

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

**LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS
2019-2020**

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

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)		Division	CTE Administrator	
Alexandria City Public Schools		Number	101	Sherri W. Chapman
Mailing Address (Street, City or Town, and Zip Code)		Mailing Address (If different than applicant address)		
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Certification

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

Requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Please note this includes:

- Perkins V 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 9 (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

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued on next page)

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(c)(2)(B) and (Sec. 135(b))

Size:

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

Scope:

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

Quality:

- d. Career and technical education programs incorporated into the K through 12 curricula that include:
- * Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - * Career exploration opportunities in the middle school grades; and
 - * Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)
- e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy... (Standards of Quality § 22.1-253.13:4.D.2.) Note: Requirements for graduation (effective for the students entering ninth grade prior to the 2018-2019 school year) (8VAC 20-131-50). Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-131-51).
- f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
- i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued from previous page)**

- ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)
2. Programs, services, and activities included under this agreement will be operated in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and all applicable Virginia Public School Laws. (8VAC 20-120-10)
3. Funds made available under this Perkins Act (Perkins V) may be used to provide additional funds under an applicable program, including the Workforce Innovation and Opportunity Act and the Wagner-Peyser Act. (Sec. 221(a)(b))
4. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins V, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(d))
5. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)(4))
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, non-federal funds expended to carry out career and technical education activities. (Sec. 211(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 314)(1) and (2))
9. No funds received under this Perkins Act will be used to provide career and technical education programs or programs of study to students prior to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this ACT may be used by such students. (Sec. 215)
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. 222)
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. 217)
12. None of the funds expended under Perkins V will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Sec. 122(d)(13))
13. Programs funded under the Perkins Act will be coordinated with the local workforce development boards and other local workforce agencies. (Sec. 134(b)(3))
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment. (8VAC 20-120-120)

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued from previous page)**

15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
(Sec 124(c)(2)(E))
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region. (Sec 134(d)) (8VAC 20-120-50)
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) . (Sec. 113)
18. Equal opportunities in career and technical education programs will be provided to persons with and without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. (Sec. 134(b)(9)) (8VAC 20-120-100) (See 34 CFR Sections 100-6(d), 106.9, 104.8, 110.25, and 108.9)
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines. (8VAC 20-120-70)
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation. (Sec. 134(b)(5)) (8VAC 20-120-130)
21. Career and technical services, programs, and activities will reflect labor market needs and student interest. (8VAC 20-120-110)
22. Career and technical student organizations will be an integral and active part of each career and technical program. (8VAC 20-120-160(B))
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education. (8VAC 20-120-10)
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. If applicable, the school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument and submit in conjunction with the CTE Local Plan by April 30, 2019.
(Refer to Superintendent's Memorandum #191-18, dated July 20, 2018)
25. Effective school year 2019-2020, school divisions must complete a Comprehensive Local Needs Assessment every two years. The initial assessment must be submitted with the CTE Local Plan by April 30, 2019. (Sec 134(b)(c)).

Conditions

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased. (8VAC 20-120-80)
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.
4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (four-year plan).
6. The locality will not fund any project, service, or activity for more than three years—the year of its inception and the two following years—unless showing continuous improvement, meeting or exceeding all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in Office of Management and Budget (OMB) Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The Locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 2 CFR Part 200—Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying.

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

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

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

*Student Competency Records should be used accordingly:

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

PERFORMANCE ASSESSMENT for 2017-2018
(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 2017-2018 for all completers and special populations.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2017 - 2018	2017 - 2018 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	85.00%	98.45%	97.49%
1S2	Academic Attainment - Mathematics (Highest Level)	85.00%	98.21%	97.93%
2S1A	Technical Skills Attainment - Student Competency Rate	92.00%	100.00%	100.00%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	82.00%	94.62%	96.27%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	83.00%	96.75%	94.83%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	75.00%	91.54%	91.29%
2S1E	Technical Skills Attainment - Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	78.00%	95.64%	93.78%
3S1	Secondary School Completion	96.50%	100.00%	
4S1	Graduation Rate	93.50%	98.21%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	93.50%	100.00%	100.00%
5S1	Program Completer Response Rate	75.00%	75.75%	
6S1	Nontraditional Career Preparation Enrollment	31.50%	31.39%	
6S2	Nontraditional Career Preparation Completion	28.00%	34.25%	

** EOC - End-of-Course

PERFORMANCE ASSESSMENT
(Continued from previous page)

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

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

2. How many performance standard(s)/element(s) were not met for two consecutive years?		1
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met and what action was taken in prior years to improve the performance.		
6S1-Nontraditional Enrollment		
The percentage of students enrolling in non-traditional courses has steadily declined the last several years (while this state performance standard continues to increase). This decline is a result of non-traditional data changing and more gender neutral occupations. Additionally, students taking the state-mandated Economics and Personal Finance course reduces the number of electives available. CTEMS Schedule 9 explains planned activities.		

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

2018-2019 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 2018-2019 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 133-18, dated November 13, 2018.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2018 - 2019	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	87.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	87.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	93.00%	Final Completer Demographics Report (CDR) and Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	85.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	85.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	78.00%	
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	81.00%	
	Information Indicator - Completers who earned an Advanced Studies Diploma and passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	97.00%	Final Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	94.00%	Final Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	94.00%	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	31.75%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	28.10%	Final Completer Demographics Report (CDR)

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

** EOC - End-of-Course

CTEMS CHECKLIST
2019-2020

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

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

**CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2019-2020 Plan**

Section 134(b): 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(d) and Section 122(c)(1)(A): Describe how parents; students; academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; representatives of the Workforce Investment Council; representatives of business (including small business) and industry; labor organizations; representatives of special populations; representatives of agencies serving out-of-school, homeless, and/or at-risk youth; and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

	<i>supplied information</i>	<i>provided substantive consultation</i>	<i>reviewed and critiqued the plan or sections of the plan</i>
Representatives of business/industry	X	X	X
Representatives of business/industry	X		X
Representatives of business/industry	X		X
Representatives of labor organization			X
Representatives of agencies serving out-of-school, homeless, and/or at-risk youth			X
Representatives of Workforce Investment Council	X	X	X
Community representatives and other interested individuals	X		X
Representatives of special populations			X
Representatives of local community colleges	X		X
Teachers	X	X	X
Parents	X	X	X
Students	X	X	X

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2018-2019 school year.

The Alexandria School Board appoints the membership of the Alexandria Career and Technical Education Advisory Committee based on the representative groups mentioned above. The Advisory Committee is the official stakeholder group used to evaluate the local Career and Technical Education program and make recommendations to the local School Board. The Advisory Committee reviews curriculum for relevance, performance data for program evaluation, follow-up information for student completion satisfaction, and demographics for equal opportunity. The committee also makes recommendations to the School Board on how to strengthen the total program.

CTEMS SCHEDULE 2
Advisory Committee Participation/Involvement
2019-2020 Plan

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

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

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

Group ID Letter:	P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council	B&I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals A : Out-of-School, Homeless, and/or At-Risk Youth
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
David Remick, Chair	Alexandria/Arlington Workforce Council	W
J. M. Janukatys	Air Force, Aviation	B&I
Dennis Desmond	Local Union 11	L
Vilma Zefran	T.C. Williams High School	T
Phoebe Tomsu	T.C. Williams High School	S
Edgar Rivera	T.C. Williams High School	SP
Patrick Byrnett	DC Public Schools	P
Randy Borland	SAIC	O
Linda Zanin	Sonographer, Montgomery College, GWU	B&I
Allen Lomax	Partnership for a Healthier Alexandria	A
Melissa Reeves	Gryphon Technologies	B&I
Katie Aimone	Northern Virginia Community College	CC

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2019-2020 school year.

CTE Advisory Committee members are kept informed of CTE initiatives and current legislation at regular meetings, through email, and telephone communications. Stakeholder participants, including teachers, department chairs, academic principals, special education staff, guidance staff, and community college representatives, are included in CTE program updates, collaborative planning, and in-service opportunities for teachers. Activities for the 2019-2020 school year will focus on best practices in industry certifications, emerging trends in CTE, increasing dual-enrollment options for students, identifying work-based learning opportunities, and studying labor projections through 2024 to help evaluate the relevance, scope, and sequence of CTE programs in Alexandria City Public Schools.

CTEMS SCHEDULE 3
Application for Local Career Cluster/Pathway Plans of Study
2019-2020 Plan

INSTRUCTIONS/PROCEDURES

Assistance for completing the CTE Career Cluster/Pathway Plans of Study may be found on the [CTE Career Cluster webpage](#).

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

Assistance for completing Academic and Career Plans may be found on the [Academic and Career Plan webpage](#).

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(2)(B). However, to ensure your division’s previous Plans of Study (submitted over the past 10 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 2019-2020 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Information Technology	Network Systems-Information Technology	2007-2008	Local
Health Science	Therapeutic Services-Health Science	2008-2009	Local
Finance	Banking Services-Finance	2009-2010	Local
Marketing	Marketing Management-Marketing	2010-2011	Local
Arts, A/V Technology &	Printing Technology-Arts, Audio/Video	2011-2012	Local
Human Services	Early Childhood Development and Services-	2012-2013	Local
Transportation, Distribution, &	Facility and Mobile Equipment Maintenance-	2013-2014	Local
Science, Technology, Engineering, &	Engineering and Technology-Science,	2014-2015	Local
Hospitality & Tourism	Restaurants and Food/Beverage Services-	2015-2016	Local
Business Management &	General Management-Business Management	2016-2017	Local
Arts, A/V Technology &	Audio and Video Technology and Film-Arts,	2017-2018	Local
Architecture & Construction	Design/Pre-Construction-Architecture and	2018-2019	Local

**Application for Local Career Cluster/Pathway Plans of Study
2019-2020 Plan**

Please e-mail a Microsoft Word file of your completed 2019-2020 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.

PLANS OF STUDY SUBMITTED FOR 2019-2020 LOCAL PLAN

CLUSTER for 2019-2020 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Education & Training	Early Childhood Development and Services-Human Services	Local

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

* Required

CTEMS SCHEDULE 3 (Continued)
Application for Local Career Cluster/Pathway Plans of Study
2019-2020 Plan

Section 134(b)(2)(B): Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page.

Students in the Early Childhood program at T.C. Williams High School have opportunities to learn about child development, observe young children in the on-site Tiny Tots pre-school, and participate in work-based learning experiences in on-site labs, local daycare centers, elementary schools, and other institutions. Virginia Teachers for Tomorrow (VTFT) allows students to learn about the teaching profession and explore careers in education. Students apply professional teaching techniques in the VTFT classroom and gain field experience in partnership with our local day care facilities and elementary classrooms. Additional educational leadership opportunities are offered through the student organization, Educators Rising. Students will maximize these opportunities to make real-world connections for their future career pathway. This local plan will be shared with guidance counselors, instructors, and administrators.

**CTEMS SCHEDULE 4
Special Populations Report
2019-2020 Plan**

A. Identify the number of economically disadvantaged, disabled, homeless, English learners, foster care, students with parent(s) in active military, single-parent, nontraditional (underrepresented gender groups), and out-of-workforce individuals, students eligible for services provided by your school division.

<u>Number of Economically Disadvantaged (Grades K-12)</u>	<u>Number of Students with Disabilities (Grades K-12)</u>	<u>Number of Homeless Students (Grades K-12)</u>	<u>Number of English Learners (Grades K-12)</u>	<u>Number of Students in Foster Care (Grades K-12)</u>	<u>Number of Students with Parent(s) in Active Duty (Grades K-12)</u>	<u>Number of Single-parents (Grades 7-12)</u>	<u>Number of Non-traditional (under-represented gender groups) (Grades 7-12)</u>	<u>Number of Out-of-Workforce Individuals (Grades 7-12)</u>
9,413	1,796	172	4,894	25	385	10	597	0

B. Section 134(b)(5) Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations.

Access of students identified in special populations in Career and Technical Education programs is based upon identifying students and providing awareness of the available programs. ACPS relies upon quality student data that will supply accurate lists of persons identified within each special population category. Identification helps make students, parents, and counselors aware of the CTE opportunities available on the secondary level. School guidance counselors, social workers, special education case managers, and EL teachers are all provided with information that assists parents and students with the selection of courses that meet students' career goals and unique schedules. Using the Annual Performance Report (APR) for ACPS Career and Technical Education, performance data is reviewed for all students, including those who are members of special populations, to ensure the continued success of all students in our programs.

CTEMS SCHEDULE 4 (continued)
Special Populations Report
2019-2020 Plan

C. Section 134(b)(5) Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

All CTE programs in Alexandria City Public Schools are open to students in special populations. At the beginning of each school year, CTE teachers, special education teachers, and EL specialists collaborate to evaluate and adjust the curriculum and teaching strategies to meet the needs of individual students. Communication continues throughout the year, and CTE teachers keep abreast of current inclusion and differentiation practices through local professional development. Support for students with disabilities includes inclusion specialists, transition specialists, and paraprofessionals who directly assist students to help them increase their academic performance through presentations at CTE department meetings and individual teacher talks. Information on meeting instructional needs for students with disabilities and English Learners is provided to the advisory committee at regular meetings.

D. Section 134(b)(5)(D) 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.

Career and Technical Education courses are open to all secondary students. The Alexandria City School Board does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, marital status, status as a parent, or pregnancy in its programs and activities. No student is discriminated against on the basis of their status as a member of a special population. If a student's individual education plan includes special accommodations, Alexandria City Public Schools will meet or exceed the necessary requirements. All Career and Technical Student Organizations (CTSO) conference fees will be paid for special population students using Perkins Grant funding, including registration, lodging, and travel expenses.

**CTEMS SCHEDULE 4 (continued)
Special Populations Report
2019-2020 Plan**

E. Section 134(b)(5)(A-B) Indicate below the activities and other resources/services your school division provides to prepare special populations, including single parents and out-of-work individuals, for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency, including promoting preparation for non-traditional fields.

SERVICES PROVIDED	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	HOMELESS	ENGLISH LEARNERS	FOSTER CARE	PARENT(S) IN ACTIVE DUTY	SINGLE-PARENTS	NON-TRADITIONAL	OUT-OF-WORK INDIVIDUALS
Supplemental basic academic instruction	X	X	X	X	X	X		X	
Supplemental social growth activities	X	X	X	X	X	X		X	
High-interest reading materials for struggling readers	X	X	X	X	X	X		X	
Instructional or teacher aides	X	X	X	X	X	X		X	
Mentoring programs	X	X	X	X	X	X		X	
Systematic tutoring	X	X	X	X	X	X		X	
Career and technical assessment	X	X	X	X	X	X		X	
Career counseling	X	X	X	X	X	X		X	
Transportation for work experience	X	X	X	X	X	X		X	
Student Apprenticeship	X	X	X	X	X	X		X	
Work-study programs	X	X	X	X	X	X		X	
Coop education	X	X	X	X	X	X		X	
Job placement and follow-up	X	X	X	X	X	X		X	
Job-coach and job-transition services	X	X	X	X	X	X		X	
Work-site visitation	X	X	X	X	X	X		X	
CT student organizations	X	X	X	X	X	X		X	
Field trips	X	X	X	X	X	X		X	
Child-care									
Special transportation									
Special seminars for fathers, teens, etc.									
Other: (specify)									
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	X	X	X	X	X	X		X	

**CTEMS SCHEDULE 5
Strengthen/Improve Academic and Technical Skills
2019-2020 Plan**

Section 135(b) Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

Directions

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

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

CTEMS SCHEDULE 5 (Continued)
Strengthen/Improve Academic and Technical Skills
2019-2020 Plan

Section 134(b)(4) Describe how the school division will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

All courses in Career and Technical Education, grades 6-12, in Alexandria City Public Schools meet or exceed the VDOE standards. All CTE teachers use the course competencies in VERSO that are based on research and high-skill, high-demand, and high-wage occupations. CTE instructors prepare students for industry certification pre-tests and use the results to enhance their teaching, giving students the best chance of passing the end-of-course credentialing tests. Curriculum is reviewed by each CTE department and teams (and business representatives where appropriate) on a periodic basis, and best practices are shared throughout the year by all CTE instructors to make sure there is high rigor and hands-on experiential learning for all students. CTE instructors present their courses to guidance counselors several times during the school year to ensure that the content and sequences are understood.

**CTEMS SCHEDULE 6
Work-based Learning Opportunities
2019-2020 Plan**

Section 134(b)(6): Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, work-based learning opportunities.

Directions

For each of your Perkins supported programs, place an X in the field for every activity for school year 2019-2020 that are intended to provide students with work-based learning opportunities.

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

CTEMS SCHEDULE 6 (Continued)**All Aspects of Industry****2019-2020 Plan**

Section 134(b)(6): Describe the work-based learning opportunities that the school division will provide to students participating in career and technical education programs and how the school division will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

Students in all CTE programs have the opportunity to participate in work-based learning through cooperative education, job shadowing, internships, mentorships, and service learning experiences. Business representatives from the CTE Advisory Committee, Early Childhood Advisory Committee, Academy of Finance Advisory Committee, Automotive Advisory Committee, Governor's Health Sciences Advisory and Planning Committees, and the Network for Teaching Entrepreneurship (NFTE) representatives all contribute to providing work-based learning opportunities for students. Seniors have the opportunity to participate in a three-week job shadowing "senior experience" in late spring. Increased attention will be placed on work-based learning through business collaboration to give students additional opportunities and meet the new 2022 graduation requirement.

**CTEMS SCHEDULE 7
Technology in Career and Technical Education
2019-2020 Plan**

Please follow the directions below to show how the school division will develop, improve, or expand the use of technology in career and technical education.

Directions

For each of your Perkins supported programs, place an X in the field for any activity for school year 2019-2020 that are intended to develop, improve, or expand the use of technology.

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

CTEMS SCHEDULE 7 (Continued)
Technology in Career and Technical Education
2019-2020 Plan

Describe how the school division will develop, improve, or expand the use of technology in career and technical education.

The use of technology in CTE classrooms is abundant. Computer labs are in the Business, Family Consumer Science, and Technology Education programs at each middle school. Additionally, iPad labs exist in middle school Business classrooms. Computer labs also exist at the high school in Business, Marketing, Family Consumer Science, Health and Medical Science, Technology Education, and Trade and Industrial Education program areas. All computers are replaced on a rotation basis to keep up with changing technology. Laptops and laptop carts will be purchased as needed to support EL students in computer courses, and iPad minis or similar equipment will be purchased to support students with disabilities for career connection instruction. Students in ninth grade are provided with Chromebooks by the Technology department to use during all four years of high school.

**CTEMS SCHEDULE 8
Professional Development
2019-2020 Plan**

Section 134(c)(2)(D) Please follow the directions below to show how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Directions

For each of your Perkins supported programs, place an X in the field for any activity for school year 2019-2020 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any CTE program.

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

CTEMS SCHEDULE 8 (Continued)**Professional Development****2019-2020 Plan**

Section 134(c)(2)(D) Describe how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Openings for teaching positions in ACPS are immediately sent to all of the Virginia Department of Education program specialists to share on their list-serv group emails that are shared across the state. Communication is maintained between multiple colleges and universities in several states that prepare college students to become instructors in CTE, including institutions that prepare career switcher candidates coming from the business industry. All CTE teachers, specialists, counselors, and paraprofessionals are encouraged to attend local, state, and national conferences, institutes, and workshops to keep them up-to-date in their field and trained in new and emerging trends. Particular onboarding attention is given to newly hired CTE teachers to ensure that they stay in our division, including being assigned a mentor their first year. Meetings are held with guidance and career counselors throughout the year to keep them informed of CTE pathways and policies.

CTEMS SCHEDULE 8 (Continued)
Professional Development
2019-2020 Plan

Directions

For each of your Perkins supported programs, indicate the number of teachers who will participate in the professional development activities.

ACTIVITIES		DIVISION PROGRAMS							
<p>Note: All professional development provided must meet requirements as identified in Perkins V.</p> <p>Indicate the number of teachers/ administrators participating within the fields for each program area(s).</p>		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. State conferences, institutes, or workshops (including virtual training programs)			5	1	4	4	4	4	3
b. National conferences, institutes, or workshops			1		1	1	1	2	1
c. Local conferences, institutes, or workshops			8	1	6	4	4	5	6
d. Internship in industry			1						
e. Other (specify)									

Section 134(b)(8) Describe how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

Educators enhance their teaching through relevant professional development opportunities including attending summer conferences with professional organizations in their program area. During the summer in-service week, all CTE instructors, paraprofessionals, specialists, counselors, and administrators collaborate with specialized instructional personnel in a three-hour workshop highlighting new CTE strategies and opportunities. Throughout the school year, teachers receive training in technology, curriculum, differentiation, and other topics provided by the division, schools, departments, and learning communities, and are kept aware of on-line professional development courses at Virginia Tech, University of Virginia, and other institutions. New teachers are encouraged to observe and collaborate with experienced teachers and also encouraged to attend workshops and summer opportunities provided by the Virginia Department of Education.

CTEMS SCHEDULE 9
Evaluation of Career and Technical Education Programs
2019-2020 Plan

Section 134(c)(2)(A): Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Using the Annual Performance Report (APR) for ACPS Career and Technical Education, data is reviewed for all students, including those who are members of special populations, to ensure the continued success of every student in our programs. Promotional materials (brochures, announcements, videos, and flyers) will be distributed to all non-traditional classes to recruit students, increase enrollment, and meet the 6S1 performance standard. The APR is shared with CTE staff, administrators, counselors, central office staff, school board, and the CTE Advisory Committee. Strategies are discussed on how to improve student performance in all areas. Inclusion specialists and other EL and special education staff provide workshops in differentiation to help CTE teachers increase performance of struggling learners. Additional instructional materials will be purchased as needed to help teachers enhance instruction and aid in providing support for students.

**CTEMS SCHEDULE 10
Improvement, Expansion, and Modernization
2019-2020 Plan**

Section 135(b)(5)(D): Please follow the directions below to show how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Directions

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

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

CTEMS SCHEDULE 10 (Continued)
Improvement, Expansion, and Modernization
2019-2020 Plan

Section 135(b)(5)(D): Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Input from business, industry, and the local community is utilized to help improve and modernize CTE programs. As a member of the Alexandria/Arlington Workforce Council, the CTE Coordinator shares CTE program updates in ACPS, and immediate labor market needs are discussed and considered in the high school CTE programs. New programs are added as a result of specific local or regional industry needs (i.e., health and medical sciences academy courses). Industry certification standards are incorporated in all courses and teachers have certifications in the areas in which they teach, where applicable. All CTE students take industry certification pre- and post-tests to measure their knowledge of specific industry topics. Training is provided for teachers, where needed, to help them keep up to date in technology and/or best practices in specific industries. Technology is improved and modernized as needed to keep up with industry practices.

CTEMS SCHEDULE 11
Using Data to Improve Career and Technical Education
2019-2020 Plan

Section 134(c)(2)(A): Describe the process the school division will use to evaluate and continuously improve performance, by using the data provided for your school division on the State System of Performance Standards and Measures, of career and technical education programs within the school division.

The CTE Annual Performance Report will be distributed to administrators, CTE teachers, central office staff, counselors, the local school board, and the CTE Advisory Committee. Student information data related to academic achievement will be reviewed. Data from industry certification testing as recorded in the VDOE credentialing database will be reviewed with CTE administrators, teachers, department chairs, and the CTE advisory committee. Base-line data from pre-tests will be compared with post-test results. The CTE Coordinator and the CTE Specialist at the high school will collaborate with Student Services and the Office of English Learners to identify teaching strategies and best practices to share with CTE teachers. Course-related strategies will be developed to identify and overcome obstacles related to academic achievement, specifically for special populations, to help increase test scores on CTE industry certification examinations.

CTEMS SCHEDULE 12
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2019-2020 Plan

Section 135(b)(1)(A-F) 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 a linkage between, and transition from, secondary to postsecondary programs.

Career assessment programs (please indicate programs that you are using).

	Virginia Education Wizard	
X	Or Other:	Describe: Naviance is utilized in ACPS as the College and Career Readiness platform. It helps connect academic achievement to post-secondary goals and helps students prepare for life after high school. It also allows students to create plans for their future by learning about their individual strengths and learning styles, and exploring college and career options based on their assessment results.
X	Career and academic counseling/coaching. Section 135(b)(1)(D): Describe how career guidance and academic counseling provide information on postsecondary education and career options.	
	Describe: Services are provided by the secondary counseling staff and the College and Career Center Specialist. Students have opportunities to learn about resume writing, interviewing, and career research. The College and Career Center posts jobs that are submitted by local employers and processes work permits for students. In addition, employment opportunities are sent to instructors teaching related courses to share with their students. A team of career transition specialists works with students with disabilities.	
X	Career fairs, placement services, and job seeking skills. Section 135(b)(1)(E): Describe activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including nontraditional fields.	
	Describe: Placement services for students exiting ACPS are the responsibility of many individuals. Guidance counselors, the College and Career Center Specialist, alternative program coordinators, inclusion specialists, transition specialists, cooperative education coordinators, special education staff, and career and technical education staff are the primary sources for placement services. Career and Technical Education courses include Virginia Workplace Readiness Skills as part of the required competencies. Any student who desires placement assistance needs only to notify his or her teacher to initiate a referral. Services include individual counseling, career counseling that includes workshops on resume writing, job interviews, and the basics on employment opportunities.	

**CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2019-2020 Plan**

	High Schools that Work and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)																		
	Describe:																		
X	Section 134(b)(7): Postsecondary Credit Options, such as dual or concurrent enrollment programs or early college high school. (Specify courses/programs.)																		
	<table border="0"> <tr> <td>*Early Childhood Education and Services</td> <td>*TV Production III</td> </tr> <tr> <td>*International Finance</td> <td>*Automotive Technology II</td> </tr> <tr> <td>*Introduction to Health and Medical Science</td> <td>*Automotive Technology III</td> </tr> <tr> <td>*Surgical Technologist I</td> <td>*Virginia Teachers for Tomorrow</td> </tr> <tr> <td>*Medical Terminology</td> <td></td> </tr> <tr> <td>*Entrepreneurship</td> <td></td> </tr> <tr> <td>*Advanced Entrepreneurship</td> <td></td> </tr> <tr> <td>*Advanced Engineering</td> <td></td> </tr> <tr> <td>*TV Production II</td> <td></td> </tr> </table>	*Early Childhood Education and Services	*TV Production III	*International Finance	*Automotive Technology II	*Introduction to Health and Medical Science	*Automotive Technology III	*Surgical Technologist I	*Virginia Teachers for Tomorrow	*Medical Terminology		*Entrepreneurship		*Advanced Entrepreneurship		*Advanced Engineering		*TV Production II	
*Early Childhood Education and Services	*TV Production III																		
*International Finance	*Automotive Technology II																		
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*Surgical Technologist I	*Virginia Teachers for Tomorrow																		
*Medical Terminology																			
*Entrepreneurship																			
*Advanced Entrepreneurship																			
*Advanced Engineering																			
*TV Production II																			
	Other (specify)																		
	Describe:																		

CTEMS SCHEDULE 13
Equity Provisions of General Education Provision Act
2019-2020 Plan

Section 134(b)(5)(C-D) Develop a brief plan stating steps that will be taken to ensure equal access to, and equal 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 equal participation, including barriers based on race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

A variety of CTE courses will be offered and linked to support services to ensure success for all students. Program outcomes and options will be improved through working with students and families, businesses, service providers, and postsecondary institutions. Informational brochures and videos will be provided to students, parents, teachers, school counselors, and administrators, creating awareness of all programs available including postsecondary and/or employment options. Program offerings are published in local newspapers in multiple languages. Alexandria City Public Schools has an inclusive policy for the needs of all students and equal access to and participation in all courses. Work will continue with the Alexandria Rotary Club, Chamber of Commerce, Alexandria/Arlington Workforce Council, Partnership for a Healthier Alexandria, and other community-based organizations to create awareness of student needs.

CTEMS SCHEDULE 14
Labor Market Needs
2019-2020 Plan

Section 134(e)(2)(C-D): Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional, and state economic and workforce needs.

Labor market information provides the basis for which Career and Technical Education programs are offered in Alexandria City Public Schools. Each CTE department staff, as well as the CTE Advisory Committee, provides data to ensure programs and courses offered meet the needs of our community. The Weldon Cooper Center, Virginia Employment Commission, Alexandria/Arlington Workforce Council, and Alexandria Workforce Development Center are additional sources for labor market data.

Websites such as the Department of Labor, Virginia Career View, Virginia Education Wizard, NOVA Regional Workforce, and the Occupational Outlook Handbook also provide important up-to-date labor market information.

CTEMS SCHEDULE 15

Participation in Regional Technical Education Centers

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

2019-2020 Plan

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

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

CTEMS SCHEDULE 15 - A

CTE Regional Technical Center Funding

TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY

2019-2020 Plan

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

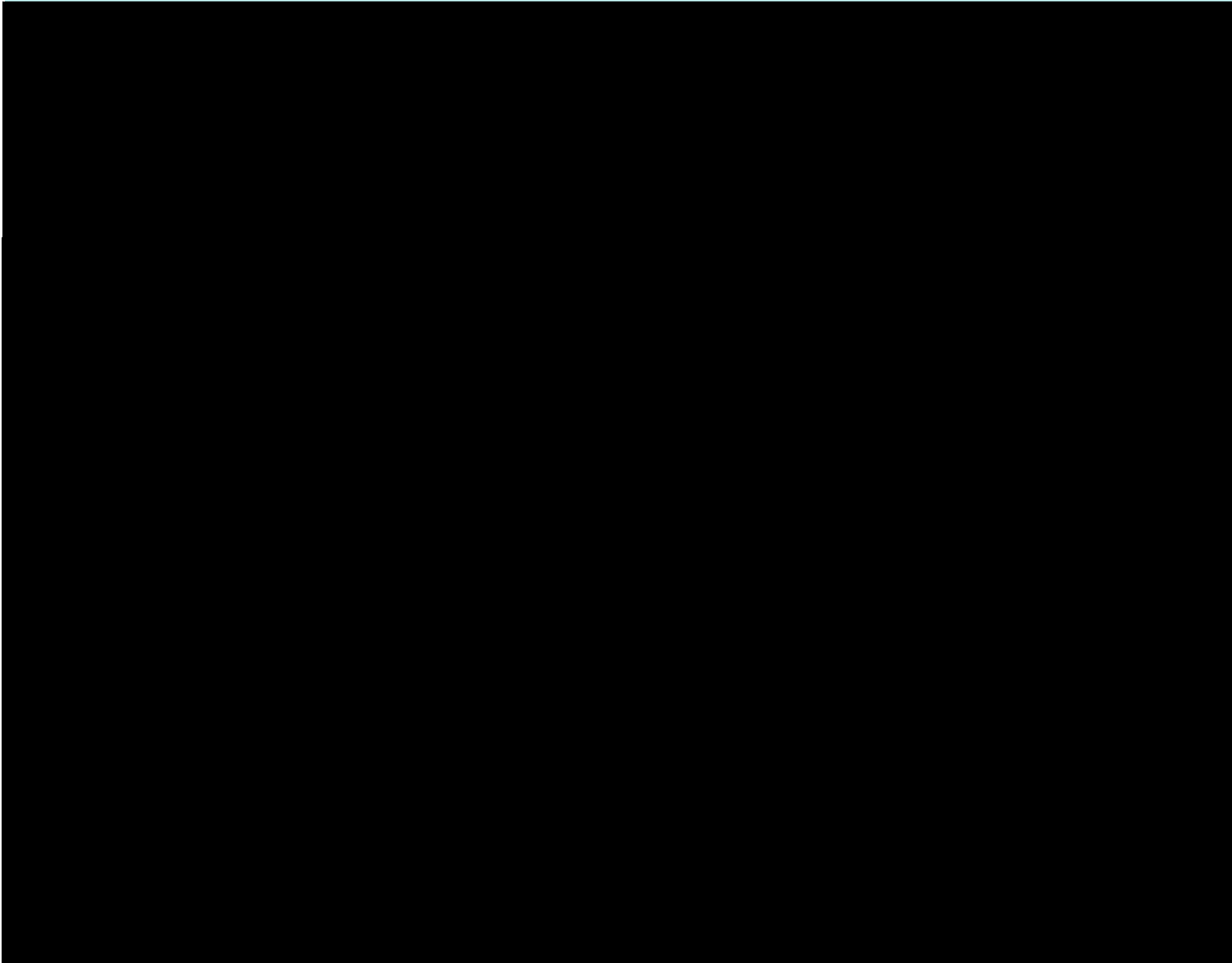
School Division	Amount
TOTAL	\$0.00

CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2019-2020 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	\$6,331.00	\$9,560.24
4. Adult Occupation Supplements	\$0.00	\$0.00
5. Adult Occupation Teachers (Full-time)	\$38,421.00	\$57,402.76
6. Adult Occupation Teachers (Part-time)	\$0.00	\$0.00
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$3,945,487.43
8. Instructional Supplies/Materials		\$113,546.00
9. Other Instructionally Related Costs		\$0.00
10. Equipment		\$28,860.82

CTEMS SCHEDULES 17 & 18 **DO NOT USE - GO TO BUDGET TAB**

**Budget of Perkins Funds
2019-2020 Plan**



CTEMS SCHEDULE 17 (Continued on next page)

Budget of Perkins Funds

2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options See Appendix B	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code See Appendix C	8 Budgeted Funds and Source of Funds	
								Fed, State, or Local	Amount
Required Use: Professional Development	A.)	D	1 (A-F)	R2C	All	CTE teachers, administrators, and counselors will attend conferences and workshops to receive research-based and workplace training designed to improve course content, assessment, instruction, and enhance student learning. Activities will also include teacher training and coursework needed to maintain and obtain certification and/or dual enrollment teaching status required by specific program areas.	3000	Fed	20,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
Required Use: Activities for Special Populations (to include nontraditional)	A.)	B	1 (A-F)	R3	All	Equipment will be purchased to support students in special populations, such as iPad minis for students with disabilities and equipment needed for EL instruction in Keyboarding Applications.	8000	Fed	15,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
Required Use: Regional Program Participation (only divisions submitting Schedule 15)	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	A	1 (A-F)	R6	All	To purchase personal services for implementing surveys of completer graduates for required state data and evaluate CTE programs by examining CTE completer success.	1000	Fed	3,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options See Appendix B	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code See Appendix C	8 Budgeted Funds and Source of Funds	
								Fed, State, or Local	Amount
	A.)	B	1 (A-F)	R3	All	To improve and modernize computer labs by updating hardware, including computers, laptops, and printers to provide students with appropriate instruction. All equipment will be from the state approved equipment list.	8000	Fed	124,649.88
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R3	All	To upgrade required software for computer labs in all areas to meet instructional needs of courses in TV Production, Photography, Business, etc. Software purchase is included on the state equipment list.	8000	Fed	6,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R3	Trade and Industrial Education	To purchase professional equipment from the state equipment list including cameras, mixers, and editing software for Photography and TV Production; automotive equipment for Automotive Technology; and small equipment for Cosmetology and other Trade & Industrial programs.	8000	Fed	17,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R6	All	ACPS Indirect Cost charge of 4.4% provides support for grant operations including, but not limited to, office space, utilities, human resource services, and financial services.	5000	Fed	13,630.95
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options See Appendix B	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code See Appendix C	8 Budgeted Funds and Source of Funds	
								Fed, State, or Local	Amount
	A.)	E	1 (A-F)	P50	All	To assist students in special populations who have won local student organization honors (FBLA, FCCLA, DECA, FEA, SkillsUSA, TSA, and HOSA) as well as one adviser from each CTSO, with expenses to and from state and/or national leadership conferences including registration, travel, and lodging fees.	3000	Fed	10,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						8,000.00
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R3	Technology Education	To improve and modernize Technology Education classrooms with equipment and tool updates necessary to provide students with appropriate current instruction including STEM. All equipment will be from the state-approved equipment list.	8000	Fed	10,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R3	Health and Medical Sciences	To purchase needed equipment from the state-approved equipment list for the Health and Medical Science classrooms to keep students up to date with current instruction in Nurse Aide and Surgical Technology courses.	8000	Fed	3,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)	B	1 (A-F)	R5A	All	To pay teachers, counselors, and/or specialists to work with education/business partners for preparation and instruction in the summer bridge program for the Governor's Health Sciences Academy.	1000	Fed	36,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						2,754.00
	E.)		5 (A-T)						
			6						

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2019-2020 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options See Appendix B	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code See Appendix C	8 Budgeted Funds and Source of Funds	
								Fed, State, or Local	Amount
	A.)	B	1 (A-F)	P5B	All	To pay CTE staff to work with education/business partners to continuously align curriculum to the requirements of in-demand programs of study.	1000	Fed	23,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						

**CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2019-2020 Plan**

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
			6						
Career and Technical Education Programs or Activities Funded						Federal	309,794.33		
						State	0.00		
						Local	0.00		
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)							0.00		
Grand Total Career and Technical Education Federal Budget							309,794.33		

CTEMS SCHEDULE 18

**Administration/Administrative Equipment Funds and Budget Summary Worksheet
2019-2020 Plan**

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

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

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

2017-2018 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	62,000.00
2000 - Employee Benefits	4,513.50
3000 - Purchased Services	30,000.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	37,630.95
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	175,649.88
TOTAL	309,794.33
<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
2019-2020 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.

