ACCOUNTS DESCRIPTIONS**

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact the grants administrator, Terry Dougherty at 804-225-3349 or [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov).

**OBJECT CODE DEFINITIONS:**

**1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government, educational agency and/or school division.

- Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation.
- Payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

Any CTE position salary and benefits costs that are considered as “administrative costs” associated with the administration of the postsecondary education programs and should be reported on the monthly OMEGA Reimbursement Request separately under the “CTE Program Administration” Program Area, rather than reported under “Unspecified.”

Perkins limits the amount of funds to be used for administration to no more than five percent of the grant award (Ref: Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 135. Local Uses of Funds. (d) Administrative Costs). “Each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of the activities assisted under this section.”

Perkins defines “Administration” as activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. The Perkins Act further lists administration as duties for developing the state/local plan, reviewing plans, monitoring and evaluating program effectiveness, assuring compliance with federal laws, providing technical assistance, and supporting and developing state data systems relevant to the provisions of the Perkins Act.

**Administration costs does not include curriculum development activities, personnel development, or research activities.**

**2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation.

- Fringe benefits include the employer's portion of FICA, pensions, and insurance (life, health, disability income, etc.).
- Employee allowances.

**3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from **outside sources** (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

- CTE Education, Adult Education, or CTE Regional Consortium services and fees paid to another authority, school division or other governmental entity.
- Conference registration fees, airline tickets and/or lodging expenses paid directly to another public authority (VA Tech, UVA, etc.), professional organizations (VACTE, VACTEA, VATIE, VBEA, VAME, VAAE, VTEEA, VATFACS, VAHAMSEA, CTSO, etc.).
- Payments made to county or school division credit cards for conference registration fees, airline tickets or lodging charges.

(Continued)

**4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services.

- Data processing.
- Automotive/motor pool usage.
- Central purchasing/central stores.
- Print shop.
- Risk management.

**5000 OTHER CHARGES** – Includes expenditures that support the CTE program, including school division and CTE administrators, staff, teachers or consultant expenses for training, conference registration, travel, lodging, and meals (payments must be reimbursed directly to the individual).

- Conference registration fees, airline tickets, travel, lodging or meals **expenses reimbursed directly to the individual** rather than another public authority, professional organizations, airlines and/or hotels.
- Leasing/rental fees for welding gas cylinders, etc.
- **Indirect cost** charges paid to the educational agency, community college or school division.

Each reimbursement request line entry for the travel expenditures must provide the following detailed information, as appropriate:

- Status of individual (i.e., CTE administrator, teacher, advisor, etc.).
- Name of the meeting/training/seminar/conference (must be a Perkins education program related meeting, training and/or conference).
- Date(s) of the travel or meeting/training/seminar/conference.
- Location (city/state) of the travel or meeting/training/seminar/conference.
- Type(s) of travel/training expenditure(s) included in the reimbursement amount (i.e., travel – airfare, mileage, rental car, lodging, meals, registration, etc.).

**6000 MATERIALS AND SUPPLIES** –*Federal Perkins grant award funds cannot be used to purchase materials, supplies and/or commodities that are consumed or materially altered when used.*

**Object Code 6000 cannot to be used for the CTE Local Plan and CTEMS Schedules 17 Budget and 18 Administration Budget Summary Worksheet, OMEGA Perkins budget transfers or any federal Perkins grant award funds reimbursement requests.**

**8000 CAPITAL OUTLAY/EQUIPMENT** – Expenditures for the acquisition of or additions to capitalized assets. **All equipment purchases, no matter the dollar value of the purchase, MUST BE claimed under Object Code 8000 in order to be reimbursed with federal Perkins grant award funds.**

Equipment means any instrument, machine, apparatus, or set of articles that meets all of the following criteria:

- Listed on the State Approved Equipment for CTE Programs listed on the VDOE Web site at: [www.doe.virginia.gov/instruction/career\\_technical/equipment/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/equipment/index.shtml)
- It retains its original shape, appearance, and character with use;
- It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- It is non-expendable;
- Under normal use, it can be expected to serve its principal purpose for at least one year; and
- Excludes supplies and materials as defined by the [Virginia Department of Planning and Budget's Expenditure Structure](#), Part II.A 13-XX, Supplies and Materials, August 2012, (pages 12-15).

(Continued)

Federal Perkins funds **CANNOT** be used for:

- Capital improvements, upgrades or improvements to physical structures, buildings, classrooms, laboratories, and etc.
- Purchase used or repaired equipment.
- To repair equipment or to purchase repair parts for equipment.
- Installation of equipment unless installation is included in the original purchase price of the equipment.
- Purchase materials, supplies and/or commodities that are consumed or materially altered when used (i.e., welding gases, paints, lumber, sheet metal, batteries, solvents, and etc.).

Federal Perkins funds **CAN** be used for:

- Purchase a classroom reference set of textbooks.
- Computer and software upgrades.
- Rechargeable batteries if part of the original purchase price of equipment (i.e., digital camera, portable drill, etc.).



**Virginia Department of Education  
Office of Career and Technical Education Services**

**LOCAL PLAN  
FOR  
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS  
2015-2016**

**(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			
FLOYD COUNTY PUBLIC SCHOOLS			Number 031			BARRY A. HOLLANDSWORTH			
Mailing Address (Street, City or Town, and Zip Code)						Mailing Address (If different than applicant address)			
721 BAKER ST SE, FLOYD, 24091									
Phone (ext):	(540) 745-9450	5410	Fax:	(540) 745-9499		Phone (ext):		Fax:	
	Numbers Only	Ext.		Numbers Only		Numbers Only	Ext.	Numbers Only	
E-mail: <b>hollandsworthb@floyd.k12.va.us</b>									

**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)**

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

**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.
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. 119(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)
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)
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.

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

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.
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.
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.
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.
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. 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, 2015.  
(Refer to Superintendent's Memorandum #306-14, dated November 7, 2014)

**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 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: 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 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.

**PERFORMANCE ASSESSMENT for 2013-2014**  
**(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 2013-2014 for all completers and special populatons.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2013 - 2014	2013 - 2014 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	66.00%	96.51%	94.12%
1S2	Academic Attainment - Mathematics (Highest Level)	64.00%	98.85%	98.04%
2S1A	Technical Skills Attainment - Student Competency Rate	84.00%	100.00%	100.00%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	55.00%	78.16%	72.55%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	76.00%	88.24%	83.78%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	35.00%	68.97%	60.78%
2S1E	Technical Skills Attainment - Completers Earning Advanced Studies Diploma or Passing a Credentialing Test	43.00%	74.71%	62.75%
3S1	Secondary School Completion	91.00%	100.00%	
4S1	Graduation Rate	86.00%	94.25%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	90.00%	96.00%	94.29%
5S1	Program Completer Response Rate	75.00%	78.95%	
6S1	Nontraditional Career Preparation Enrollment	28.00%	31.68%	
6S2	Nontraditional Career Preparation Completion	25.00%	31.82%	

\*\* EOC - End-of-Course

**PERFORMANCE ASSESSMENT**

(Continued from previous page)

The Annual Performance Report (APR) for your school division is available at [http://www.doe.virginia.gov/instruction/career\\_technical/statistics\\_reports/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/statistics_reports/index.shtml)

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.		



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 2014-2015 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 077-14, dated September 10, 2014.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2014 - 2015	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	69.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	66.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	87.00%	Final Completer Demographics Report (CDR)  and  Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	58.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	77.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	38.00%	
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	46.00%	
	<b>Information Indicator -</b> Completers who earned an Advanced Studies Diploma <b>and</b> passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	93.00%	Final Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	89.00%	Final Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	91.00%	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	29.00%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	25.50%	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  
2015-2016**

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

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

**CTEMS SCHEDULE 1  
Stakeholder Participation/Involvement  
2015-2016 Plan**

**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	X	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	X	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 2014-2015 school year.

Our CTE Advisory Committee holds official meetings a minimum of three times per year. During these meetings, members engage in dialogue concerning the Perkins Plan, industry certifications, course offerings, program improvement and student performance. Specifically, the Advisory Committee reviews the CTE Annual Performance Report and provides feedback in areas of progress and/or concern. The Advisory Committee has attended School Board and Board of Supervisors meetings advocating for expanded support of CTE programs.

**CTEMS SCHEDULE 2  
Advisory Committee Participation/Involvement  
2015-2016 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

<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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<b>NAME/TITLE OR POSITION</b>	<b>NAME OF COMPANY/BUSINESS/ORGANIZATION</b>	<b>GROUP ID LETTER</b>
Christy Sutphin, Parent	Floyd County High School	P
Scarlett Lucas, Junior	Floyd County High School	S
Doug Thompson, T&I Teacher	Floyd County High School	T
Calvin Conner, Business Owner	Homes Plus Construction	B&I
Deborah Kennedy, Pathways Coordinator	New River Community College	CC
Carrie Dalton, Special Ed Teacher	Floyd County High School	SP
Melissa Epperly, Community Partnership	Shelor Motor Mile	O
George Slusher, Chairman	Farm Bureau	B&I
Rhonda Burnette, Business Owner	Blue Ridge Florist & Gifts	B&I
Stacie Bolt, Business Owner	Holly Brook Mulch Trucking Inc.	L

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 2015-2016 school year.

Members of the 2015-2016 CTE Advisory Committee are informed of official meetings by email and/or phone message. During our official meetings, this years members were familiarized with each CTE program offered and are continuing to work on the development of a 5 year improvement plan to incorporate ways in which Floyd County Public Schools can better prepare students, in each career cluster area, for the local workforce. In addition, committee members have actively participated in the budget process through our School Board and Board of Supervisors meetings. Participation on the Advisory Committee continues to increase from the previous year, as well as, significant increased participation and outreach from the local community and local businesses has been realized.

**CTEMS SCHEDULE 3**  
**Application for Local Career Cluster/Pathway Plans of Study**  
**2015-2016 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](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml)

Effective school year 2013-2014 and beyond, beginning in middle school, all students shall have an Academic and Career Plan that is reviewed before a student enters the ninth and eleventh grades (8VAC 20-131-140).

Assistance for completing Academic and Career Plans may be found at :  
[http://www.doe.virginia.gov/instruction/graduation/academic\\_career\\_plan.shtml](http://www.doe.virginia.gov/instruction/graduation/academic_career_plan.shtml)

As of school year 2012-2103 and thereafter, all divisions shall 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). However, to ensure your division’s previous Plans of Study (submitted over the past 8 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 2015-2016 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.)
Information Technology	Web and Digital Communications-Information	2007-2008	State
Manufacturing	Health, Safety and Environmental Assurance-	2008-2009	State
Health Science	Therapeutic Services-Health Science	2009-2010	State
Manufacturing	Production-Manufacturing	2010-2011	State
Transportation, Distribution, & Logistics	Transportation Operations-Transportation,	2011-2012	State
Hospitality & Tourism	Restaurants and Food/Beverage Services-	2012-2013	State
Agriculture, Food, & Natural Resources	Plant Systems-Agriculture, Food and Natural	2012-2013	State
Agriculture, Food, & Natural Resources	Animal Systems-Agriculture, Food and Natural	2013-2014	State
Agriculture, Food, & Natural Resources	Animal Systems-Agriculture, Food and Natural	2014-2015	State
Manufacturing	Maintenance, Installation and Repair-	2014-2015	State

**Application for Local Career Cluster/Pathway Plans of Study  
2015-2016 Plan**

**Please e-mail a Microsoft Word file of your completed 2015-2016 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.**

**PLANS OF STUDY SUBMITTED FOR 2015-2016 LOCAL PLAN**

CLUSTER for 2015-2016 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Agriculture, Food, & Natural Resources	Animal Systems-Agriculture, Food and Natural Resources	State
Manufacturing	Maintenance, Installation and Repair-Manufacturing	State

1. Improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE 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 CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.\*
  4. Encourage CTE 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/occupational competency skill 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 (Continued)**  
**Application for Local Career Cluster/Pathway Plans of Study**  
**2015-2016 Plan**

**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)).

Both programs will be dual enrolled through community college programs. As a result of the dual enrollment courses through local community colleges, the academic standards are being met through the college credit opportunity. Each new course will allow students the opportunity to pass a credentialing exam and job shadowing experiences will also be available.

**CTEMS SCHEDULE 4  
Special Populations Report  
2015-2016 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-homemakers (Grades 7-12)
1,014	298	59	5	2	267	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.

All students at Floyd County High School have the opportunity to enroll in our CTE courses regardless of ability level, socioeconomic status, or English language proficiency. Each year, CTE teachers are given copies of the accommodations for any student who has an IEP or 504 plan. This practice will continue for the 2015-2016 school year. In addition, resources are made available on an as needed basis to ensure appropriate access to the course. The Special Education Department will continue working with DRS through programs like Woodrow Wilson to assist students.



**CTEMS SCHEDULE 4 (continued)**  
**Special Populations Report**  
**2015-2016 Plan**

**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.

The special education department of Floyd County High School provides a list of accommodations to CTE teachers for each student with an IEP. In addition, the 504 coordinator also provides an accommodation list to each CTE teacher. It is the expectation that all CTE teachers attend the IEP or 504 plan meeting of their respective students to provide input on performance and share strategies that ensure the success of the student. To assist students in special populations, modifications in the following areas may occur: curriculum, equipment, extended blocks of time, extra help/assistance, remedial programs in reading, math, writing, and supported employment opportunities.

**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.

All students are informed about CTE course offerings through program promotion. In-coming 8th grade students and their parents have the option of attending a course registration and information session at Floyd County High School. There, they are introduced to an FCHS administrator and receive information regarding both academic and CTE courses. These students are also provided a tour of the high school and CTE facilities prior to summer break. In addition, parents and students are also invited to attend an open house prior to the opening of school. These opportunities are available to all students, including those who are members of special populations. Accommodations in IEP and 504 plans are made so that students of these special populations can enroll and participate successfully in CTE programs.

**CTEMS SCHEDULE 4 (continued)**

**Special Populations Report**

**2015-2016 Plan**

**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	X	X	
Supplemental social growth activities	X	X	X	X	X	X	
High-interest reading materials for struggling readers	X	X	X	X	X	X	
Instructional or teacher aides		X	X				
Mentoring programs	X	X	X	X	X	X	
Systematic tutoring	X	X	X	X	X	X	
Career and technical assessment	X	X	X	X	X	X	
Career counseling	X	X	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	X	X	X	X	X	X	
Work-site visitation	X	X	X	X	X	X	
CT student organizations	X	X	X	X	X	X	
Field trips	X	X	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.							

**CTEMS SCHEDULE 5**  
**Strengthen/Improve Academic and Technical Skills**  
**2015-2016 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	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			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			X	X
c. Developing and implementing academic and career and technical collaborative lesson plans	X	X		X	X			X	X
d. Implementing academic/career and technical team teaching									
e. Providing dual credit options	X	X			X				X
f. Providing joint academic/career and technical instructional assignments	X							X	X
g. Planning for and participating in joint academic/career and technical field trips to business/industry	X	X		X	X			X	X
h. Providing a senior research project with academic and career and technical education components									
i. Other (specify)									

**CTEMS SCHEDULE 5 (Continued)**  
**Strengthen/Improve Academic and Technical Skills**  
**2015-2016 Plan**

**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).

We will attempt to dual enroll all programs as available through community college programs. As a result of the dual enrollment courses through local community colleges, the academic standards will be met through the college credit opportunity. Each new course will allow students the opportunity to pass a credentialing exam and job shadowing experiences will also be available.

**CTEMS SCHEDULE 6**

**All Aspects of Industry  
2015-2016 Plan**

**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	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
<b>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</b>		X	X		X	X			X	X
<b>b. Work-site experiences provided</b>										
Clinical Experience						X				
Cooperative Education										
Internship										
Job Shadowing		X	X		X	X			X	X
Mentorship										
Service Learning										
Student Apprenticeship										
<b>c. Participation of Business/Industry Reps</b>										
Mentoring opportunities provided										
Shadowing opportunities provided										
Business/industry tours		X	X		X	X			X	X
Class presentations		X	X		X	X			X	X
Program Evaluation										
<b>Other Specify:</b>										

**CTEMS SCHEDULE 6 (Continued)****All Aspects of Industry  
2015-2016 Plan**

**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.

Through the competencies provided by the CTE Resource Center's curriculum guides, our cluster groups focus on the Workplace Readiness Skills taught at the beginning of each course. Our programs will continue to visit industries throughout our region and provide as many work based experiences as possible.

**CTEMS SCHEDULE 7  
Technology in Career and Technical Education  
2015-2016 Plan**

**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	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							
b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.	X	X		X	X			X	X
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).	X	X		X	X			X	X
d. Provide technology applications in classroom instruction (including computer applications).	X	X		X	X			X	X
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.	X	X		X	X			X	X
f. Other (specify)									

**CTEMS SCHEDULE 7 (Continued)**  
**Technology in Career and Technical Education**  
**2015-2016 Plan**

**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.

Our local CTE Advisory Committee and teachers continually examine new technologies that can provide resources for our students. Upgrades in technology are made annually in all programs and will continue so in 2015-2016.



**CTEMS SCHEDULE 8  
Professional Development  
2015-2016 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	JROTC	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		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			X	X
(3) Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers	X								
(4) State-of-the-art career/technical programs and techniques	X	X		X	X			X	X
(5) Effective teaching skills based on research	X	X		X	X			X	X
(6) Effective practices to improve parental and community involvement	X	X		X	X			X	X
(7) Opportunities for National Board Certification to provide teachers access to Virginia incentives	X	X		X	X			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		X	X			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  
2015-2016 Plan**

**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).

All new teachers and administrators are given the opportunity to attend all VDOE staff development activities provided yearly. Additional staff development is provided by the division as mandated by our local School Board.

**CTEMS SCHEDULE 8 (Continued)  
Professional Development  
2015-2016 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><b>Note: All professional development provided must meet requirements as identified in Perkins IV.</b></p> <p><b>Indicate the number of teachers/administrators participating within the fields for each program area(s).</b></p>		AGRICULTURAL EDUCATION	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)		2	1		2	1			1	2
b. National conferences, institutes, or workshops		1	1			1				
c. Local conferences, institutes, or workshops		2	2		2	1			1	2
d. Internship in industry										
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.**

Floyd County Public Schools cast a wide net throughout the Commonwealth of Virginia to secure highly qualified personnel. When positions become available advertisements are placed in multiple media outlets. Floyd County has been very fortunate and has retained all of it's CTE staff over the past 10 years.

**CTEMS SCHEDULE 9**  
**Evaluation of Career and Technical Education Programs**  
**2015-2016 Plan**

**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.

The Annual Performance Report for the school year 2013-2014 reflected that all standards were met. Floyd County Public Schools continually evaluates enrollment in all CTE programs and works to exceed all annual performance standards. The CTE Director provides the Annual Performance Report to the School Board and the local CTE Advisory Committee for review and accepts suggestions for improvement.

**CTEMS SCHEDULE 10  
Improvement, Expansion, and Modernization  
2015-2016 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	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum.	X	X		X	X			X	X
b. Revise/update instructional materials.	X	X		X	X			X	X
c. Obtain input from business/industry/ community representatives to improve/modernize program.	X	X		X	X			X	X
d. Modernize program offerings in occupational area.	X	X		X	X			X	X
e. Conduct labor market analysis related to area.	X	X		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			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
i. Incorporate technology applications in the classroom/laboratory.	X	X		X	X			X	X
j. Certify teachers in industry or professional/trade association.									
k. Incorporate industry or professional/trade association certification standards.	X	X		X	X			X	X
l. Provide training in high tech or telecommunications occupations.									
m. Other (specify)									

**CTEMS SCHEDULE 10 (Continued)**  
**Improvement, Expansion, and Modernization**  
**2015-2016 Plan**

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

Currently the local CTE Advisory Committee is working on a 5 year improvement plan for both curriculum and facility improvements. This report will be presented to the local School Board and Board of Supervisors for future consideration.

**CTEMS SCHEDULE 11**  
**Using Data to Improve Career and Technical Education**  
**2015-2016 Plan**

**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.

School administrators, CTE Director and CTE teachers will examine data related to academic achievement, occupational competencies, success/access for special populations, number of non-traditional completers and satisfaction of employers to determine areas of strength and weakness. Analysis of this data will allow for exploration of strategies to enhance strengths and address deficiencies. Data and strategies will also be shared with the local CTE Advisory Committee for input.

**CTEMS SCHEDULE 12**

**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services  
2015-2016 Plan**

**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). (required)</b>	
<b>X</b>	<b>Virginia Education Wizard</b>
<b>Or Other:</b>	Describe:
<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: In conjunction with New River Community College, Floyd County High School employs a Career Coach who oversees career counseling with our students. All students in the 10th grade complete the Virginia Wizard as a guide to possible careers. The Career Coach also sets up appointments with students to go over results of the Wizard assessment and discuss career options. In addition, 10th graders attend a Career Day sponsored by New River Community College where they have the opportunity to listen to speakers from a variety of career fields.
<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: The English Department at Floyd County High School has implemented a Career Portfolio Project for all 12th grade students. This includes research into a career of interest, creation of a resume, cover letter and participation in a mock interview. Specifically for special populations, the Special Education Department utilizes the Virginia Department of Rehabilitation Services to assist in placement and transitional services. The VDRS works with identified students concerning job skills, education, and financial aide issues. In addition to this opportunity, all students enrolled in CTE courses receive instruction on workplace readiness skills. In addition, 10th graders attend a Career Day sponsored by New River Community College where they have the opportunity to listen to speakers from a variety of career fields.



**CTEMS SCHEDULE 12 (Continued)  
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services  
2015-2016 Plan**

	<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: Nurse Aide II (8362), Welding I (8672), Welding II (8673), Design, Multimedia and Web Technologies (6630), Programming (6640), Office Administration (6621), Veterinary Science (8088)
	<b>Other (specify)</b>
	Describe:

**CTEMS SCHEDULE 13**  
**Equity Provisions of General Education Provision Act**  
**2015-2016 Plan**

**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 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.

All students have the opportunity to enroll in our CTE courses regardless of gender, race, ability and age. The Special Education Department of Floyd County High School provides each CTE teacher with a list of accommodations for every student who has an IEP or a 504 plan. CTE teachers are expected to attend IEP and 504 meetings of their respective students.

Modifications of classroom procedures and expectations may occur to assist special populations. These include, but are not limited to: modified curriculum and equipment, extended blocks of time on work, extra help, remedial programs in reading, math and writing, and supported employment opportunities.

**CTEMS SCHEDULE 14  
Labor Market Needs  
2015-2016 Plan**

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

The largest employer in Floyd County is the Floyd County Public School system. In addition, 50% of the workforce population commutes outside of the county each day for employment. Therefore, it is essential for us to not only look at the labor market needs of Floyd County, but also the needs in the surrounding New River and Roanoke Valleys. As a result of this fact, members of our local CTE Advisory Committee represent these areas and inform the committee of their current labor needs. The CTE Director meets regularly with Region VI CTE administrators to discuss various issues facing industry in our part of the state, as well as, program/course offerings and how these courses meet industry demand. Meetings are held regularly with the Economic Development Coordinator for Floyd County to discuss possible employment opportunities.

**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.)

**2015-2016 Plan**

<b>COLUMN A:</b> Total CTE Students in Division (Unduplicated Count, Grades 7-12) + <b>Students Attending Regional Technical Center</b>	<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**

**2015-2016 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  
2015-2016 Plan**

<b>ADMINISTRATION</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)</b>		
<b>2. Assistant Principal (includes Special Career and Technical Centers)</b>	\$21,320.00	\$62,326.00
<b>EXTENDED CONTRACTS, ADULT SUPPLEMENTS</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>3. Extended Contract Costs</b>	\$9,479.00	\$9,479.00
<b>4. Adult Occupation Supplements</b>	\$990.00	\$785.00
<b>5. Adult Occupation Teachers (Full-time)</b>		
<b>6. Adult Occupation Teachers (Part-time)</b>		
<b>LOCAL FUNDS ONLY</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs</b>		\$528,086.00
<b>8. Instructional Supplies/Materials</b>		\$28,480.00
<b>9. Other Instructionally Related Costs</b>		\$3,000.00
<b>10. Equipment</b>		\$4,498.32

**CTEMS SCHEDULE 17 (Continued on next page)**

**Budget of Perkins Funds**

**2015-2016 Plan**

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds)  <i>See Appendix B</i>	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  <i>See Appendix C</i>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
<b>Required Use:</b>  Professional Development	ix. All	CTE teachers and CTE Director will participate in professional development and /or professional conferences	3000 - Purchased Services	FED	3,000.00
<b>Required Use:</b>  Activities for Special Populations (to include nontraditional)	ix. All	Supplemental curriculum materials and equipment to assist members of special populations will be purchased as instructional resources.	8000 - Capital Outlay/Equipment	FED	1,000.00
<b>Required Use:</b>  Regional Program Participation (only divisions submitting Schedule 15)					

CTEMS SCHEDULE 17 (Continued on from previous page)

Budget of Perkins Funds  
2015-2016 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds)	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  <i>See Appendix C</i>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
<i>See Appendix B</i> R3--Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	i. Agricultural Education	Equipment purchases will be made from the Virginia State Approved Equipment List in order to update and improve the Agriculture Shop. Purchases will be made in an effort to improve the safety and overall learning of our general and special populations. Also, expenditures will be made to make this program more desirable to our non-traditional students.	8000 – Capital Outlay/Equipment	FED	5,641.05
R1A--Strengthen skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such	ii. Business and Information Technology	Purchases will be made from the State Approved Equipment List that will strengthen the program and attract more non-traditional students.	8000 – Capital Outlay/Equipment	FED	1,000.00
P14--To provide support for family and consumer sciences programs.	iv. Family and Consumer Sciences	Equipment purchases will be made from the Virginia State Approved Equipment List in order to update and improve the kitchen and classroom. Purchases will be made in an effort to improve the safety and overall learning of our general and special populations. Also, expenditures will be made to make this program more desirable to our non-traditional students.	8000 – Capital Outlay/Equipment	FED	3,929.76
R1A--Strengthen skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such	v. Health and Medical Sciences	Purchases will be made from the Virginia State Approved Equipment List that will strengthen the program and attract more non-traditional students.	8000 – Capital Outlay/Equipment	FED	2,000.00
P7--For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to	vii. Technology Education	Software and technology from the state Approved Equipment List will be purchased to strengthen the program and encourage more non-traditional students to enroll in Technology Education courses.	8000 – Capital Outlay/Equipment	FED	1,000.00
P18--To provide support for training programs in automotive technologies.	viii. Trade and Industrial Education	Auto-Tech - Equipment purchases will be made from the Virginia State Approved Equipment List in order to update and improve the Automotive Shop. Purchases will be made in an effort to improve the safety and overall learning of our general and special populations. Also, expenditures will be made to make this program more desirable to our non-traditional students.	8000 – Capital Outlay/Equipment	FED	4,929.75
R1A--Strengthen skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such	viii. Trade and Industrial Education	Building Trades - Equipment purchases will be made from the Virginia State Approved Equipment List in order to update and improve the Building Trades Shop. Purchases will be made in an effort to improve the safety and overall learning of our general and special populations. Also, expenditures will be made to make this program more desirable to our non-traditional students.	8000 – Capital Outlay/Equipment	FED	5,000.00

**CTEMS SCHEDULE 17 (Continued on from previous page)**

**Budget of Perkins Funds  
2015-2016 Plan**

1. CAREER AND TECHNICAL ACTIVITIES FUNDED  (Indicate Required or Permissive Use of Funds)  <a href="#">See Appendix B</a>	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  <a href="#">See Appendix C</a>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
R1A--Strengthen skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such	viii. Trade and Industrial Education	Welding - Equipment purchases will be made from the Virginia State Approved Equipment List in order to update and improve the Welding Shop. Purchases will be made in an effort to improve the safety and overall learning of our general and special populations. Also, expenditures will be made to make this program more desirable to our non-traditional students.	8000 - Capital Outlay/Equipment	FED	6,000.00
R1A--Strengthen skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such	viii. Trade and Industrial Education	Cylinder lease/rental fees for welding gas cylinders. This will assist in the hands-on learning of our general and special populations by giving CTE students the experience and knowledge of good welding practices to take into the workforce.	5000 - Other Charges	FED	2,500.00



School Division FLOYD COUNTY PUBLIC SCHOOLS Division Number: 031  
**CTEMS SCHEDULE 17 (Continued from previous page)**  
**Budget of Perkins Funds**  
**2015-2016 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) (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>	<b>36,000.56</b>	
			<b>State</b>	<b>0.00</b>	
			<b>Local</b>	<b>0.00</b>	
<b>Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)</b>				<b>0.00</b>	
<b>Grand Total Career and Technical Education Federal Budget</b>					<b>36,000.56</b>

**CTEMS SCHEDULE 18**

**Administration/Administrative Equipment Funds and Budget Summary Worksheet  
2015-2016 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>

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

**2015-2016 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><a href="#">See Appendix C for Object Code Definitions</a></small>	<b>Amount</b>
1000 - Personal Services	<b>0.00</b>
2000 - Employee Benefits	<b>0.00</b>
3000 - Purchased Services	<b>3,000.00</b>
4000 - Internal Services	<b>0.00</b>
5000 - Indirect Costs and Other Charges	<b>2,500.00</b>
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	<b>NOT ALLOWED</b>
8000 – Capital Outlay/Equipment	<b>30,500.56</b>
<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>36,000.56</b>

**COMMENTS**

**2015-2016 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.

