

Revised 2/8/13

Welcome to the 2013-2014 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) through the 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 Manual at: 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.

Also, you may contact OMEGA Support at 804-371-0993 or: 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 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 descriptions,
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 career and technical funding, local 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 (be sure to save as a 2003 Excel .xls file before uploading).

Local Plan Due Date

In compliance with [federal requirements](#), the local school division must submit its application to the Virginia Department of Education (VDOE) in "substantially approvable form" via OMEGA not later than April 30, 2013. In order to obligate Perkins funds on July 1, 2013, 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) document and meets all necessary conditions and assurances related to the use of these funds.

Basis for Determining 2013-2014 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 local 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 Virginia Department of Education, 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, monies 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:** Virginia allows up to 40 percent of your total Perkins allocation for Permissive Uses of Funds. School divisions must use 60 percent or more on Required Uses of Funds. Both Required and Permissive Uses of Funds are designated by the Carl D. Perkins Career and Technical Education Act of 2006 (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 plan using the schedules identified on the CTEMS Schedules Checklist tab.
- 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 items of equipment purchased in whole or in part with federal funds.
- 8 Prior-Year Data:** **Prior-year data** will serve as the basis for projecting 2013-2014 state or federal funding in the following categories:

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.** These are reported outside of the OMEGA application. The Application for New Career and Technical Education Programs/Courses is located at and may be downloaded from:

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

2 TECHNICAL SKILLS ASSESSMENT CERTIFICATION

Review each statement and obtain the signature of the director/coordinator of career and technical education and the division superintendent.

3 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 being met should be addressed within the schedules of the plan and the budget.

4 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, or plans. Use the CTEMS Schedule Checklist tab to identify required or optional schedules to be completed for divisionwide local plans and for CTE Regional Technical Centers.

Schedule 1

Stakeholder Participation/Involvement. Describe your local process for involving the required groups in the development, implementation, and evaluation of career and technical education programs.

Schedule 2

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

Schedule 3

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 career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or 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 who are members of special populations will not be discriminated against on the basis of their status as members of the 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 4

Strengthen/Improve Academic and Technical Skills. Indicate in the program area checklist activities for school year 2013-2014 that are intended to strengthen and improve the academic and technical skills of participating students.

Schedule 5

All Aspects of Industry. Indicate in the program area checklist activities for school year 2013-2014 that are intended to provide students with experience in and understanding of all aspects of industry.

Schedule 6

Technology in Career and Technical Education. Indicate in the program area checklist activities for school year 2013-2014 that are intended to develop, improve, or expand the use of technology in career and technical education.

Schedule 7

Professional Development. Indicate in the program area checklist activities for school year 2013-2014 that are intended to provide professional development to teachers, career counselors, and administrators associated with any of your career and technical programs. Also, in the second program area checklist, indicate the number of teachers who will be participating in professional development activities.

Schedule 8

Evaluation of Career and Technical Education Programs. Agreement to each item is required for school year 2013-2014 to develop and implement evaluations of the career and technical education programs.

Schedule 9

Improvement, Expansion, and Modernization. Indicate in the program area checklist activities for school year 2013-2014 that are intended to initiate, improve, expand and modernize quality career and technical education programs.

Schedule 10

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 career and technical education.

Schedule 11

Sufficient Size, Scope, and Quality of Program Services and Activities. Indicate in the service/activity checklist that programs provided and funded under this Perkins Act are of sufficient size, scope, and quality to ensure effectiveness.

Schedule 12

Secondary/Postsecondary Linkages. Identify and provide details (where applicable) for school year 2013-2014 activities implemented to facilitate linkage between and transition from secondary to postsecondary programs.

Employment 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, disability, and age.

Schedule 14

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

Schedule 15

Participation in Regional Technical Education Programs. (Only to be completed by school divisions participating in regional programs 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 programs. This should be an **unduplicated count**. Use current year data. **Add to your unduplicated count the number of students attending class at a regional center.**

Column B: Number of CTE Students Enrolled in Courses in Regional Career and Technical Education Programs

Indicate the number of students from your divisions participating in regional programs. 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 Regional Career and Technical Education Programs

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.)

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 career and technical 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 career and technical program areas.

Line 4: Adult Occupation Supplements

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

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 5 percent** of the total federal grant (a note will appear if you exceed the 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**

CONTACT INFORMATION:			
George Willcox, Coordinator for Planning, Administration and Accountability CTE@doe.virginia.gov or George.Willcox@doe.virginia.gov 804-786-4206		Joseph Wharff, Specialist for Planning, Administration and Accountability CTE@doe.virginia.gov or Joseph.Wharff@doe.virginia.gov 804-786-4206	
Division Number	Division Name	Division Number	Division Name
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

CONTACT INFORMATION:

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 804-786-4206

Joseph Wharff, Specialist for Planning, Administration and Accountability
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Joseph.Wharff@doe.virginia.gov
 804-786-4206

Division Number	Division Name	Division Number	Division Name
083	Russell County	065	Northampton County
084	Scott County	066	Northumberland County
085	Shenandoah County	068	Orange County
086	Smyth County	072	Powhatan County
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
306	Valley Vocational Technical Center	310	Northern Neck Technical Center
309	Rowanty 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;
 - iii. effective practices to improve parental and community involvement; and

- 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 resources) designed to strengthen and support academic and technical skill achievement;

- 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;

- 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.

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, CTE Regional Consortium, or Tech Prep Consortium services and fees paid to another authority, local 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 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
- 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, June, 2011, (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.).

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

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

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

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)		Division	CTE Administrator	
CHARLOTTESVILLE CITY PUBLIC SCHOOLS		Number	104	L. Lee Davis
Mailing Address (Street, City or Town, and Zip Code)		Mailing Address (If different than applicant address)		
1400 Melbourne Road, Charlottesville, VA 22901				
Phone (ext):	(434) 245-2634	Fax:	(434) 245-2610	
	Numbers Only Ext.		Numbers Only Ext.	Numbers Only
E-mail:		Lee.Davis@charlottesvilleschools.org		

Certification

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

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

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

CTE Local Advisory Chairperson (Signature)

Date

Local Community College Perkins Administrator
(Signature)*

Date

Local CTE Administrator (Signature)

Date

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

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

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

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

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

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

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

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

Conditions

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

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

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

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

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

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

*Student Competency Records should be used accordingly:

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

PERFORMANCE ASSESSMENT for 2011-2012
(Annual Submission Required)

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

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

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

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2011 - 2012	2011 – 2012 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	94.00%	96.55%	93.10%
1S2	Academic Attainment - Mathematics (Highest Level)	84.00%	96.49%	93.10%
2S1A	Technical Skills Attainment - Student Competency Rate	81.00%	100.00%	100.00%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	52.00%	63.41%	55.55%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	72.00%	96.15%	100.00%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	33.00%	60.98%	55.56%
2S1E	Technical Skills Attainment - Completers Earning Advanced Studies Diploma or Passing a Credentialing Test	40.00%	87.80%	77.78%
3S1	Secondary School Completion	85.00%	100.00%	
4S1	Graduation Rate	80.00%	100.00%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	85.00%	0.00%	0.00%
5S1	Program Completer Response Rate	75.00%		
6S1	Nontraditional Career Preparation Enrollment	22.00%	39.28%	
6S2	Nontraditional Career Preparation Completion	19.00%	14.71%	

** EOC - End-of-Course

PERFORMANCE ASSESSMENT

(Continued from previous page)

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

How many performance standard(s)/element(s) were not met for first time.		2
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.		
1S1-Reading-Special Populations	5S1-Secondary Placement Rate	5S1-Secondary Placement Rate-Special Populations
6S2-Nontraditional Completion		
<p>1S1: Provide professional development opportunities on state-of-the art CTE technical programs and effective teaching strategies via participation in local/state and regional CTE staff development; Provide activities to prepare students especially SWD, enrolled in CTE programs, for high-demand occupations. 5S1: Develop and implement procedures to ensure accurate CDR is submitted. See Comment Section in CTEMS schedule; 6S2: Provide Opportunities for students to be exposed to individuals in non-traditional careers through career fairs, business speakers, posters and social media.</p>		

How many performance standard(s)/element(s) were not met for two consecutive years.		0
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.		
<p> </p>		

How many performance standard(s)/element(s) were not met for three consecutive years.		0
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.		
<p> </p>		

2012-2013 PERFORMANCE ASSESSMENT TARGETS

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

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

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

** EOC - End-of-Course

**CTEMS CHECKLIST
2013-2014**

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

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

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

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

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

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

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

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

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

The Charlottesville-Albemarle Joint Career and Technical Education Advisory Committee, composed of representatives from the required groups, assist the school division in the development, implementation, and evaluation of career and technical education programs. The Committee meets quarterly and provides information on current and future employment needs, offers advice regarding program relevance, and makes recommendations regarding new programs, curriculum, equipment, and facilities. Committee members review information on program offerings relative to local employment opportunities and local budget information, and receive information from CTE Annual Performance Rating and Data Analysis Reports. The Committee's suggestions regarding program improvement are and will continue to be used in the development and implementation of local CTE plan.

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

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

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

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

Group ID Letter:	P : Parents S : Students T : Teachers L : Labor Organization	B&I : Business and Industry CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Valerie Palamountain	PVCC	CC
Joe Hughes	Charlottesville Fire Dept.	B&I
Cheryl Ribando	Parent of Student	P
Adam Hastings, CATEC Director	CATEC	O
Lee Davis	Charlottesville City Schools	T
Jill Garnet	Career Specialist, Albemarle Schools	SP
Frank Squillace	Chamber of Commerce	L
Carmen Keithley	Student	S

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

The CTE Advisory Committee meets quarterly and provides information on current and future employment needs, offers advice regarding program relevance, and makes recommendations regarding new programs, curriculum, equipment, and facilities. Committee members review information on program offerings relative to local employment opportunities and local budget information, and receive information from CTE Annual Performance and Data Analysis Reports. The Committee's reviews the Annual Perkins Plan and the strategic CTE plan for the school division and the technical education center.

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

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

Number of Economically Disadvantaged (including foster children) (Grades K-12)	Number of Disabled (Grades K-12)	Number of Limited English Proficient/English Language Learners (Grades K-12)	Number of Migrant Students (Grades K-12)	Number of Single-parent (including single pregnant women) (Grades 7-12)	Number of Non-traditional (under-represented gender groups) (Grades 7-12)	Number of Displaced-homemakers (Grades 7-12)
2,431	571	461	1	15	176	0

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

The local advisory Committee reviews data from the previous year including the Annual Performance Report, Secondary Enrollment Demographic Reports, CTE Completers Survey, and the High School's Graduate Survey. The CTE Advisory Committee works with teachers to develop a plan to better meet student needs. School counselors use the data to develop program options and obtain publications to help advertise nontraditional career programs to students. Teachers work to bring in speakers from nontraditional backgrounds and local career exploratory experiences including career speakers frequently are those who represent non-traditional career choices. The special education team works to improve and expand the internship opportunities available to special needs students. The team also consults with outside resources to help students transition to the workplace.

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

C. Section 134 (b)(8)(A) and Section 135(b)(9) and (c)(4) and (c)(17): Describe how you will annually provide

programs designed to enable the special populations to meet the state adjusted levels of performance

Enrollment of special populations in career & technical education programs is monitored each year by using data collected for the Career and Technical Education Reporting System and the Virginia System of Performance Standards and Measures for Secondary Career and Technical Education. Access to career and technical education programs by special populations is demonstrated annually by reporting enrollment rates. The distribution of program planning guides to all students and parents helps to promote equal access to the division's scheduling process. Additionally, class presentations, open-houses, curriculum fairs, career speakers, field trips to the technical education center, career assessment, and individual counseling with students are provided to assist students with schedule planning. When appropriate, special education teachers, the career counselor, the vocational planner, and other support staff assist students with their individual program planning needs.

D. Section 134 (b)(9) and Section 135(b)(9) and (c)(4): Describe how individuals who are members of special

populations will not be discriminated against on the basis of their status as members of the special populations

By policy and practice, The Charlottesville City Schools will not discriminate against members of special populations on the basis of their status as members of special populations. All students have access to the full range of career sand technical programs and services provided by the school division. As policy requires, the nondiscrimination clause appears on promotional materials, newsletters, program planning guides, and other information distributed to the public. The scheduling process includes the distribution of program planning guides to all students and parents, class presentations, open-houses, field trips to the technical education center, and individual counseling with students to assist them in preparing their schedules for the following year. When appropriate, special education teachers, ESL teachers, teen parent mentors, and the career assessment specialist assist students who are members of special populations with program planning

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

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

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

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

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

Directions

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

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects			X		X	X		X	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			X							X
e. Providing dual credit options									X	X
f. Providing joint academic/career and technical instructional assignments					X	X		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								X	X	X
i. Other (specify)										X

CTEMS SCHEDULE 5
All Aspects of Industry
2013-2014 Plan

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

Directions

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

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

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

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

Directions

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

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.			X					X	X	X
b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.			X					X	X	X
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).						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
Professional Development
2013-2014 Plan

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

Directions

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

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development:									
(1) Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.									
(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.									
(3) Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers									
(4) State-of-the-art career/technical programs and techniques									
(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									
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry									
c. Regional, state, and college teacher placement job fairs		X		X	X		X	X	X
d. Virginia Teachers for Tomorrow training program.									
e. Business/industry internship programs for teachers									
f. Other (specify)									

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

Directions

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

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

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

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

All required.

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

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

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

DIRECTIONS

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

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

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

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

Each spring the Data for Perkins Performance Standards for Charlottesville City Public Schools and the Graduate/Completer survey is reviewed by the director of secondary education, the CTE Advisory Committee, and the CTE teachers to determine if the division met the standards as determined by the negotiated local level of performance. In the event that a performance standard is not met, data will be disaggregated to determine which CTE program(s) were below in performance. A plan will be developed to improve the CTE program(s), which will include the targeted use of Perkins funds and staff development designed to reflect areas needing improvement and to update best practice. The Annual Performance Report is shared with the School Board. Each school also disaggregates their SOL test data and develops an Annual Plan to meet areas of deficiency.

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

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

Complete corresponding cell for each statement that applies to your division.	Yes or No
a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)	Yes
b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)	Yes
c. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)	Yes
<p>d. Career and technical education programs incorporated into the K through 12 curricula that include:</p> <ul style="list-style-type: none"> · Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills; · Career exploration opportunities in the middle school grades; and · Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.) 	Yes
<p>e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board... (Standards of Quality § 22.1-253.13:4.D.2.)</p>	Yes
<p>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.</p> <p>School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may:</p> <p>a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and</p> <p>b. Permit student completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.5.)</p>	Yes

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

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

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

X	Career Pathways: Plans of Study (required)	
X	Career assessment programs (please indicate programs that you are using). (required)	
	Virginia Education Wizard	
	Other: Describe	In addition to VA Wizard students in grades 7-12 have the opportunity of taking an interest inventory and values assessment as offered through Career Cruising. This tool appears to be a more positive and user friendly option to engage all learners including those with special needs, LEP and SWD.
X	Career and academic counseling/coaching. (required)	
	Section 134(b)(11) and Section 135(c)(2): Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.	
	Currently, students at Charlottesville High School are served by additional personnel through the school counseling office. The UVA College Guide works with students to complete necessary steps to gain acceptance and enroll in college by conducting numerous activities such as: financial aid workshops, SAT preparation workshops, essay writing, college exploration, etc. Additionally, a Career Coach, associated with Piedmont Virginia Community College (PVCC) works with students who have undefined post-secondary goals. The Office of Career Planning and Placement houses a transition specialist and job coaches who provide services to students (including those with disabilities) such as, career exploration, resume writing, job seeking and keeping skills and supervised work experience.	
X	Career fairs, placement services and job seeking skills. (required)	
	Section 134(b)(11), Section 135(c)(2 and 10), Section 134(b)(3)(C) and (8)(C), and Section 135(c)(2, 3 and 10): Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled.	
	Seniors, including SWD, are given the opportunity to participate in a job fair sponsored by PVCC and are encouraged to use online information such as VA Wizard to gain information related employment. College Night provides students and parents information on selecting and preparing for postsecondary education related to occupational/career goals. Recruiters representing all branches of the military are periodically available to discuss enlistment options. SWD and other high risk students (including LEP, truants, and teen parents) participate in the Competitive Employment Work and Transition (CEWAT) program using the assistance of an employment specialist (Job Coach) to secure a competitive job placement. SWD also work with the Department of Rehabilitative Services (DRS) counselor to secure permanent employment, training and education upon graduation.	

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

	High Schools that Work
	Dual Enrollment Options (Specify courses/programs.)
	Auto Service Technology, Architectural Engineering and Design, and Architectural Drawing.
	Other (specify)
	Construction courses aligned with local apprenticeship programs to allow compelter to earn 1 year of apprenticeship credit.

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

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

The Charlottesville City Schools ensures equitable access to, and equitable participation in all federally assisted projects or activities by addressing the special needs of students, teachers, and other program beneficiaries. Barriers to full and equitable participation will be identified and strategies will be adopted to overcome potential barriers that might exist; including barriers based on gender, race, color, national origin, disability, and age. The School Board shall: Provide facilities, programs and activities that are accessible, usable, and available to qualified disabled persons; Provide a free, appropriate education, including nonacademic and extracurricular services to qualified disabled persons; Not exclude qualified disabled persons, solely on the basis of their disabilities, from any program or service; Not discriminate against qualified disabled persons in the provision of health, welfare or social services.

CTEMS SCHEDULE 14
Labor Market Needs
2013-2014 Plan

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

Online information related to career clusters, pathways, and labor market needs are used in planning opportunities for students matched to the needs of local business and industry. The Charlottesville Albemarle Technical Education Center (CATEC) works to identify and respond to the needs of business and industry. Annually, a representative of the local VEC provides information and instructional materials through meetings with our CATEC and career and technical education advisory committee. Local employment data and information from “Career Connect” (Virginia’s One Stop Workforce System), VA Trailblazer, and local resources are used to guide and plan education, training and postsecondary programs. PVCC and area schools work with the local business community to develop career pathways based on labor market data; and provides guidance to school and career counselors to assist students in selecting high school and postsecondary courses related to local labor market needs.

CTEMS SCHEDULE 15

Participation in Regional Technical Education Programs

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

2013-2014 Plan

COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Center	COLUMN B: Number of CTE Students Participating In Regional Program (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Program (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Program (Based on percent in Column C)
729	56	7.68%	6,175.12

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

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)	\$0.00	\$0.00
2. Assistant Principal (includes Special Career and Technical Centers)	\$0.00	\$0.00
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs	\$3,316.00	\$11,027.00
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$588,210.00
8. Instructional Supplies/Materials		\$25,264.00
9. Other Instructionally Related Costs		\$9,019.00
10. Equipment		\$1,950.00

CTEMS SCHEDULE 17 (Continued on next page)

Budget of Perkins Funds

2013-2014 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.))	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use: Professional Development		Provide professional development opportunities to teachers, counselors, and administrators on state-of-the art CTEtechnical programs and effective teaching strategies via participation in local/state and regional CTE staff development; Provide activities to prepare students especially SWD, enrolled in CTE programs, for high-demand occupations.	3000 - Purchased Services	FED	15,000.00
Required Use: Activities for Special Populations (to include nontraditional)	ix. All	Provide Opportunities for students to be exposed to individuals in non-traditional careers through career fairs, business speakers, posters and social media.	3000 - Purchased Services	LOC	2,000.00
Required Use: Regional Program Participation (only divisions submitting Schedule 15)		Provide support for students attending local regional technical center (CATEC)	3000 - Purchased Services	FED	6,175.12
R3--Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	ix. All	Provide job coaching services for students with special needs being served in career and technical education programs	3000 - Purchased Services	FED	15,000.00
R3--Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	ix. All	Provide students opportunities to explore/tour local business and industry for possible postsecondary employment.	3000 - Purchased Services	FED	2,000.00
R4A--Develop, improve, or expand the use of technology in career and technical education, which may include training of career and technical education teachers, faculty, and administrators to use	ix. All	Inititate, improve, expand, and modernize quality programs, including relevant technology at CHS and regional career and technical education center.	8000 - Capital Outlay/Equipment	FED	34,746.12
P3A--For local education and business (including small business) partnerships, including for work-related experiences for students, such as internships, cooperative education, school-based	ix. All	Support and enhance Piedmont Futures, our school/business partnership, to offer students career exploration opportunities on a regional scale; strengthen existing business-education collaborations and facilitate new partnerships.	3000 - Purchased Services	FED	4,000.00

CTEMS SCHEDULE 17 (Continued from previous page)

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

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Career and Technical Education Programs or Activities Funded			Federal	76,921.24	
			State	0.00	
			Local	2,000.00	
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)				3,846.06	
Grand Total Career and Technical Education Federal Budget				80,767.30	

CTEMS SCHEDULE 18

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

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

Administration - Description		Amount
1000 - Personal Services	Follow-Up Programs (pay for data collection and input); Data collection required by Perkins; Administrative work	3,551.84
2000 - Employee Benefits		294.22
3000 - Purchased Services		
4000 - Internal Services		
5000 - Indirect Cost		
5000 - Other Charges		
Line 1 Administration SUBTOTAL		3,846.06
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
Line 2 Administrative Equipment SUBTOTAL		0.00
Administration/Administrative Equipment		Amount
Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)		3,846.06

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

2013-2014 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories <small>See Appendix C for Object Code Definitions</small>	Amount
1000 - Personal Services	3,551.84
2000 - Employee Benefits	294.22
3000 - Purchased Services	42,175.12
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	0.00
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	34,746.12
TOTAL	80,767.30
<i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	

COMMENTS**2013-2014 Plan**

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

5S1: The list of completers used for the 2011-2012 CTE Completer Follow-up Survey was based on the Completer Demographic Report (CDR) of 2010-2011. This report was due 07/15/11. VDOE submitted data to the USED in December and extracted data for the Weldon Cooper Center's administration of the CTE Completer Survey in 01/20/12. Both of these submissions were based upon the most recent (10/12/11) CDR. Thus, the changes Charlottesville City Public Schools made in the 02/27/12 submission were not used for the USED and the Weldon Cooper Center submissions. Our goal is to develop and implement procedures in coordination with CATEC to ensure that accurate CDR data is submitted promptly.

Academic Attainment
Academic Attainment – Special Populations
Technical Skills Attainment
Technical Skills Attainment - Special Populations
Secondary School Completion
Student Graduation Rates
Secondary Placement
Secondary Placement – Special Populations
Completer Response Rate
Nontraditional Participants
Nontraditional Completion